



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number:	3518
Principal:	Ginnie Warren
School Address	17 Sheppard Place, St Albans, Christchurch
School Postal Address:	17 Sheppard Place, St Albans, Christchurch, 8014
School Phone:	03 355 9132
School Email:	stalbans@stalbans.school.nz

ST ALBANS SCHOOL

Annual Report - For the year ended 31 December 2018

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Board of Trustees
<u>3</u>	Statement of Comprehensive Revenue and Expense
<u>4</u>	Statement of Changes in Net Assets/Equity
<u>5</u>	Statement of Financial Position
<u>6</u>	Statement of Cash Flows
<u>7</u>	Statement of Accounting Policies
<u>12</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

St Albans 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.

Vaughan Ian Hartland.
Full Name of Board Chairperson

VAH
Signature of Board Chairperson

13 May 2019
Date:

Gemma Warren
Full Name of Principal

GW
Signature of Principal

13 May 2019
Date:

St Albans School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How Position Gained	Held Until
Chris Wallace	Chair Person	Elected Member	Jun 2019
Ginnie Warren	Principal		
Tony Boon	Parent Rep	Elected Member	Jun 2019
Marisa Spear	Parent Rep	Elected Member	Jan 2019
Karen Wiese	Parent Rep	Elected Member	Jun 2019
Vaughan Hartland	Parent Rep	Elected Member	Jun 2019
Loriann Wakefield	Staff Rep	Elected Member	Jun 2019
Juliet Calder	Parent Rep	Co-opted Member	Jun 2019
Aaron Tunnicliff	Parent Rep	Co-opted Member	Jun 2019

St Albans 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	4,279,150	3,850,220	3,895,600
Locally Raised Funds	3	276,388	272,155	250,276
Interest Earned		27,597	25,000	33,038
		<u>4,583,135</u>	<u>4,147,375</u>	<u>4,178,914</u>
Expenses				
Locally Raised Funds	3	107,093	115,320	131,271
Learning Resources	4	2,893,634	2,957,420	2,977,894
Administration	5	208,447	269,025	239,082
Finance Costs		11,207	-	4,755
Property	6	1,126,005	753,940	963,098
Depreciation	7	132,880	100,000	106,348
Loss on Disposal of Property, Plant and Equipment		5,570	-	18,186
		<u>4,484,836</u>	<u>4,195,705</u>	<u>4,440,634</u>
Net Surplus / (Deficit)		98,299	(48,330)	(261,720)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>98,299</u>	<u>(48,330)</u>	<u>(261,720)</u>

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



St Albans 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	1,206,995	1,206,995	1,302,965
Total comprehensive revenue and expense for the year	98,299	(48,330)	(261,720)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	12,032	-	165,750
Equity at 31 December	1,317,326	1,158,665	1,206,995
Retained Earnings	1,317,326	1,158,665	1,206,995
Equity at 31 December	1,317,326	1,158,665	1,206,995

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



St Albans School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	48,317	210,614	158,944
Accounts Receivable	9	203,879	156,048	156,048
GST Receivable		18,228	46,437	46,437
Prepayments		6,535	17,384	17,384
Investments	10	728,452	709,301	709,301
		<u>1,005,411</u>	<u>1,139,784</u>	<u>1,088,114</u>
Current Liabilities				
Accounts Payable	12	211,433	374,901	374,901
Revenue Received in Advance	13	2,851	2,984	2,984
Provision for Cyclical Maintenance	14	25,522	63,402	63,402
Finance Lease Liability - Current Portion	15	52,253	42,147	42,147
Funds held in Trust	16	5,061	3,481	3,481
Funds Held on Behalf of RTM Cluster	17	20,240	15,425	15,425
Funds Held on Behalf of Learning Community Cluster	18	-	7,355	7,355
Funds Held on Behalf of Pito Mata	19	3,704	-	-
		<u>321,064</u>	<u>509,695</u>	<u>509,695</u>
Working Capital Surplus/(Deficit)		684,347	630,089	578,419
Non-current Assets				
Property, Plant and Equipment	11	732,039	633,890	733,890
		<u>732,039</u>	<u>633,890</u>	<u>733,890</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	29,019	58,253	58,253
Finance Lease Liability	15	70,041	47,061	47,061
		<u>99,060</u>	<u>105,314</u>	<u>105,314</u>
Net Assets		<u>1,317,326</u>	<u>1,158,665</u>	<u>1,206,995</u>
Equity		<u>1,317,326</u>	<u>1,158,665</u>	<u>1,206,995</u>

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



St Albans School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		891,818	878,740	922,213
Locally Raised Funds		274,208	272,155	258,436
Goods and Services Tax (net)		28,209	-	(33,293)
Payments to Employees		(504,468)	(515,965)	(524,984)
Payments to Suppliers		(685,481)	(608,260)	(634,418)
Interest Received		29,182	25,000	29,328
Net cash from / (to) the Operating Activities		8,468	51,670	17,281
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(103,717)	-	(152,831)
Purchase of Investments		(19,151)	-	23,475
Net cash from / (to) the Investing Activities		(122,868)	-	(129,356)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,032	-	165,750
Finance Lease Payments		(11,003)	-	(40,010)
Funds Administered on Behalf of Third Parties		2,744	-	(113)
Net cash from Financing Activities		3,773	-	125,627
Net increase/(decrease) in cash and cash equivalents		(110,627)	51,670	13,552
Cash and cash equivalents at the beginning of the year	8	158,944	158,944	145,391
Cash and cash equivalents at the end of the year	8	48,317	210,614	158,944

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 Albans School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

1.1. Reporting Entity

St Albans 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 11.



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

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

1.5. Operating Lease Payments

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

1.6. Finance Lease Payments

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

1.7. Cash and Cash Equivalents

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

1.8. Accounts Receivable

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

1.9. 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.

1.10. 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	10-40 years
Furniture and equipment	5-15 years
Information and communication technology	3-5 years
Leased assets	3 years
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment

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 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.

1.12. 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.

1.13. 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.

1.14. Revenue Received in Advance

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

1.15. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.16. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.



1.17. 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).

1.18. 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.19. 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.

1.20. Budget Figures

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

1.21. 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	749,576	769,720	746,836
Teachers' salaries grants	2,436,979	2,479,230	2,479,232
Use of Land and Buildings grants	927,912	492,250	492,251
Other MoE Grants	160,836	102,630	170,804
Other government grants	3,847	6,390	6,477
	<u>4,279,150</u>	<u>3,850,220</u>	<u>3,895,600</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	128,677	119,605	84,765
Fundraising	13,452	9,500	22,352
Other revenue	14,932	30,085	32,563
Trading	18,046	17,790	15,551
Activities	101,281	95,175	95,045
	<u>276,388</u>	<u>272,155</u>	<u>250,276</u>
Expenses			
Activities	77,626	87,235	89,061
Trading	5,603	6,250	5,383
Fundraising (costs of raising funds)	16,488	14,000	18,134
Other Expenses	7,376	7,835	18,693
	<u>107,093</u>	<u>115,320</u>	<u>131,271</u>
<i>Surplus for the year Locally raised funds</i>	<u>169,295</u>	<u>156,835</u>	<u>119,005</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	79,483	89,560	70,938
Equipment repairs	14,295	1,100	8,592
Information and communication technology	39,137	39,200	29,620
Extra-curricular activities	7,526	8,800	7,990
Library resources	1,109	1,000	750
Employee benefits - salaries	2,742,153	2,805,510	2,845,737
Staff development	9,931	12,250	14,267
	<u>2,893,634</u>	<u>2,957,420</u>	<u>2,977,894</u>



5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,717	3,700	3,609
Board of Trustees Fees	3,330	3,440	2,530
Board of Trustees Expenses	5,191	5,180	5,686
Communication	4,686	5,880	8,690
Consumables	16,434	30,200	14,961
Operating Lease	6,833	50,000	29,057
Legal Fees	1,050	500	-
Other	17,098	16,265	19,918
Employee Benefits - Salaries	134,076	136,735	137,042
Insurance	13,609	14,700	14,684
Service Providers, Contractors and Consultancy	2,423	2,425	2,905
	<u>208,447</u>	<u>269,025</u>	<u>239,082</u>

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,359	9,500	6,883
Consultancy and Contract Services	61,569	80,000	72,600
Cyclical Maintenance Provision	25,668	22,900	11,933
Adjustment to the Provision	(67,782)	-	-
Grounds	20,410	21,235	20,936
Heat, Light and Water	36,971	43,725	43,317
Rates	8,128	5,560	5,442
Repairs and Maintenance	45,826	20,120	245,938
Use of Land and Buildings	927,912	492,250	492,251
Security	5,846	5,700	5,817
Employee Benefits - Salaries	52,098	52,950	57,981
	<u>1,126,005</u>	<u>753,940</u>	<u>963,098</u>

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

7. Depreciation of Property, Plant and Equipment

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	23,354	20,000	21,377
Furniture and Equipment	28,730	20,000	27,294
Information and Communication Technology	23,223	20,000	23,579
Leased Assets	55,328	40,000	31,666
Library Resources	2,245	-	2,432
	<u>132,880</u>	<u>100,000</u>	<u>106,348</u>



8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	200	200	200
Bank Current Account	38,064	135,414	148,726
Bank Call Account	10,053	75,000	10,018
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	48,317	210,614	158,944

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

Of the \$48,317 Cash and Cash Equivalents, \$20,240 is held by the School on behalf of the RTM cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

Of the \$48,317 Cash and Cash Equivalents, \$3,704 is held by the School on behalf of the Pito Mata cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	4,394	2,347	2,347
Receivables from the Ministry of Education	22,441	-	-
Interest Receivable	4,923	6,508	6,508
Teacher Salaries Grant Receivable	172,121	147,193	147,193
	203,879	156,048	156,048
Receivables from Exchange Transactions	9,317	8,855	8,855
Receivables from Non-Exchange Transactions	194,562	147,193	147,193
	203,879	156,048	156,048

10. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	728,452	709,301	709,301



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	393,353	6,292	-	-	(23,354)	376,291
Furniture and Equipment	169,665	38,714	(4,626)	-	(28,730)	175,023
Information and Communication	60,390	3,141	(349)	-	(23,223)	39,959
Leased Assets	93,455	113,948	(27,022)	-	(55,328)	125,053
Library Resources	17,027	1,525	(594)	-	(2,245)	15,713
Balance at 31 December 2018	733,890	163,620	(32,591)	-	(132,880)	732,039

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	621,525	(245,234)	376,291
Furniture and Equipment	368,667	(193,644)	175,023
Information and Communication	178,493	(138,534)	39,959
Leased Assets	187,041	(61,988)	125,053
Library Resources	56,449	(40,736)	15,713
Balance at 31 December 2018	1,412,175	(680,136)	732,039

The net carrying value of equipment held under a finance lease is \$125,053 (2017: \$93,455)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	381,444	40,755	(7,469)	-	(21,377)	393,353
Furniture and Equipment	130,961	76,144	(10,146)	-	(27,294)	169,665
Information and Communication	50,280	33,879	(190)	-	(23,579)	60,390
Leased Assets	70,050	55,071	-	-	(31,666)	93,455
Library Resources	17,787	2,037	(365)	-	(2,432)	17,027
Balance at 31 December 2017	650,522	207,886	(18,170)	-	(106,348)	733,890

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	615,653	(222,300)	393,353
Furniture and Equipment	360,739	(191,074)	169,665
Information and Communication	202,682	(142,292)	60,390
Leased Assets	154,159	(60,704)	93,455
Library Resources	56,910	(39,883)	17,027
Balance at 31 December 2017	1,390,143	(656,253)	733,890



12. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	26,999	201,988	201,988
Accruals	2,598	2,885	2,885
Employee Entitlements - salaries	172,121	157,623	157,623
Employee Entitlements - leave accrual	9,715	12,405	12,405
	<u>211,433</u>	<u>374,901</u>	<u>374,901</u>
Payables for Exchange Transactions	211,433	374,901	374,901
	<u>211,433</u>	<u>374,901</u>	<u>374,901</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	2,851	2,984	2,984
	<u>2,851</u>	<u>2,984</u>	<u>2,984</u>

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	121,655	121,655	109,722
Increase to the Provision During the Year	25,668	22,900	11,933
Adjustment to the Provision	(67,782)	-	-
Use of the Provision During the Year	(25,000)	-	-
Provision at the End of the Year	<u>54,541</u>	<u>144,555</u>	<u>121,655</u>
Cyclical Maintenance - Current	25,522	63,402	63,402
Cyclical Maintenance - Term	29,019	58,253	58,253
	<u>54,541</u>	<u>121,655</u>	<u>121,655</u>

15. 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	62,068	44,580	44,580
Later than One Year and no Later than Five Years	80,013	51,287	51,287
Later than Five Years	-	-	-
	<u>142,081</u>	<u>95,867</u>	<u>95,867</u>



16. Funds Held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	5,061	3,481	3,481
	<u>5,061</u>	<u>3,481</u>	<u>3,481</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. Funds Held on Behalf of RTM Cluster

St Albans School is the lead school and holds funds on behalf of the RTM cluster, a group of schools funded by the Ministry of Education to share teacher support for improving Maori language.

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Funds Held at Beginning of the Year	15,425	15,425	11,050
Funds Received from MoE	11,692	-	22,750
Funds Spent on Behalf of the Cluster	(6,877)	-	(18,375)
Funds Held at Year End	<u>20,240</u>	<u>15,425</u>	<u>15,425</u>

18. Funds Held on Behalf of Learning Community Cluster

St Albans School is the lead school and holds funds on behalf of the Learning Community cluster, a group of schools funded by the Ministry of Education to share professional development.

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Funds Held at Beginning of the Year	7,355	7,355	12,635
Funds Spent on Behalf of the Cluster	(7,355)	-	(5,280)
Funds Held at Year End	<u>-</u>	<u>7,355</u>	<u>7,355</u>

19. Funds Held on Behalf of Pito Mata

St Albans School is the lead school and holds funds on behalf of the Kiwi Park cluster, a group of schools funded by the Ministry of Education to share ICT professional development.

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Funds Received from Cluster Members	4,636	-	-
Funds Spent on Behalf of the Cluster	(932)	-	-
Funds Held at Year End	<u>3,704</u>	<u>-</u>	<u>-</u>



20. 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.

21. 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	3,330	2,530
Full-time equivalent members	0.19	0.15
<i>Leadership Team</i>		
Remuneration	314,442	323,337
Full-time equivalent members	2.75	3.00
Total key management personnel remuneration	317,772	325,867
Total full-time equivalent personnel	2.94	3.15

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	140-150	140 - 150
Benefits and Other Emoluments	3-4	0 - 5
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	-	-
	-	-

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



22. 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	-	-

23. 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.

24. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into a contract agreements for capital works.

A BOT equity donation of \$16,450 (excl GST) to the Hall/Classroom Upgrade being undertaken by the MOE.

(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 Laptops, a Projector and an Eftpos Machine;

	2018 Actual	2017 Actual
	\$	\$
No later than One Year	-	6,535
Later than One Year and No Later than Five Years	-	2,624
Later than Five Years	-	-
	-	9,159

25. 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.

26. 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	48,317	210,614	158,944
Receivables	203,879	156,048	156,048
Investments - Term Deposits	728,452	709,301	709,301
Total Loans and Receivables	980,648	1,075,963	1,024,294

Financial liabilities measured at amortised cost

Payables	211,433	374,901	374,901
Finance Leases	122,294	89,208	89,208
Total Financial Liabilities Measured at Amortised Cost	333,727	464,109	464,108

27. Events After Balance Date

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

28. Comparatives

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



ST ALBANS SCHOOL BOARD OF TRUSTEES 2018

Name	Position	How Position on Board was gained	Term Expires	Occupation
Chris Wallace	<i>Board Chair</i>	<i>Re-elected June 2016</i>	<i>June 2019</i>	<i>Acting General Manager</i>
Karen Wiese	<i>Parent rep</i>	<i>Re-elected June 2016</i>	<i>June 2019</i>	<i>Governance & Risk Advisor</i>
Vaughan Hartland	<i>Parent rep</i>	<i>Elected June 2016</i>	<i>June 2019</i>	<i>Chief Financial Officer</i>
Tony Boon	<i>Parent rep</i>	<i>Re-elected June 2016</i>	<i>June 2019</i>	<i>Claims Operations Manager</i>
Marisa Spear	<i>Parent rep</i>	<i>Re-elected June 2016</i>	<i>June 2019</i>	<i>Teacher</i>
Ginnie Warren	<i>Principal</i>	<i>Appointed January 2004</i>		<i>Principal</i>
Loriann Wakefield	<i>Staff Rep</i>	<i>Re-Elected June 2016</i>	<i>June 2019</i>	<i>Teacher</i>

ST ALBANS SCHOOL KIWISPORT 2018

Students participated in organised sport. In 2018 the school received Kiwisport funding of \$7,845.38 (2017 \$7,821.67). The funding was spent on whole school swimming lessons and sports equipment.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ST ALBANS SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of St Albans School (the School). The Auditor-General has appointed me, Kenneth Sandri, using the staff and resources of Crowe Horwath, 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 20, 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 Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 13 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 for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Kenneth Sandri
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Christchurch, New Zealand



SECTION ONE: GOVERNANCE AND MANAGEMENT PARTNERSHIP	2
KEY DEVELOPMENTS 2018	3
PROFESSIONAL LEADERSHIP STATEMENT 2018	5
SECTION TWO STUDENT ACHIEVEMENT	8
Cohort Information - Children Requiring Modified Learning Programmes and Additional Support	8
2017 – 2018 Comparisons All Students (includes TTRR)	9
NAG2A Analysis of Variance - Areas of Strength	10
Core Curriculum Achievement Reporting - Excluding Students from Te Tikanga Rua Reo	11
NAG2A Analysis of Variance Annual Targets for 2018	13
Core Curriculum Achievement Reporting - Te Tikanga Rua Reo	24
NAG2A Analysis of Variance Annual Targets Te Tikanga Rua Reo 2018	26
SECTION THREE – ADDITIONAL SELF-REVIEW INFORMATION	29
Targeted Learning Report	29
Synthesis of ESOL Evaluation and Development Plan	30
Reading Recovery Report	32
Gifted and Talented Report	35
Student Wellbeing Survey	36
GLOSSARY OF TERMS	38

ST ALBANS SCHOOL - TE KURA O HATO OPANI

ANNUAL REPORT FOR YEAR ENDED DECEMBER 2018

INTRODUCTION

This report comments on the school's developments and achievements in terms of the 2018 Annual Plan. It contains information received from: strategic planning, achievement reports and variance analysis on the specific achievement objectives that were targeted for particular focus.

The Annual Report provides information on:

(Section One)	Governance and Management Partnership, Professional Leadership Statement 2018
(Section Two)	Achievement data and commentary Analysis of Variance including self-review of student achievement targets
(Section Three)	Additional self-review information

SECTION ONE: GOVERNANCE AND MANAGEMENT PARTNERSHIP

(prepared by Chris Wallace - Chairperson, Board of Trustees)

Following the completion of our master planning and rebuild project, 2018 has seen us finally be able to enjoy our school environment without it feeling like a building site for most of the year. It has been very pleasing to see the full benefit of all the planning and hard work that has taken place over the last few years. The support and engagement of the whole St Albans School community – staff, students and the wider whanau – has been critical in achieving this great outcome. It was particularly pleasing to see the rebuilt hall become the well-used and flexible space that it was intended to be.

The Board has continued to be kept well informed by the leadership team on student achievement and trends, with school-wide achievement data presented at both mid-year and end of the year sessions. Student achievement continues to be strong, and the Board is comfortable with progress being made across all areas, particularly in relation to our identified target groups.

Our wonderful school community has continued to be one of our strongest assets – this encompasses the many parents and caregivers who generously give their time to the many extra-curricular activities that take place every week before, during and after school. From sports practices, music performance, sausage sizzles, reading support, working bees, making flat whites – the list is long and varied – but all of it has been welcomed and appreciated. Of course, a special mention needs to go to our amazing PTA who, on top of all the usual activities across the year, still found time and energy to put together a very successful Monster Fair in early November. They say that many hands make light work...but someone needs to tell them where to set up the marquee! A big thank you to all of our wonderful volunteers in 2018.

Of course, the staff at the school have again been central to the positive outcomes we have seen in 2018. The dedication, energy and professionalism of the team – both teaching and non-teaching - are at the heart of what makes our school successful. While the physical environment of the school has been more settled this year, the ongoing challenge of making the new spaces work effectively through embracing collaborative teaching practice has continued to be a focus across the hubs. We have welcomed several new staff members across the year and farewelled some familiar faces. The Board would like to acknowledge this hard-working team that has made 2018 a great year.

The Board has continued to have an excellent and collaborative relationship with the senior leadership team, with a high degree of mutual trust and professional respect at the core, coupled with a commitment to robust decision-making and constructive communication. The effectiveness of this relationship is a huge credit to Ginnie, Glen and Jo (who has quickly become a key member of the St Albans family).

I would like to especially acknowledge and thank the contributions of my fellow trustees around the board table – every single person makes a valuable contribution and brings an important set of skills and experience. With several of the team nearing the end of their time on the board, I would personally like to thank them for making my time as Chair so positive – I have always felt supported and just one part of a strong and highly effective team. It has been a wonderful experience over the last five years and I encourage anyone who wants to give something back to the school to consider putting their name forward for election in 2019.

As always, next year promises to be another busy and exciting one for St Albans School. We have a wonderful, strong community and 2019 will no doubt provide a wide range of opportunities for us to showcase this yet again.

KEY DEVELOPMENTS 2018

(prepared by Ginnie Warren – Principal - Tumuaki)

Property Developments

We have completed all elements of the renewal programme and will now move to complete the minor alterations to Block 5, which is adjacent to the hall.

Policy Review

St Albans School uses School Docs for policy management. This ensures policies are robust, and procedures are created with expert input and wide audience review. Policy documents can be tailored to our school, e.g., employment, pool use and are accessible to the whole school community. Their review system allows board members, staff and parents to comment on policies and procedures online. We have completed policy review as per School Doc's schedule for 2018.

EEO Equal Employment Opportunities

The Principal as EEO officer has ensured that the following practices have been upheld:

- shows commitment to equal opportunities in all aspects of employment including recruitment, training, promotion, and conditions of service
- recognises the value of attracting people from all possible sources of talent
- selects the person most suited to the position in terms of skills, experience, qualifications, and aptitude
- recognises the value of diversity in staffing (for example, ethnicity, age, gender, disability, hours of work, etc.) and the employment requirements of diverse individuals/groups
- ensures that employment and personnel practices are fair and free of any bias

Student Achievement

The charter and annual plans were presented to the Board in February and student achievement and curriculum reports were presented in August and December. These reports contained achievement and performance levels, trends and future focus indicators for reading, writing and mathematics using the New Zealand Curriculum. In response to changing legislation we have changed our terminology from 'national standards' to 'expected level', the measures we have used to form our overall teacher judgements continue to be the same.

In 2019 we have the opportunity to take a new direction, one that advocates for learners and learning. Our focus will be on:

- ensuring assessment is the bridge between teaching and learning
- teaching transferable skills that connect curriculum areas that take us away from a siloed curriculum
- helping us reconnect and drive through student interest through the lens of deliberate teaching
- making learning visible between school and key stakeholders
- students co-constructing their learning through self-motivation and self-regulation
- evidencing progress and acceleration – teacher and learner
- learners and teachers using assessment for learning strategies to increase progress and acceleration

Financial Audit

Crowe Horwath carried out the school's annual financial audit for the year ending 2017. The school is in a sound financial position.

ESOL Verification

An independent expert confirmed the delivery of our ESOL programmes. Our lead teachers have done an exemplary job developing our new inclusive model; this was acknowledged during the review.

Code of Practice Pastoral Care Attestation

Completed in September 2018.

ERO Education Review Office Audit

ERO completed their audit during the last week of November. Their report, available in early 2019, will be shared with the community and uploaded to the website.

Community Surveys/Consultation/Partnership Focus

- Whānau Survey
- Reporting Survey
- Learning in Action Tours (Terms 1 - 4)
- 'Getting Connected' Literacy Information Session (term 3)
- 'Getting Connected' Maths Information Session (term 3)
- Transition to School whānau meetings (every term)
- Whānau Hui (every term)
- 'Getting Connected' ESOL Hui (terms 2, 3, 4)
- Health Curriculum Survey
- Staff Wellbeing Survey
- Student Wellbeing Survey

PROFESSIONAL LEADERSHIP STATEMENT 2018

Governance and Management

The school's governance and management partnership continue to be one of its strengths. The Board of Trustees demands excellence and rigour. However, this is balanced by a profound awareness of staff wellbeing and its direct correlation to the quality of learning programmes and student achievement. Team members continue to be grateful to the Board for their insight and support.

Ministry Partnerships

St Albans School continues to be supported by key personnel at the Ministry of Education.

Charter Goals

The principal and staff developed and implemented the school's vision and shared goals through the 2018 Annual Education Plan. This document outlined the professional priorities for leadership and curriculum delivery enhancement.

Recognition of Career Pathways

A number of teachers were given opportunities to take up leadership roles through becoming directors of learning or unit holders. This was achieved through the allocation of management units. In delegating this responsibility, staff were encouraged to carry out roles that are of significant value to the school.

Māori Medium Cluster

We completed the final year of our TLIF (Teacher Led Innovation Fund) project. Milestone reports have been completed by the Resource Teacher of Māori.

Professional Learning Group - Pito Mata

Pito Mata has welcomed Waimairi School to the fold. Our group has been recognised as a professional entity by the Ministry of Education through the allocation of Mana Ake funding. Our focus for the later part of 2018 has been relational; in 2019 we will continue to unpack Michael Fullan's work and focus on the psychological capital of our staff.

KiwiSport Funding Disclosure

KiwiSport funding of \$7845.38 was spent subsidising the Aqua Gym programme for school-wide swimming and sports equipment for winter and summer sport.

Professional Learning and Development

- Major PLD:
 - Te Reo Māori - Te Wiki o Te Reo Māori
 - The Art of Collaboration

- Minor PLD:
 - ESOL Planning
 - Apple iPad trial
 - Cultural Inclusiveness
 - Improved use of achievement data

Following the completion of my sabbatical, with its focus on performance management, additional enhancements were made to our existing model. Our performance management model is an authentic approach that supports professional growth. Evidence is provided by individuals, members of the hub, senior leaders and the greater staff throughout the year. Evidence is uploaded and tagged against the standards. We use a Teaching as Inquiry template based on Helen Timperley's research, and QLC (Quality Learning Circle) protocols have been introduced for the sharing of inquiries.

Self-review - Evaluation Inquiries

- Assessment and Reporting
- Reading Recovery

Community Stakeholders

Community spirit is a feature of St Albans School. Our PTA is very active and supports the teachers and learners on many levels. Our PTA, supported by the staff and community, facilitated numerous successful endeavours this year, a highlight being the return of the Monster Fair, following a four year hiatus due to construction. Relationships with other key stakeholders are also very positive, in particular Mainland Football who allow us significant access to English Park.

Cultural Narrative

This year a working party including: Matua Mikaere, Maria Hema, Stephanie Richardson and the senior leadership team has been working with Mana Whenua Facilitator Di Collier to look at the Cultural Narrative for St Albans School. A Cultural Narrative is our story within the wider community. It explains our relationship with the environment and how we are connected; it tells of our past, our present and our future.

Di was able to give a historical/iwi context based on research, this was then combined with Matua Mikaere's extensive knowledge of the local area. As an outcome we were able to identify 'water' as a major theme. Water is essential to life and was/is a significant feature of the local area. We chose this theme to inter/connect and name our buildings. Each building describes a different passage of water from this area to the estuary. The names will remain with the buildings and will not change. These will be officially named next year.

The other major theme is naming the age based groups (hubs). We felt this was necessary as in the current educational climate flexible learning spaces allow for movement and flexibility in use. This means age groups may not be permanently housed in a particular building for a number of years. When a building is named it does not change, regardless of which age group occupies them. Therefore we felt it was important to distinguish the two (buildings and age groups). The theme for the age-based groups is based on the birdlife which proliferated in our area before the building of the city area in Christchurch.

Matua Mikaere suggested small birds and ground birds for the junior hubs, birds which inhabit the wetlands and bush for the middle hubs and the larger flying birds for the senior hubs. We all agreed with this analogy as birds are closely linked to trees just as we are directly connected to our oak tree. The oak tree is our school logo and is central to what St Albans School is about. It stands tall with strong roots which reflects its longstanding history in the community. It has huge branches reaching far and wide symbolising how we embrace all in our community. It was essential to keep the oak tree and all it represents in the past, present and future.

Junior		Middle	Senior	Te Tikanga Rua Reo
Y0/1	Y2	Y3/4	Y5/6	Riroriro (Y0 -2) Kōtuku (Y3/4) Pouakai (Y5/6)
Pīwakawaka	Pūkeko	Kererū	Kāhu	

SECTION TWO STUDENT ACHIEVEMENT

This report has been prepared using the expectations set by the national standards, although the language now being used is 'expected level'. Teachers have used a combination of formative and summative sources to make an 'Overall Teacher Judgement' as to how each student is achieving. Data, observation, interview and work samples are used to form these judgements. Students with less than 30 weeks of school are not included.

Cohort Information - Children Requiring Modified Learning Programmes and Additional Support

- 23.9% (146 students) of our current school population are students with special learning needs, of which 16.6% (101 students) are English Language Learners. The overall number of students requiring modified learning programmes has increased by 36 students in 2018.

In addition to this:

- 3.6% (22 students) are being monitored closely, as they require modified programmes to support their learning and may require diagnostic assessment.
- 7.7% (47 students) are on our Risk Resiliency Radar, as they have been affected by significant factors, e.g., trauma, poverty.

	Y1 Male	Y1 Female	Y2 Male	Y2 Female	Y3 Male	Y3 Female	Y4 Male	Y4 Female	Y5 Male	Y5 Female	Y6 Male	Y6 Female	Sub Total	Total
<i>Dyslexia</i>					1		2	4	2	1	3	1	14	45
<i>Dyspraxia</i>					1		1		1		1		4	
<i>ORS</i>									1		1	1	3	
<i>ASD</i>	3		1			1	1		3	2	1		12	
<i>SHHN</i>		1	2				1						4	
<i>SL Delay</i>			1	1		1							3	
<i>ADHD</i>							2			2	1		5	
<i>ESOL</i>	18 (+5 Y0)	10 (+ 4 Y0)	14	10	9	6	6	5	6	10	3	3	101	101
	Year 0-1		Year 2		Year 3		Year 4		Year 5		Year 6			
<i>Yr Group Totals</i>	146		98		92		90		99		84		609	
<i>Yr Grp %</i>	28.0%		29.6%		20.1%		24.4%		28.2%		10.7%			

2017 – 2018 Comparisons All Students (includes TTRR)

While it is interesting to consider students working at various levels of the school, it is not truly comparative due to the transition of students in and out of the school both throughout the year and at the end when the Year 6 cohort exits. Our results have also been impacted significantly with the increased number of English Language Learners enrolling at our school.

READING PĀNUI	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
End - 2017	21	3.9%	54	10.2%	305	57.3%	152	28.6%	532	85.9%
End - 2018	26	4.9%	67	12.5%	299	55.9%	143	26.7%	535	82.6%
2017 - % of students working 'at or above' their expected level. This excludes CWSN, ELL and new students (who arrived after mid year variance) who are achieving below or well below their expected level.										96.4%
2018 - % of students working 'at or above' their expected level. This excludes CWSN, ELL and new students (who arrived after mid year variance) who are achieving below or well below their expected level.										95.3%

WRITING TUHITUHI	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
End - 2017	19	3.6%	90	16.9%	373	70.1%	50	9.4%	532	79.5%
End - 2018	22	4.1%	121	22.6%	330	61.7%	62	11.6%	535	73.3%
2017 - % of students working 'at or above' their expected level. This excludes CWSN, ELL and new students (who arrived after mid year variance) who are achieving below or well below their expected level.										91.7%
2018 - % of students working 'at or above' their expected level. This excludes CWSN, ELL and new students (who arrived after mid year variance) who are achieving below or well below their expected level.										94.0%

MATHS PĀNGARAU	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
End - 2017	16	3.0%	85	16.0%	366	68.8%	65	12.2%	532	80.8%
End - 2018	12	2.2%	98	18.3%	352	65.8%	73	13.6%	535	79.4%
2017 - % of students working 'at or above' their expected level. This excludes CWSN, ELL and new students (who arrived after mid year variance) who are achieving below or well below their expected level.										90.2%
2018 - % of students working 'at or above' their expected level. This excludes CWSN, ELL and new students (who arrived after mid year variance) who are achieving below or well below their expected level.										93.8%

NAG2A Analysis of Variance - Areas of Strength

Although we have changed our terminology to ‘expected level’ we do actually continue to report against the expectations set by the National Standards.

Reading : Pānui

The last published national primary achievement statistics (2016) of students achieving AT or ABOVE National Standards was 77.8%.

- St Albans School has achieved a level of 82.6% for all students
 - This level of achievement is 95.3% when we exclude children with special needs, English Language Learners and students new to our school within the last 6 months.

Writing : Tuhituhi

The last published national primary achievement statistics (2016) of students achieving AT or ABOVE National Standards was 71.2%.

- St Albans School has achieved a level of 73.3% for all students
 - This level of achievement is 94.0% when we exclude children with special needs, English Language Learners and students new to our school within the last 6 months.

Mathematics : Pāngarau

The last published national primary achievement statistics (2016) of students achieving AT or ABOVE National Standards was 75.4%.

- St Albans School has achieved a level of 79.4% for all students
 - This level of achievement is 93.8% when we exclude children with special needs, English Language Learners and students new to our school within the last 6 months.

A focus for 2019 is to increase the percentage of students achieving above the expectations across the curriculum. Actions that will support this:

- Continuing to strengthen collaborative practice
- Continuing to develop student agency (school PLD focus 2019).
- More explicit use of LAPP and analysing data to identify specific needs, and modifying teaching to accelerate achievement.

Core Curriculum Achievement Reporting - Excluding Students from Te Tikanga Rua Reo

READING PĀNUI	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
All students	24	4.8%	58	11.6%	287	57.3%	132	26.3%	501	83.6%
Māori	6	12.8%	3	6.4%	31	66.0%	7	14.9%	47	80.9%
Pasifika	1	5.9%	4	23.5%	11	64.7%	1	5.9%	17	70.6%
Asian	8	9.5%	17	20.2%	42	50.0%	17	20.2%	84	70.2%
European/Pākehā/ Other European	8	2.3%	34	9.8%	198	57.2%	106	30.6%	346	87.9%
All other ethnicities including MELAA	1	14.3%	0	0.0%	5	71.4%	1	14.3%	7	85.7%
Male	18	6.8%	35	13.2%	148	55.6%	65	24.4%	266	80.1%
Female	6	2.6%	23	9.8%	139	59.1%	67	28.5%	235	87.7%
READING PĀNUI	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
After 1 year	0	0.0%	1	1.1%	81	90.0%	8	8.9%	90	98.9%
After 2 years	8	8.3%	12	12.5%	41	42.7%	35	36.5%	96	79.2%
After 3 years	5	8.3%	5	8.3%	40	66.7%	10	16.7%	60	83.3%
End of Year 4	5	6.3%	14	17.5%	48	60.0%	13	16.3%	80	76.3%
End of Year 5	2	2.1%	14	14.7%	44	46.3%	35	36.8%	95	83.2%
End of Year 6	4	5.0%	13	16.3%	32	40.0%	31	38.8%	80	78.8%
WRITING TUHITUHI	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
All students	21	4.2%	112	22.4%	314	62.7%	54	10.8%	501	73.5%
Māori	6	12.8%	12	25.5%	24	51.1%	5	10.6%	47	61.7%
Pasifika	1	5.9%	4	23.5%	11	64.7%	1	5.9%	17	70.6%
Asian	5	6.0%	29	34.5%	43	51.2%	7	8.3%	84	59.5%
European/Pākehā/ Other European	9	2.6%	66	19.1%	230	66.5%	41	11.8%	346	78.3%
All other ethnicities including MELAA	0	0.0%	1	14.3%	6	85.7%	0	0.0%	7	85.7%
Male	15	5.6%	75	28.2%	157	59.0%	19	7.1%	266	66.2%
Female	6	2.6%	37	15.7%	157	66.8%	35	14.9%	235	81.7%

WRITING TUHITUHI	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
After 1 year	0	0.0%	1	1.1%	87	96.7%	2	2.2%	90	98.9%
After 2 years	0	0.0%	15	15.6%	72	75.0%	9	9.4%	96	84.4%
After 3 years	2	3.3%	22	36.7%	35	58.3%	1	1.7%	60	60.0%
End of Year 4	3	3.8%	24	30.0%	44	55.0%	9	11.3%	80	66.3%
End of Year 5	9	9.5%	31	32.6%	40	42.1%	15	15.8%	95	57.9%
End of Year 6	7	8.8%	19	23.8%	36	45.0%	18	22.5%	80	67.5%
MATHS PĀNGARAU	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
All students	11	2.2%	85	17.0%	333	66.5%	72	14.4%	501	80.8%
Māori	4	8.5%	11	23.4%	27	57.4%	5	10.6%	47	68.1%
Pasifika	0	0.0%	4	23.5%	12	70.6%	1	5.9%	17	76.5%
Asian	3	3.6%	18	21.4%	50	59.5%	13	15.5%	84	75.0%
European/Pākehā/ Other European	3	0.9%	51	14.7%	240	69.4%	52	15.0%	346	84.4%
All other ethnicities including MELAA	1	14.3%	1	14.3%	4	57.1%	1	14.3%	7	71.4%
Male	5	1.9%	42	15.8%	180	67.7%	39	14.7%	266	82.3%
Female	6	2.6%	43	18.3%	153	65.1%	33	14.0%	235	79.1%
MATHS PĀNGARAU	WELL BELOW		BELOW		AT		ABOVE		Total Number	% At & Above
	Number	%	Number	%	Number	%	Number	%		
After 1 year	0	0.0%	2	2.2%	84	93.3%	4	4.4%	90	97.8%
After 2 years	0	0.0%	11	11.5%	81	84.4%	4	4.2%	96	88.5%
After 3 years	1	1.7%	17	28.3%	39	65.0%	3	5.0%	60	70.0%
End of Year 4	2	2.5%	21	26.3%	50	62.5%	7	8.8%	80	71.3%
End of Year 5	6	6.3%	17	17.9%	39	41.1%	33	34.7%	95	75.8%
End of Year 6	2	2.5%	17	21.3%	40	50.0%	21	26.3%	80	76.3%

NAG2A Analysis of Variance Annual Targets for 2018

FOCUS: READING/PĀNUI

Annual Objectives and Aims:

- All students who are achieving *below and well below* their expected curriculum level for reading will achieve accelerated (more than one year) progress.
- Increase the number of students achieving at or above the expected level for reading.

2018 Annual Targets:

- Students not achieving the expected level for reading at Year 2 will have achieved accelerated progress over the year. This cohort has been identified following the completion of the analysis of variance. The leadership team has identified this as a target group, as we believe early identification and intervention will reduce the potential of an increased academic tail.

Year 2 Reading Target 2018	Accelerated progress to be at expectation		Accelerated progress but remains below expectation		Expected progress but remains below expectation		Limited to no progress remaining below expectation		Target Total
All Students	16	59.3%	0	0.0%	9	33.3%	2	7.4%	27
Male	7	43.8%	0	0.0%	7	43.8%	2	12.5%	16
Female	9	81.8%	0	0.0%	2	18.2%	0	0.0%	11
<i>Priority Learners</i>									
Māori (TTRR)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Māori	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
Pasifika	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
ELL	2	33.3%	0	0.0%	3	50.0%	1	16.7%	6
CWSN	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0

Outcomes

- 59.3% (16/27) of the students targeted for reading support have made accelerated progress (a significant shift in relation to their expected level of achievement in reading) to be 'at expectation'.
- 33.3% (9/27) made expected progress but remain 'below expectation'. Of this group:
 - 3 students are English Language Learners
 - 2 students are demonstrating reading behaviours that indicate a potential learning difficulty
- 7.4% (2/27) made little or no progress and remain 'below expectation'. Of this group:
 - 1 student is an English Language Learner
 - 1 student is demonstrating reading behaviours that indicate a potential learning difficulty

Our goal to increase the number of students achieving at or above the expected level for reading has not been achieved when all students are considered. When we remove: students with special needs, English Language Learners and students who arrived at St Albans within the last 4 months we have a variance of 96.4% in 2017 to 95.3% in 2018.

Reasons for the Variance : Actions We Believe Made a Difference

- Students performing *below and well below* their expected curriculum level for reading were identified and tracked by the: home base teacher, hub personnel, hub leader and senior leaders (collective responsibility).
- STAr groups was used to identify and track progress for this cohort.
- Data discussed, analysed and reviewed in hubs.
- Specific actions for supporting accelerated progress recorded on the LAAP (Learning Analysis and Advancement Plan). This ignited robust professional discussion between teachers in response to learner needs.
- Identified students received support through:
 - Targeted learning
 - Hub based ESOL programme (experiences for ELL cohort to support the development of oral language and phonics)
 - Reading Recovery
 - Targeted teaching by Tūī staff
- Differentiation within the reading programme, e.g., learning styles and authentic contexts.
- Hub meetings were used for the sharing of best practice.
- Professional development was provided by the Reading Recovery teacher for both Y2 and Y1 teachers.
- Professional development for administration of 6 Year Observation Surveys.

- Student progress was analysed and changes made to the programme. Info was recorded within the LAAP (Learning Analysis and Advancement Plan).
- Children received instructional reading 4x per week.
- Selected students involved in Reading Recovery (see report below).
- Communicating goals and strategies to support progress to the learner and whānau.
- Use of digital tools and apps for maintaining specific strategies and information.
- Teachers' 'Teaching as Inquiry' spirals supporting their practice within the hub.

Evaluation... Where to next?

Target groups for reading 2019:

- Our SEA (school entry assessment) data provides us with an indication that we will once again have an identified group of students who will be a focus group in Year 2 - 2019. As the majority of these are under 40 weeks of school their data is not included in the end of year tables.
- All Year 5 and 6 Māori students achieving *below and well below* their expected level in English medium (mainstream) will make accelerated progress of more than one year to reach their expected level in reading.
- All other Year 5 and 6 students achieving *below and well below* their expected level will make accelerated progress of more than one year to reach their expected level in reading. (*This excludes English Language Learner working at foundation level of the ELLPs and ORS students*).

In addition to the actions we believed made a difference for our learners our next steps for 2019 will include:

- Staff involvement in CFPLD (centrally funded PLD) for 2019 - focusing on student agency.
- Reading Recovery will continue in 2019.
- Reading Recovery teacher will 'coach' staff, helping them to accelerate those who are getting 'stuck'.
- Identified Year 2 students will be included in their hub's LAAP (Learning Analysis and Advancement Plan) where explicit actions for achieving progress will be recorded. They will also be considered for entry into our Reading Recovery programme.
- All Y5-6 students identified in this target group will participate in the AVAILL reading programme led by our first deputy principal.

FOCUS: WRITING - TUHITUHI

Annual Objectives and Aims:

- All students who are achieving *below and well below* their expected curriculum level for writing will achieve accelerated (more than one year) progress.
- Increase the number of students achieving at or above the expected level for writing.

2018 Annual Targets:

- Students not achieving the expected level for writing at Year 4 and Year 6 will achieve accelerated progress. This excludes ORS students.
- Māori (both within Te Tikanga Rua Reo and mainstream) and males will be a sub group.

Year 4 Writing Target 2018	Accelerated progress to be at expectation		Accelerated progress but remains below expectation		Expected progress but remains below expectation		Limited to no progress remaining below expectation		Target Total
All Students	8	25.8%	2	6.5%	15	48.4%	6	19.4%	31
Male	6	33.3%	0	0.0%	8	44.4%	4	22.2%	18
Female	2	15.4%	2	15.4%	7	53.8%	2	15.4%	13
Priority Learners									
Māori (TTRR)	1	33.3%	1	33.3%	0	0.0%	1	33.3%	3
Māori	2	50.0%	0	0.0%	1	25.0%	1	25.0%	4
Pasifika	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
ELL	1	20.0%	1	20.0%	3	60.0%	0	0.0%	5
CWSN	0	0.0%	0	0.0%	6	50.0%	6	50.0%	12

Outcomes Year 4

- 25.8% (8/31) of the students targeted for writing support have made accelerated progress (a significant shift in relation to their expected level of achievement in writing) to be 'at expectation'.
- 6.5% (2/31) made accelerated progress (a significant shift in relation to their expected level of achievement in writing) but remain 'below expectation'.
- 48.4% (15/31) made expected progress but remain 'below expectation'. Of this group:

- 4 students are English Language Learners
- 6 students have a diagnosed learning difficulty in the area of literacy.
- 19.4% (6/31) made little or no progress and remain below expectation. Of this group:
 - 6 students have a diagnosed learning difficulty in the area of literacy.

Year 6 Writing Target 2018	Accelerated progress to be at expectation		Accelerated progress but remains below expectation		Expected progress but remains below expectation		Limited to no progress remaining below expectation		Target Total
All Students	3	15.8%	3	15.8%	10	52.6%	3	15.8%	19
Male	3	16.7%	3	16.7%	9	50.0%	3	16.7%	18
Female	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1
<i>Priority Learners</i>									
Māori (TTRR)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Māori	0	0.0%	0	0.0%	2	66.7%	1	33.3%	3
Pasifika	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
ELL	0	0.0%	2	100.0%	0	0.0%	0	0.0%	2
CWSN	0	0.0%	0	0.0%	5	100.0%	0	0.0%	5

Outcomes Year 6

- 15.8% (3/19) of the students targeted for writing support have made accelerated progress (a significant shift in relation to their expected level of achievement in writing) to be 'at expectation'.
- 15.8% (3/19) made accelerated progress (a significant shift in relation to their expected level of achievement in writing) but remain 'below expectation'.
- 52.6% (10/31) made expected progress but remain 'below expectation'. Of this group:
 - 7 students have a diagnosed learning difficulty in the area of literacy.
- 15.8% (3/19) made little or no progress and remain 'below expectation'. Of this group:

- 1 student has a diagnosed learning difficulty in the area of literacy.
- 1 student is in our risk resiliency radar group.

Additional Commentary

The approach the SENCO and hub personnel have taken to writing has seen a significant reduction of our writing tail. However, the complexity of the needs and the number of students with needs has impacted the expected outcomes.

Our goal to increase the number of students achieving at or above the expected level for writing has not been achieved when all students are considered. However, when we remove: students with special needs, English Language Learners and students who arrived at St Albans within the last 4 months we have increased from 91.7% in 2017 to 94.0% in 2018.

Reasons for the Variance : Actions We Believe Made a Difference

- Students performing *below and well below* their expected curriculum level for writing were identified and tracked by the: home base teacher, hub personnel, hub leader and senior leaders (collective responsibility).
- STAr groups was used to identify and track progress for this cohort.
- Identified students received additional support through:
 - Targeted learning (+1) model for Y3/4 and teacher aide support
 - Hub based ESOL programme (experiences for ELL cohort to support the development of oral language and phonics)
 - Targeted teaching by hub staff
- Strengths based approach - teacher(s) with the expertise & passion identified to ignite low progress & disengaged writers.
- Differentiation within the reading programme, e.g., learning styles and authentic contexts.
- Hub meetings used for the sharing of best practice, consistency of moderation and shared modeling techniques.
- Specific actions for supporting accelerated progress recorded on the LAAP (Learning Analysis and Advancement Plan), as this ignited robust professional discussion between teachers in response to learner needs.
- Effective modeling for targeted groups, use of models/templates and scaffolding of writing tasks, ensuring students have time to write.
- Regular conference with specific feedback/feed forward.
- Communicating goals and strategies to support progress to the learner and whānau.
- Teachers' 'Teaching as Inquiry' supporting their practice within the hub.
- Technology will be used to support learners with needs that impact the transference of ideas to paper, e.g., dyslexia and dyspraxia.
- Prioritising use of tools that support achievement, e.g., iPads, Word Q programme.

- Drivers of Learning: Literacy supported hub leaders in the development of the annual school-wide programme for assessment and provided support for teachers who requested it. They also led the 'Getting Connected' parent education workshop. Whānau of target students received a personal invitation to attend. A 'kete' of relevant activities was given to attendees.

Evaluation... Where to next?

Target groups for writing 2019:

- All Year 3 - 4 Māori students achieving *below and well below* their expected level in English medium (mainstream) will make accelerated progress of more than one year to reach their expected level in writing.
- All Year 5 - 6 Māori students achieving *below and well below* their expected level in English medium (mainstream) will make accelerated progress of more than one year to reach their expected level in writing.

In addition to the actions we believed made a difference for our learners our next steps for 2019 will include:

- Staff involvement in CFPLD (centrally funded PLD) for 2019 - focusing on student agency.
- We anticipate two staff will be involved in the ALL (Accelerated Learning in Literacy) PLD in 2019, and the identified students will be their target group.
- Switched onto Spelling will be used comprehensively for this group and others across the school who would benefit from it.

FOCUS: MATHEMATICS - PĀNGARAU

Annual Objectives and Aims:

- All students who are achieving *below and well below* their expected curriculum level for mathematics will achieve accelerated (more than one year) progress.
- Increase the number of ākonga achieving at or above the expected level for mathematics.

2018 Annual Targets:

- Students not achieving success in relation to the expected level for mathematics at Year 4 and 6 will have achieve accelerated progress. Excludes ORS.
- Māori (both within Te Tikanga Rua Reo and mainstream) will be a sub group.

Year 4 Maths Target 2018	Accelerated progress to be at expectation		Accelerated progress but remains below expectation		Expected progress but remains below expectation		Limited to no progress remaining below expectation		Target Total
All Students	16	50.0%	4	12.5%	8	25.0%	4	12.5%	32
Male	7	63.6%	2	18.2%	0	0.0%	2	18.2%	11
Female	9	42.9%	2	9.5%	8	38.1%	2	9.5%	21
<i>Priority Learners</i>									
Māori (TTRR)	1	25.0%	1	25.0%	1	25.0%	1	25.0%	4
Māori	1	33.3%	0	0.0%	1	33.3%	1	33.3%	3
Pasifika	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1
ELL	2	66.7%	0	0.0%	0	0.0%	1	33.3%	3
CWSN	3	27.3%	3	27.3%	2	18.2%	3	27.3%	11

Outcomes Year 4

- 50.0% (16/32) of the students targeted for support in mathematics have made accelerated progress (a significant shift in relation to their expected level of achievement in mathematics) to be 'at expectation'.
- 12.5% (4/32) made accelerated progress (a significant shift in relation to their expected level of achievement in mathematics) but remain 'below expectation'.
- 25.0% (8/32) made expected progress but remain 'below expectation'. Of this group:

- 1 student is an English Language Learner
- 2 students have a diagnosed learning difficulty that affects them significantly when making sense of written problems in mathematics.
- 12.5% (4/32) made little or no progress and remain 'below expectation'. Of this group:
 - 3 students have a diagnosed learning difficulty that affects them significantly when making sense of written problems in mathematics.

Year 6 Maths Target 2018	Accelerated progress to be at expectation		Accelerated progress but remains below expectation		Expected progress but remains below expectation		Limited to no progress remaining below expectation		Target Total
All Students	6	31.6%	7	36.8%	6	31.6%	0	0.0%	19
Male	3	25.0%	5	41.7%	4	33.3%	0	0.0%	12
Female	3	42.9%	2	28.6%	2	28.6%	0	0.0%	7
<i>Priority Learners</i>									
Māori (TTRR)	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
Māori	0	0.0%	2	50.0%	2	50.0%	0	0.0%	4
Pasifika	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0
ELL	2	50.0%	1	25.0%	1	25.0%	0	0.0%	4
CWSN	1	25.0%	3	75.0%	0	0.0%	0	0.0%	4

Outcomes Year 6

- 31.6% (6/19) of the students targeted for support in mathematics have made accelerated progress (a significant shift in relation to their expected level of achievement in mathematics) to be 'at expectation'.
- 36.8% (7/19) made accelerated progress but remain 'below expectation'.
- 31.6% (6/19) made expected progress but remain 'below expectation'. Of this group:
 - 3 students are English Language Learners
 - 3 students have a diagnosed learning difficulty that affects them significantly when making sense of written problems in mathematics.

Our goal to increase the number of students achieving at or above the expected level for mathematics has not been achieved when all students are considered. However, when we remove: students with special needs, English Language Learners and students who arrived at St Albans within the last 4 months we have increased from 90.2% in 2017 to 93.8% in 2018.

Reasons for the Variance : Actions We Believe Made a Difference

- Students performing *below and well below* their expected curriculum level for mathematics were identified and tracked by the: home base teacher, hub personnel, hub leader and senior leaders (collective responsibility).
- STAr groups was used to identify and track progress for this cohort.
- Identified students received additional intensive support 4x per week through:
 - o Targeted learning (+1) model from the SENCO for Y3/4 and (+1) model from the second deputy principal for Y5/6
 - o Teacher aide support
 - o Targeted teaching by hub staff
- Support provided for students with specific learning disabilities, e.g., dysgraphia.
- Knowledge and strategy 'gaps' targeted specifically, rather than taking a strategy stage approach.
- Hub meetings used for the sharing of best practice, consistency of overall teacher judgements, rich maths tasks.
- Specific actions for supporting accelerated progress recorded on the LAAP (Learning Analysis and Advancement Plan), as this ignited robust professional discussion between teachers in response to learner needs.
- Focus was expanded from Numeracy for target groups to incorporate strands, key understandings and rich mathematical tasks.
- Use of digital literacy tools and apps to support students with specific learning disabilities.
- Communicating goals and strategies to support progress to the learner and whānau.
- Driver of Learning: Mathematics supported hub leaders in the development of the annual school-wide programme for assessment and provided support for teachers who requested it. They also led the 'Getting Connected' parent education workshop. Whānau of target ākonga received a personal invitation to attend. A 'kete' of relevant activities was given to attendees.

Evaluation... Where to next?

Target groups for mathematics 2019:

- All Year 4 Māori students achieving *below and well below* their expected level in English medium (mainstream) will make accelerated progress of more than one year to reach their expected level in mathematics.
- All other Year 4 students achieving *below and well below* their expected level will make accelerated progress of more than one year to reach their expected level in mathematics. (*This excludes English Language Learner working at foundation level of the ELLPs and ORS students*).

- All Year 5 Māori students achieving *below and well below* their expected level in English medium (mainstream) will make accelerated progress of more than one year to reach their expected level in mathematics.
- All other Year 5 students achieving *below and well below* their expected level will make accelerated progress of more than one year to reach their expected level in mathematics. (*This excludes English Language Learner working at foundation level of the ELLPs and ORS students*).

In addition to the actions we believed made a difference for our learners our next steps for 2019 will include:

- Staff involvement in CFPLD (centrally funded PLD) for 2019 - focusing on student agency.
- Improve school-wide documentation to ensure the balance of numeracy and strand maths is established from Y0 – 6.
- Improve analysis of formative assessment to identify knowledge and strategy deficits, and plan for the deliberate teaching of these mathematical understandings, e.g., a stronger emphasis on the teaching of place value.
- Increase the deliberate use of 'maths talk' - this will be explicitly taught.

ORS Students

The complex needs of the students on ORS means that they may be working on specific goals for a long time. However, all of our three ORS students have made steady progress towards their goals of independence, expressing needs, following direction and relating to others. The children are now able to move around the school independently and take part in everyday classroom activity, whilst still requiring some support from staff or other students. One of the three students, still requires intensive support from teaching staff and is still working on their social interaction with others, particularly if they are tired. Two of the ORs students will be moving on to Intermediate in 2019. They have both had transition visits with their respective TA's to their new schools and transition booklets have been made for them to read over the holidays, about the changes ahead.

Core Curriculum Achievement Reporting - Te Tikanga Rua Reo

We were advised by ERO to report achievement for Te Tikanga Rua Reo students separately. It is important for us to acknowledge these students work within a dual language programme and will not achieve at the same rate as their peers in English medium. Nearly all ākonga come from homes where English is their first language and little, or no, Māori is being spoken.

There is a difference between being able to hold a conversation in a second language (what the research calls conversational competence) and knowing the language well enough to be able to learn academic subjects successfully (called "academic language proficiency"). The students may be able to hold a conversation in Māori after two or three years in kura but they need higher levels of language skills to be able to succeed in academic subjects. This requires knowing how to read and write well in Māori.

It also takes longer to learn an academic subject when it is being taught in your second language, and the research shows students need to stay in the bilingual programme for at least six years to know enough to be able to cope well academically. That is, there is a "second language learning delay", which means students are below their grade level for a subject when they start learning in their second language (in this case, Māori) but then they start to catch up.

*This means that at primary school level, a student needs to be in Māori-medium education (e.g., a kura or bilingual unit) for at least six, and preferably eight years, and they need to be "taught Māori" as well as being "taught in" Māori. **Author(s):** S. May, R. Hill and S. Tiakiwai. Report prepared for the MoE.*

Additional Cohort Information

Ākonga are represented in the statistics and commentary and NAG2A statements listed above. Information has been extrapolated to present a picture of student achievement for Te Tikanga Rua Reo. As year group cohorts are small, a table presenting overall data has been prepared to protect privacy.

- 3 ākonga have not been included, they have had less than 30 weeks at school.
- 6 ākonga have special needs with 3 of those also monitored against the risk resiliency radar.
- 2 ākonga are on our learning radar (LR -ākonga who have significant factors impacting their progress as a learner, we will track them closely and identify the need for a diagnostic assessment.

Pānui - Reading	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
Total Māori	2	5.9%	9	26.5%	12	35.3%	11	32.4%	34	67.6%
Male	2	13.3%	4	26.7%	6	40.0%	3	20.0%	15	60.0%
Female	0	0.0%	5	26.3%	6	31.6%	8	42.1%	19	73.7%
After 1 year	0	0.0%	0	0.0%	4	100.0%	0	0.0%	4	100.0%
After 2 years	0	0.0%	4	66.7%	1	16.7%	1	16.7%	6	33.3%
After 3 years	0	0.0%	2	22.2%	3	33.3%	4	44.4%	9	77.8%
End of Year 4	1	14.3%	1	14.3%	3	42.9%	2	28.6%	7	71.4%
End of Year 5	1	25.0%	1	25.0%	0	0.0%	2	50.0%	4	50.0%
End of Year 6	0	0.0%	0	0.0%	2	50.0%	2	50.0%	4	100.0%
	% at or above excluding CWSN/or an identified learning need = 85.3%									

Tuhituhi - Writing	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
Total Māori	1	2.9%	9	26.5%	16	47.1%	8	23.5%	34	70.6%
Male	1	6.7%	5	33.3%	7	46.7%	2	13.3%	15	60.0%
Female	0	0.0%	4	21.1%	9	47.4%	6	31.6%	19	78.9%
After 1 year	0	0.0%	0	0.0%	4	100.0%	0	0.0%	4	100.0%
After 2 years	0	0.0%	3	50.0%	3	50.0%	0	0.0%	6	50.0%
After 3 years	0	0.0%	4	44.4%	3	33.3%	2	22.2%	9	55.6%
End of Year 4	1	14.3%	1	14.3%	3	42.9%	2	28.6%	7	71.4%
End of Year 5	0	0.0%	1	25.0%	2	50.0%	1	25.0%	4	75.0%
End of Year 6	0	0.0%	0	0.0%	1	25.0%	3	75.0%	4	100.0%
	% at or above excluding CWSN/or an identified learning need = 88.2%									

Pāngarau - Maths	Well Below		Below		At		Above		Total	% At or Above
	Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number	
Total Māori	1	2.9%	13	38.2%	19	55.9%	1	2.9%	34	58.8%
Male	1	6.7%	5	33.3%	8	53.3%	1	6.7%	15	60.0%
Female	0	0.0%	8	42.1%	11	57.9%	0	0.0%	19	57.9%
After 1 year	0	0.0%	0	0.0%	3	75.0%	1	25.0%	4	100.0%
After 2 years	0	0.0%	2	33.3%	4	66.7%	0	0.0%	6	66.7%
After 3 years	0	0.0%	5	55.6%	4	44.4%	0	0.0%	9	44.4%
End of Year 4	0	0.0%	3	42.9%	4	57.1%	0	0.0%	7	57.1%
End of Year 5	1	25.0%	3	75.0%	0	0.0%	0	0.0%	4	0.0%
End of Year 6	0	0.0%	0	0.0%	4	100.0%	0	0.0%	4	100.0%
% at or above excluding CWSN/or an identified learning need = 76.4%										

NAG2A Analysis of Variance Annual Targets Te Tikanga Rua Reo 2018

Focus: Kōrero and Pānui

Annual Objectives and Aims:

- All ākonga who are achieving *below and well below* their expected curriculum level for kōrero and pānui will have achieved accelerated (more than one year) progress over the year.
- Increase the number of ākonga achieving at or above the expected level for kōrero and pānui.

2018 Annual Targets:

- Kōrero - all ākonga from Te Tikanga Rua Reo who are not achieving success in relation to Poutama Reo for their year group and length of time in immersion will have achieved accelerated (more than one year) progress over the year.
- Panui - all ākonga from Te Tikanga Rua Reo who are not achieving success in relation to their expected level for reading will have achieved accelerated progress over the year.

Pānui Target 2018	Accelerated progress to be ABOVE expectation		Accelerated progress to be at expectation		Expected progress but remains below expectation		Limited to no progress remaining below expectation		Target Total
All Students	2	0.0%	1	12.5%	3	37.5%	2	25.0%	8
Male	1	0.0%	0	0.0%	3	50.0%	2	33.3%	6
Female	1	0.0%	1	50.0%	0	0.0%	0	0.0%	2
Additional Learning Needs									
CWSN	0	0.0%	1	25.0%	1	25.0%	2	50.0%	4

Outcomes - Pānui

- 25.0% (2/8) of ākonga targeted for support in pānui have made accelerated progress (a significant shift in relation to their expected level of achievement) to be 'above expectation'.
- 12.5% (1/8) made accelerated progress (a significant shift in relation to their expected level of achievement) to be 'at expectation'.
- 37.5% (3/8) made expected progress but remain 'below expectation'.
- 25.0% (2/8) made little or no progress and remain 'below expectation'.

Commentary and Outcomes - Kōrero

- Te Tikanga Rua Reo's prime aim in teaching te reo Māori is to develop competent speakers of te reo in order to develop Māori speaking communities.
- The Poutama Reo document has the outline of our Te Reo-ā-waha programme with four ability based (mixed year level) groups.
- Purposeful and incidental teaching of te reo also takes place daily in the form of instructions delivered in te reo; and also during mihimihi, karakia, hīmene, kīwaha, whakatauki, group/peer discussion, rārangi ingoa/roll and pānui o te kura/school notices.
- The majority of ākonga from Te Tikanga Rua Reo are achieving success in Te Reo-ā-waha in relation to their year group and length of time in immersion. Those who are not achieving success to the same degree also tend to be the same tamariki struggling in other core curriculum areas.

Reasons for the Variance : Actions We Believe Made a Difference

- Ākonga performing *below and well below* their expected curriculum level for pānui or poutama reo were identified and tracked by the: kaiako, kaiwhakahaere and senior leaders (collective responsibility). STAr groups was used to identify and track progress for this cohort.
- Data discussed, analysed and reviewed. Specific actions for supporting accelerated progress recorded on the LAAP (Learning Analysis and Advancement Plan). This ignited robust professional discussion between kaikako in response to the needs of ākonga.

- Professional development was provided by the Reading Recovery teacher for kaiako leading Tipu.
- Professional development for administration of 6 Year Observation Surveys.
- Used Whānau Hui to strengthen the home learning partnership to support their child specifically in reading through demonstrating key strategies they could use at home and reinforcing the importance of the home support.
- Targeted learning support was provided 4 days per week through the use of a teacher aide.
- RTLB (Resource Teacher of Learning and Behaviour) assessment and intervention for identified ākonga.
- Juniors participated in Kimihia (play based learning programme to enhance oral language).
- Resource Teacher of Māori supporting new kaiako in understanding language acquisition.
- Resource Teacher of Māori, kaiako i te reo and kaiwhakahaere lead delivery of the kura's Poutama Reo programme, funded through MLPF.
- Participation in the Māori Medium Cluster's TLiF (teacher led innovation fund); focusing on engagement and achievement.

Evaluation... Where to next?

Target groups for pānui - reading 2019:

- All Year 5 and 6 ākonga achieving *below and well below* their expected level will make accelerated progress of more than one year to reach their expected level in pānui - reading.

Target groups for tuhituhi - writing 2019:

- All males achieving *below and well below* their expected level will make accelerated progress of more than one year to reach their expected level in tuhituhi - writing.

Target groups for pāngarau - mathematics 2019:

- All Year 4 and Year 5 ākonga achieving *below and well below* their expected level will make accelerated progress of more than one year to reach their expected level in pāngarau - mathematics.

In addition to the actions we believed made a difference for our learners our next steps for 2019 will include:

- Kaiako will be involved in CFPLD (centrally funded PLD) for 2019 - focusing on student agency.
- All Y5-6 ākonga identified in pānui - reading target group will participate in the AVAILLL reading programme led by our first Deputy Principal. We will introduce for the first time in 2019 a second cycle of AVAILLL to secure the skills needed to achieve accelerated progress.
- Increased differentiation within the learning programme, e.g., learning styles and authentic Māori contexts.
- Support ākonga with specific learning disabilities, e.g., dysgraphia/dyslexia/language delay.
- Setting clear smart goals with target ākonga & whānau (reviewing regularly); ensuring ākonga understand their reading goals.

SECTION THREE – ADDITIONAL SELF-REVIEW INFORMATION

Targeted Learning Report

Prepared by Loriann Wakefield

In terms 3 & 4 I continued my role as the '+1 teacher' for writing in the senior school, and writing and mathematics in the middle school. It was pleasing to see in the assessment data that this model has been effective, providing positive achievement outcomes for many. This approach allows for some of our children to work in a smaller environment, where the learning can be broken down and moderated accordingly to best suit their needs.

In the afternoons a number of social groups were taken to assist children with the skills of listening, participating and co-operation. This was done through play and discussion. All participants of these groups were boys and from the middle school.

This year our teacher aides were working to fill the hours allocated by the large number of ELL students. Although necessary, it made it difficult to find staff for hours that came up for targeted learning, throughout the year such as RTLB and LLI. By the end of term 4 we had 12 TA's working in both part & full time positions.

Teacher Aide Funding

- 3 chn funded by MoE ORS
- 2 chn funded by School High Health Needs
- 2 chn funded by In Class Support
- 16 Chn funded by Resource Teacher of Learning & Behaviour
- 3 chn funded by Language & Literacy Initiative
- 1 child funded by IRF
- 1 child funded by Ministry of Education

All other chn were funded through the SEG grant, ESOL funding and the additional funds budgeted for targeted learning from the operations grant.

At the end of the 2018 school year, two of our ORS students will move on to Intermediate, leaving just one ORS student. This will impact our TA staffing.

In Term 4 we put forward eleven names for In Class Support for 2019. This has now been extended to children up to Year 9 where previously it had only been for children in Year 3. We were successful with five of our applications being accepted, with each student receiving five hours of support a week.

Professional Development

Loriann (SENCO)	Teaching as Inquiry (1) Teaching as Inquiry (2) Learning Support Network	<ul style="list-style-type: none">• Teaching Boys – terms 1 & 2 senior writing class• Booklet written for parents on gross motor/fine motor• A network set up for SENCO around the country to offer resources, support, webinars and ongoing PD
--------------------	--	---

SENCO/TA's	SPRING into Maths	<ul style="list-style-type: none"> For children who need a boost in Number Knowledge & Strategy
------------	-------------------	--

Synthesis of ESOL Evaluation and Development Plan

Prepared by June Thompson-Sutherland and Carmen Aldridge - ESOL Coordinators

Context

St Albans continues to experience significant growth in the number of migrant families joining our school community with huge increases in the junior area of the school. From our experience of meeting the needs of English Language Learners we know that teaching needs to be differentiated and targeted for the majority of the school day. Research shows that an in-class support programme is more beneficial for learning.

Key Elements of our Inclusive Model for Delivery of ESOL Programmes

- The external ESOL funding provided by the Ministry of Education is used to support English Language Learners across the hubs through the employment of teacher aides. It is also used to fund the coordinators' release and provide them with professional development.
- Programmes may be delivered by either a teacher, teacher aide, or both.
- Planning and assessment is the responsibility of the home base or hub teachers, as they have the greatest knowledge of the learner.

We recognise that it takes English Language Learners longer to work at the level of their cohort. Oral language is the basis for all literacy development. Research (Haines) says that it takes 5 years for learners to be working at the appropriate curriculum year level.

English Language Learners are scored on Foundation, Stage 1 and Stage 2 on the English Language Learning Progressions. After the verification visit in March, we were advised that we were assessing our students too high. Our goal is for learners with 5 - 6 years working within a New Zealand School to be working at Stage 2.

At the end of 2018 we have 84 students operating at Foundation Level, 1 at Stage 1 and 1 at Stage 2. In 2019 we will prepare analysis that illustrates student's time in the programme and their level of achievement. Projected numbers for 2019 start at 101 in the first term.

Actions We Believe Made a Difference

- Employment of an Indian teacher to support language and families.
- Implementing a programme called Kimihia providing learners with a play based/oral language programme that provided teachers and teacher aides

a greater opportunity to work one to one with English Language Learners.

- Teachers develop learning programmes for students as they have the greatest knowledge of the learner.
- Digital planning formats gave teacher aides access to information for programme implementation. An outcome of this was streamlined communications between teacher and teacher aide.
- Programmes were easily integrated into the current inquiry topic, with a specific vocabulary focus for these students.
- Better identification of English Language Learners as a result of Verification Report. This generated more funding to support these learners.
- The quality of our teacher aides and their commitment to our learners.
- Our SENCO being able to secure more staff to enable our experienced teacher aides to be released from their core targeted learning duties to support the increased number of funded students.

We had identified the need to connect our English Language Learners families.

- In response to poor attendance at an afternoon hui planned for these families a new and more effective way of making connections was developed. A potluck dinner was arranged in Term 3, with great success as more families attended as this was a relaxed get to know your neighbour scenario. The feedback was positive and the games were a hit for connecting and having fun; a Kiwi Picnic at Spencer Park in Term 4, inviting all families, offering transport for those who required it. This included elements of the kiwi culture including a picnic and games (e.g. sack races, egg and spoon). Parent participation was high and relationships between cultures were formed and enjoyed.

Funding Report Mid - End 2018

ELL students generate between \$325.00 - \$425.00 each semester i.e., \$650.00 - \$850.00 per child per year.

Term 3 and 4 Ministerial funding was allocated for 86 students as follows:

Students from a migrant background - 55 New Zealand born students - 31

Applications were made for 91 students but 4 had received their 20 terms of funding and 1 had left.

Evaluation... Where to next?

- Develop a strategy to ensure coordination of ESOL programmes can meet the growing role of English Language Learners.
- With projected numbers increasing in 2019 we will determine the best model for providing differentiated support, e.g., introducing a language nest approach.
- Continue to build on planning, assessment and delivery expectations to support teachers and teacher aides. Differentiated staff PD - learning lab based - offer two sessions a term with opting in to where staff feel they need support (twenty minute sessions).
- Continue to implement the feedback of the Ministry Verification visit in March 2018.

- Designing formative and assessment practices for ELL within the school's new framework for assessment, and reporting to whānau in 2019. This will build student agency and provide opportunities for student reflection and sharing of their learning.
- Reflect on the implementation of teaching programmes with staff to create the best learning and support network for our ELL and their whānau.
- Offer professional development to our teacher aides in supporting learners of other languages.
- On-going PLD for all staff/teacher aides based on best practice to meet the needs of English Language Learners, using the funding to resource this.
- Explore the opportunity for teacher aides to complete TESOL training (introductory English Language Teaching Course that gives staff the skills and knowledge needed to deliver second language learning programmes.
- Reflect on the implementation of administration procedures and continue streamlining administration enrolment systems.
- Continue to support parents' understanding of the importance of their children speaking, reading and writing in their first language, offering them strategies to support their child as a learner. Informal sessions with families.
- Tuakana-teina buddy system will be based around first language use (where possible).
- A 2019 plan for our ELL and whānau to connect every term in a variety of contexts, e.g.,

Term 1 - evening pool party (dependent on cultural beliefs)	Term 2 - movie night
Term 3 - potluck dinner	Term 4 - kiwi picnic

Reading Recovery Report

Prepared by Jo Lidstone DP, Data prepared by Geri Gardner - Reading Recovery Teacher

Context

- In 2017, Reading Recovery had not been a successful intervention for children selected. In August of 2017, 4 of the 9 children taking part in Reading Recovery during the year had been referred out of the programme as they were not able to make accelerated progress.
- Over the last 2 years we have undertaken an Evaluation Inquiry to ascertain if Reading Recovery is the best intervention programme to meet the increasing needs of students currently entering their second year of school?
- Currently the school has contributed 0.2FTE towards Reading Recovery and the MOE have matched this staffing level. This would enable the Reading Recovery teacher to have a caseload of approximately 8 students throughout the year.

Actions We Believe Made a Difference

- In 2018 we employed a new Reading Recovery teacher.

- Our 2018 data is much improved from previous 2 years (see table below).
- We have strengthened reading practices across the school:
 - Observation Survey course for 6 staff members
 - PLD for Ngā Kiwi, Tūi and TTRR with a focus on 'Concept about Print'.
 - Working with provisionally certified kaiako in the bilingual unit to strengthen reading practices. Implemented aspects of the Daily 5 programme. DP supporting the teacher and learners during literacy time.
 - Strengthened communication between teachers and Reading Recovery teacher. RR teacher provides a weekly timetable of students, their levels and the level that is needed to support in-class reading programme. Reading Recovery monitors and supports students transitioning back into the regular class reading programme.
- 6 Year Observation Survey assessment schedule is managed by DP. Students operating at green and below are assessed to inform teachers next steps and to identify where support resources are needed.
- Teachers are released to administer Observation Surveys of own students to ensure they identify the next steps for their learners.
- Improved selection process for Reading Recovery candidates.
- An Ongoing Monitoring Schedule was established. The Reading Recovery teacher administers the Ongoing Monitoring on students until end of Year 3. DP administers Ongoing Monitoring of students from Year 4-6.
- Ongoing monitoring plan - SEA and Observation Survey data is now uploaded onto STAR. This will support easier access to data to support decision making.

Monitoring and Evaluation

READING RECOVERY UPDATED DATA 2018

The Ministry of Education allow children to be discontinued at Level 16, however, most children are discontinued at Level 17 or above.

READING RECOVERY CARRYOVER CHILDREN 2017/2018

Gender and Ethnicity	Entry Level 2017	Re-entry Level Feb 2018	Weeks in Programme	Total progress made (in levels)	Exit Level 2018	Outcome
Child 1-Female (NZM)	4	6	25	14	18	Discontinued
Child 2-Female (NZM)	7	8	23	12	19	Discontinued
Child 3-Male (NZM)	6	14	16	16	22	Discontinued

Child 4-Male (NZE)	5	9	24	14	19	Discontinued
--------------------	---	---	----	----	----	--------------

READING RECOVERY CHILDREN 2018

Gender and Ethnicity	Entry Level 2018	Weeks in Programme	Total progress made (in levels)	Level/Status	
Child 1-Female (NZE)	3	10	9	19	Discontinued
Child 2-Female (NZE)	7	7	7	19	Discontinued
Child 3-Male (NZ Japanese)	1	20	13	14	Carryover to 2019
Child 4-Male (Nepali)	5	19	12	17	Discontinued
Child 5-Male (NZE)	8	8	8	16	Discontinued
Child 6-Female (Chinese)	6	8	10	16	Discontinued

Commentary:

- Child 3 came in at a very low level and has taken some time to establish the foundational skills of reading. We are carrying him over with the intention of spending four more weeks at the beginning of Term 1, 2019 to ensure he meets the discontinuation level of 16.
- Child 5 is Yr 1 so it is appropriate to discontinue him at Level 16, the lowest discontinuation level.
- Child 6 has English as her second language. After a discussion with the classroom teacher and DP, we have decided to discontinue this child at Level 16 because she has strong reading strategies in place. Her next step is to further develop reading with understanding through spending time exploring text topics and vocabulary before any further level progression is made.

Next Steps for 2019

- We have received Reading Recovery 0.35FTTE funding for 2019.
- We would like to utilise the skills of our Reading Recovery teacher to support small groups of children in literacy.
- A 3rd class is opening in our Bilingual Unit. The new teacher that has been selected will be the new team leader who has experience teaching across all levels of the school. With two beginning teachers currently running these classes, we believe the new team leader will bring valuable support and expertise to continue to build and strengthen the current learning programmes across the curriculum particularly in literacy.
- Continue with careful selection process for the Reading Recovery programme in conjunction with RR teacher, classroom teacher and DP.
- Continue to implement the new Ongoing Monitoring Schedule and provide support where needed.
- Teachers will continue to administer 6 Year Observation Surveys. Release will continue to be provided.

- Continue to upload SEA and Observation Survey data onto STAR to ensure effective data analysis.

Gifted and Talented Report

Prepared by Jo Lidstone – Deputy Principal

At the beginning of 2018 we continued to utilise the many procedures and systems that were in place to support the education of gifted and talented students. These include our gifted and talented register, GATE blog and offering a range of different programmes to meet the varied needs of our gifted students. Due to the previous Director for Gifted and Learning leaving the school the current Deputy Principal took over the role for Term 1. For the remainder of the year the newly appointed Deputy Principal took on this role.

During 2018 we have continued to provide exciting experiences that have provided stimulation and extension for our gifted and talented learners. These have included: Choir, Orchestra, YWW (Young Writers Workshop) Otago University Problem Solving in Maths, Cant-a maths, ICAS Exams, Poetry and extended leadership opportunities. Robotics, Tournament of Minds and the EPro8 Challenge that were new additions to the programme in 2017 have again been offered in 2018. A new addition for 2018 was the Poetry Pentathlon competition. There is a small team of staff involved in overseeing and coordinating these programmes including utilising external tutors or specialist for Robotics, YWW, Orchestra and Choir.

In 2018 we have continued to make provisions for our students that have been identified as gifted and talented. Children identified as gifted and talented have been clustered in hubs in order to be able to be worked together. The aim is that primarily children's needs would be met within hubs. Hubs were to record how they were meeting the needs of these learners in their hub based LAAPs (Learning Analysis and Advancement Plans). There has been a greater focus on collaborative practice and the focus has been on how to effectively meet the range of learning needs in a hub. This has been achieved through targeted flexible groupings. All staff continue to be very aware of the need to differentiate the programme for learners in their classes and at the hub level.

We continue to operate ALP (advance learning plans) for selected gifted and talented students. The Deputy Principal is the coordinator and point of contact for these students and their whānau as they move through the school.

At the end of Term 4 we invite teachers to consider the children in their home base groups and identify students who they believed are gifted in the domains of: creativity, performance, cultural responsiveness, physicality, academic areas and leadership. This informs planning, placement decisions and groupings for 2019.

Next Steps for 2019

The school will continue with the existing and new programmes that were implemented in 2018: Robotics, Tournament of Minds and the Epro8 Challenge. To utilise the skills within we will investigate the possibility of a staff member working with groups of identified gifted students on passion projects. These could be in composite groupings of Year 1-2, Year 3-4 and Year 5-6. These projects could be shared and celebrated with parents and students via assemblies and blogs.

Student agency is a major focus for 2019. We will invite feedback from students to ascertain the effectiveness of hub based and extension approaches to learning.

Children who have participated in GATE programmes in 2018			
GATE programme	Number of Students	GATE programme	Number of Students
Young Writers Workshops	40	Australia Maths Challenge	12
Robotics	11	Epro8 Challenge	8
Tournament of Minds	21	Extension Maths class: Otago problem Solving and Cant-a maths competition	30
Poetry Pentathlon	5		
ICAS assessments	184		

Student Wellbeing Survey

2018 Results Year 3 - 6 Students (319 Responses)

This survey was developed by Jo Lidstone, second deputy principal and a selection of students from Year 5 - 6. This included a range of learners, English Language Learners and children with special needs.

Gender		Year Group		Ethnicity	
Boys	47.6%	3	24.5%	NZM	6.3%
Girls	49.5%	4	22.9%	NZE	60.5%
Prefer to not specify	2.9%	5	30.4%	PI	3.1%
		6	22.3%	Asian	8.5%
				Other	21.6%

Questions:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel I belong at school.	39.8%	44.2%	13.8%	0.9%	1.3%
Students at St Albans are kind to each other.	21.6%	41.1%	34.8%	2.2%	0.3%
Everyone thinks our school values are important (for example, respect for others).	46.7%	31.3%	18.5%	2.8%	0.6%
Teachers and students care about each other.	47%	37.6%	13.5%	1.6%	0.3%
I feel safe at school.	50.5%	32.6%	12.5%	3.4%	0.9%
Students know that hitting or bullying is NOT ok at our school.	49.8%	32.0%	13.2%	3.1%	1.9%
At school everyone knows what to do if someone is being hurt or bullied.	34.8%	43.9%	16.6%	3.8%	0.9%
Teachers always take action if someone is being hurt or bullied.	51.1%	32.6%	13.8%	1.9%	0.6%
My culture is valued at St Albans.	44.8%	35.1%	15%	3.1%	1.9%
Teachers are interested in my culture or family background.	25.7%	30.1%	32.0%	7.8%	4.4%
My teacher makes learning challenging.	27.0%	41.4%	23.5%	3.4%	4.7%
In a collaborative space I have 2 or 3 teachers. I would like more time with my home base teacher.	32.3%	34.5%	24.8%	5.0%	3.4%
I like to call my teacher...	46.1% by their first name 53.9% by Mr or Mrs				
I get to decide what I want to learn.	Often	Sometimes	Not Very Often		
	7.8%	47%	45.1%		

Our Actions:

- We have applied for CFPLD (centrally funded PLD) for 2019. The focus of this application was student agency and will help address the disparity of results for the question 'I get to decide what I want to learn' and 'my teacher makes learning challenging'.
- We have signalled that one of our focus areas will be to continue building our culturally responsive practice. This will support teachers in addressing the results for 'teachers are interested in my culture or family background'.

GLOSSARY OF TERMS

TTRR – (Te Tikanga Rua Reo)

Tauira/students in the bilingual unit.

KŌRERO, PĀNUI, TUHITUHI, AND PĀNGARAU

Oral language, reading, writing, mathematics.

COHORT

Group of students with a common statistical characteristic, e.g., gender.

CWSN - (Students with Special Needs)

Students with specific learning needs who are not funded or partially funded by MOE, e.g., students with dyslexia, autism spectrum disorder, dyspraxia, specific learning delay, global learning delay etc. All have formal diagnoses and often require a modified curriculum and additional support.

/ESOL - (English for Speakers of Other Languages)

Support for these students is partially funded for a short time by the Ministry of Education. They receive extra assistance from a trained teacher and/or teacher aide.

ELLP (English Language Learning Progressions)

Students receiving funding for language support can have their progress measured against these progressions and the national standards.

TLC - (Targeted Learning Centre)

Team of teachers and teachers' aides who support students with specific learning needs.

TAs - (Teacher Aides)

Personnel trained to support students with special needs.

SENCO - (Special Education Needs Coordinator)

Teacher in charge of coordinating programmes and multi agency support for students with special needs.

LLI - (Literacy & Language Initiative)

Led by speech language therapists for students accepted onto their role.

SLT – (Speech & Language Therapist)

Speech and language therapists support teachers to implement programmes that support language acquisition.

RRR Risk Resiliency Radar

for those students who have significant factors impacting their progress as a learner, e.g., poor attendance, environmental issues.

Learning Radar

For those students who have significant factors impacting their progress as a learner, we will track them closely and identify the need for a diagnostic assessment.

ORS - (Ongoing Resourcing Scheme)

Provides support to students with high special education needs. There are strict criteria in which to apply for this.

Students require a significantly modified curriculum programme and additional support.

GATE – (Gifted and Talented Education)

Led by one of the Deputy Principals. Extension and enrichment for targeted students.

RTLb - (Resource Teacher of Learning & Behaviour)

Provide advice and guidance to teachers of students who are at risk of low achievement due to learning and/or behaviour difficulties. This may include direct teaching, demonstrating practice, and providing teaching strategies so that students receive appropriate learning programmes and behaviour management.

RT:Lit - (Resource Teacher of Literacy)

Specially trained teachers who support and work in schools, assisting staff to meet the needs of students with reading and writing difficulties.

RTD: - (Resource Teacher of the Deaf)

Specially trained teacher who support and work in schools, assisting staff to meet the needs of students with hearing difficulties.

TLIF – (Teacher Led Innovation Fund)

Contestable external funding to support innovative learning.

LAAP: - Learning Analysis and Advancement Plan

This document is co-constructed by hub personnel. It identifies target students as per the annual plan, along with other students identified as working below or well below their expected level. Actions for accelerating progress are identified for these individuals/groups.

IEP - (Individual Education Plan/Programme for Students with Special Needs – especially ORS students)

Outlines the student's goals, and the teaching strategies, resources, monitoring, support, and the evaluation needed to enable the student to meet those goals.

ALP - (Advanced Learning Plan/Programme for Students with Special Abilities)

Outlines the student's extension/enrichment goals, and the teaching strategies, resources, monitoring, support, and the evaluation needed to enable the student to meet those goals.

MLP – (Māori Language Programme)

This money is generated by students working within Te Tikanga Rua Reo and is used to raise achievement.