

# HARE KRISHNA SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

<b>Ministry Number:</b>	4204
<b>Principal:</b>	Chris de la Mare
<b>School Address:</b>	1229 Coatesville-Riverhead Hwy, Kumeu
<b>School Postal Address:</b>	PO Box 349, Kumeu
<b>School Phone:</b>	09 412 6325
<b>School Email:</b>	<a href="mailto:admin@harekrishna.school.nz">admin@harekrishna.school.nz</a>

#### Members of the Board of Trustees

<b>Name</b>	<b>How Position Gained</b>	<b>Position</b>	<b>Term Expires</b>
Eric Beecroft	Appointed	Proprietor's Rep	Current
Chris de la Mare	Current	Principal	Current
Amu Nadarajan	Co-opted	Parent Rep	Apr-19
Jennifer Foulds	Elected	Parent Rep	Apr-19
David Knight	Elected	Parent Rep	Apr-19
Rama Goyal	Elected	Parent Rep	Apr-19
Banerjee Shubendu	Co-opted	Parent Rep	Apr-19
Annie Duchon	Elected	Staff Rep	Apr-19

#### Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

# HARE KRISHNA SCHOOL

Annual Report - For the year ended 31 December 2018

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# Hare Krishna 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.

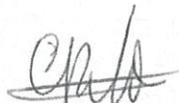
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.



Full Name of Board Chairperson



Full Name of Principal

JENNY FOULDS

Signature of Board Chairperson

Christopher Tony De La Mare

Signature of Principal

29/5/2019

Date:

29/5/2019

Date:

**Hare Krishna School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	701,573	678,299	675,778
Locally Raised Funds	3	88,928	73,700	113,920
Use of Land and Buildings Integrated		186,048	32,736	37,238
Interest Earned		2,840	1,500	1,877
International Students	4	2,702	4,000	5,314
		<hr/>	<hr/>	<hr/>
		982,091	790,235	834,127
<b>Expenses</b>				
Locally Raised Funds	3	142,763	120,768	132,572
International Students	4	877	600	84
Learning Resources	5	453,884	433,819	421,227
Administration	6	79,340	79,198	80,859
Finance		671	1,500	1,296
Property	7	220,639	66,459	76,848
Depreciation	8	42,557	55,000	56,639
Loss on Disposal of Property, Plant and Equipment		156	-	-
		<hr/>	<hr/>	<hr/>
		940,887	757,344	769,525
<b>Net Surplus / (Deficit) for the year</b>		41,204	32,891	64,602
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		41,204	32,891	64,602

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

**Hare Krishna School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	333,654	333,653	269,052
Total comprehensive revenue and expense for the year	41,204	32,891	64,602
<b>Equity at 31 December</b>	374,858	366,544	333,654
Retained Earnings	374,858	366,544	333,654
Reserves	-	-	-
<b>Equity at 31 December</b>	374,858	366,544	333,654

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

# Hare Krishna School

## Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	144,783	231,900	144,009
Accounts Receivable	10	27,261	23,459	23,459
GST Receivable		2,270	3	3
Prepayments		261	804	804
Inventories	11	-	1,706	1,706
Investments	12	50,000	-	-
		<u>224,575</u>	<u>257,872</u>	<u>169,981</u>
<b>Current Liabilities</b>				
Accounts Payable	14	38,247	33,205	33,205
Revenue Received in Advance	15	-	-	10,148
Finance Lease Liability - Current Portion	16	3,655	7,077	7,077
Funds held in Trust	17	95	10,148	-
		<u>41,997</u>	<u>50,430</u>	<u>50,430</u>
<b>Working Capital Surplus/(Deficit)</b>		182,578	207,442	119,551
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	192,510	162,987	217,987
		<u>192,510</u>	<u>162,987</u>	<u>217,987</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	16	230	3,885	3,885
		<u>230</u>	<u>3,885</u>	<u>3,885</u>
<b>Net Assets</b>		<u>374,858</u>	<u>366,544</u>	<u>333,654</u>
<b>Equity</b>		<u>374,858</u>	<u>366,544</u>	<u>333,654</u>

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

**Hare Krishna School**  
**Statement of Cash Flows**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		319,878	349,573	321,287
Locally Raised Funds		78,780	80,091	127,751
International Students		2,702	4,000	5,314
Goods and Services Tax (net)		(2,267)	2,492	2,492
Payments to Employees		(124,849)	(120,576)	(134,397)
Payments to Suppliers		(201,330)	(184,575)	(188,167)
Cyclical Maintenance Payments in the year		-	(2,000)	-
Interest Paid		(670)	(1,500)	(1,296)
Interest Received		2,748	1,500	1,877
Net cash from / (to) the Operating Activities		74,992	129,005	134,861
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		4,844	-	5,000
Purchase of PPE (and Intangibles)		(29,312)	(29,950)	(77,310)
Purchase of Investments		(50,000)	-	-
Net cash from / (to) the Investing Activities		(74,468)	(29,950)	(72,310)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		155	1	(4,885)
Funds Administered on Behalf of Third Parties		95	10,148	
Net cash from Financing Activities		250	10,149	(4,885)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>774</b>	<b>109,204</b>	<b>57,666</b>
Cash and cash equivalents at the beginning of the year	9	144,009	122,696	86,344
<b>Cash and cash equivalents at the end of the year</b>	9	<b>144,783</b>	<b>231,900</b>	<b>144,009</b>

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

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

# Hare Krishna School

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Useful lives of property, plant and equipment*

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

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

#### ***Recognition of grants***

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

#### ***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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

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

#### **i) Inventories**

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

#### **j) Investments**

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

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

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

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

#### **k) Property, Plant and Equipment**

Land and buildings owned by the Proprietor 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 Proprietor 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:

Furniture and equipment	10years
Information and communication technology	4 years
Motor vehicles	5 - 10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

### **l) Intangible Assets**

#### **Software costs**

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

#### **m) Impairment of property, plant, and equipment and intangible assets**

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

#### **Non cash generating assets**

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

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

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

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

**n) 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.

**o) Employee Entitlements***Short-term employee entitlements*

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

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

*Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

**p) Revenue Received in Advance**

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

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

**q) 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.

**r) 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.

**s) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

**t) Financial Assets and Liabilities**

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

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

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

**u) Borrowings**

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

**v) 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.

**w) Budget Figures**

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

**x) 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	140,774	138,500	143,492
Teachers' salaries grants	381,695	366,219	354,491
Resource teachers learning and behaviour grants	2,558	-	1,403
Other MoE Grants	21,984	21,580	21,564
Transport grants	154,562	152,000	152,617
Other government grants	-	-	2,211
	<u>701,573</u>	<u>678,299</u>	<u>675,778</u>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	21,922	14,000	18,624
Activities	13,528	12,700	13,083
Trading	8,188	9,200	19,544
Fundraising	5,713	1,000	24,181
Other Revenue	39,577	36,800	38,488
	<u>88,928</u>	<u>73,700</u>	<u>113,920</u>
<b>Expenses</b>			
Activities	6,069	7,700	4,252
Trading	10,769	9,568	18,958
Fundraising costs	325	-	675
Transport (local)	125,600	103,500	108,687
	<u>142,763</u>	<u>120,768</u>	<u>132,572</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(53,835)</u>	<u>(47,068)</u>	<u>(18,652)</u>

## 4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	1	1	1
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
International student fees	2,702	4,000	5,314
<b>Expenses</b>			
International student levy	877	600	84
	<u>877</u>	<u>600</u>	<u>84</u>
<i>Surplus/ (Deficit) for the year International Students'</i>	<u>1,825</u>	<u>3,400</u>	<u>5,230</u>

## 5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	14,298	11,000	8,413
Equipment repairs	207	500	274
Library resources	28	400	770
Employee benefits - salaries	434,597	417,919	409,221
Staff development	4,754	4,000	2,549
	<u>453,884</u>	<u>433,819</u>	<u>421,227</u>

## 6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,996	4,500	4,850
Board of Trustees Fees	2,470	3,000	2,615
Board of Trustees Expenses	336	320	413
Communication	2,642	4,648	3,793
Consumables	3,896	5,400	3,557
Other	2,540	3,000	3,784
Employee Benefits - Salaries	53,462	50,100	52,980
Insurance	730	630	758
Service Providers, Contractors and Consultancy	8,268	7,600	8,109
	<u>79,340</u>	<u>79,198</u>	<u>80,859</u>

## 7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,284	2,800	3,388
Cyclical Maintenance Expense	-	2,000	-
Grounds	1,239	1,400	1,135
Heat, Light and Water	6,996	5,600	5,654
Repairs and Maintenance	4,253	4,900	4,500
Use of Land and Buildings	186,048	32,736	37,238
Employee Benefits - Salaries	18,819	17,023	24,933
	<u>220,639</u>	<u>66,459</u>	<u>76,848</u>

## 8. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	1,104	1,427	1,467
Information and Communication Technology	2,341	3,026	460
Motor Vehicles	31,173	40,287	45,614
Leased Assets	6,537	8,448	7,495
Library Resources	1,402	1,812	1,603
	<u>42,557</u>	<u>55,000</u>	<u>56,639</u>

## 9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	200	200	200
Bank Current Account	119,725	206,979	119,088
Bank Call Account	24,858	24,721	24,721
Cash and cash equivalents for Cash Flow Statement	<u>144,783</u>	<u>231,900</u>	<u>144,009</u>

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

## 10. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Interest Receivable	92	-	-
Teacher Salaries Grant Receivable	27,169	23,459	23,459
	<u>27,261</u>	<u>23,459</u>	<u>23,459</u>
Receivables from Exchange Transactions	92	-	-
Receivables from Non-Exchange Transactions	27,169	23,459	23,459
	<u>27,261</u>	<u>23,459</u>	<u>23,459</u>

## 11. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	-	1,706	1,706
	<u>-</u>	<u>1,706</u>	<u>1,706</u>

## 12. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	50,000	-	-

### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Furniture and Equipment	4,860	-	(156)		(1,104)	3,600
Information and Communication	2,554	11,819			(2,341)	12,032
Motor Vehicles	189,346	5,418			(31,173)	163,591
Leased Assets	10,007	-			(6,537)	3,470
Library Resources	11,220	-			(1,402)	9,817
<b>Balance at 31 December 2018</b>	<b>217,987</b>	<b>17,237</b>	<b>(156)</b>	<b>-</b>	<b>(42,557)</b>	<b>192,510</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Furniture and Equipment	53,565	(49,965)	3,600
Information and Communication	34,126	(22,094)	12,032
Motor Vehicles	279,864	(116,273)	163,591
Leased Assets	20,690	(17,220)	3,470
Library Resources	24,023	(14,206)	9,817
<b>Balance at 31 December 2018</b>	<b>412,268</b>	<b>(219,758)</b>	<b>192,510</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Furniture and Equipment	6,327	-			(1,467)	4,860
Information and Communication Technology	3,013	-			(460)	2,554
Motor Vehicles	165,394	69,565			(45,614)	189,346
Leased Assets	15,035	2,467			(7,495)	10,007
Library Resources	12,822	0			(1,603)	11,220
<b>Balance at 31 December 2017</b>	<b>202,591</b>	<b>72,032</b>	<b>-</b>	<b>-</b>	<b>(56,639)</b>	<b>217,987</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Furniture and Equipment	60,328	(55,468)	4,860
Information and Communication Technology	26,299	(23,745)	2,554
Motor Vehicles	274,446	(85,100)	189,346
Leased Assets	27,922	(17,915)	10,007
Library Resources	24,023	(12,803)	11,220
<b>Balance at 31 December 2017</b>	<b>413,018</b>	<b>(195,031)</b>	<b>217,987</b>

#### 14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	3,528	2,676	2,676
Accruals	4,996	4,850	4,850
Employee Entitlements - salaries	29,723	25,679	23,459
Employee Entitlements - leave accrual	-	-	2,220
	<u>38,247</u>	<u>33,205</u>	<u>33,205</u>
Payables for Exchange Transactions	38,247	33,205	33,205
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>38,247</u>	<u>33,205</u>	<u>33,205</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	-	-	10,148
	<u>-</u>	<u>-</u>	<u>10,148</u>

#### 16. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	14,919	2,050	7,077
Later than One Year and no Later than Five Years	18,523	3,250	3,885
Later than Five Years	-	-	-
	<u>33,442</u>	<u>5,300</u>	<u>10,962</u>

#### 17. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	95	10,148	-
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>95</u>	<u>10,148</u>	<u>-</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.

## 18. 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.

The Proprietor of the School is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$10,129 (2017: \$10,148). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$95, (2017: \$10,148).

## 19. Remuneration

### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,470	2,615
Full-time equivalent members	0.08	0.08
<i>Leadership Team</i>		
Remuneration	141,041	96,756
Full-time equivalent members	1	1
Total key management personnel remuneration	143,511	99,371
Total full-time equivalent personnel	1.08	1.08

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	100 - 110	90 100
Benefits and Other Emoluments	0 - 4	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
nil	-	-
	-	-

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

## 20. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.  
(Capital commitments at 31 December 2017: nil)

### (b) Operating Commitments

As at 31 December 2018 the Board has not entered into operating lease commitments. (2017: nil)

## 22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

## 23. Financial Instruments

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

### Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	144,783	231,900	144,009
Receivables	27,261	23,459	23,459
Investments - Term Deposits	50,000	-	-
Total Loans and Receivables	<u>222,044</u>	<u>255,359</u>	<u>167,468</u>

### Financial liabilities measured at amortised cost

Payables	38,247	33,205	33,205
Finance Leases	3,885	10,962	10,962
Total Financial Liabilities Measured at Amortised Cost	<u>42,132</u>	<u>44,167</u>	<u>44,167</u>

## 24. Events After Balance Date

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF HARE KRISHNA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Hare Krishna School (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton (Auckland) Limited, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 30 May 2019. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

### **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

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

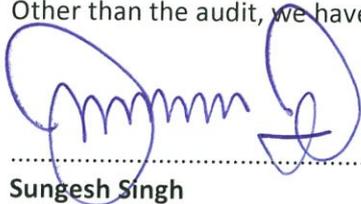
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



.....  
**Sungesh Singh**

**UHY Haines Norton (Auckland) Limited**  
**On behalf of the Auditor-General**  
**Auckland, New Zealand**

UHY Haines Norton (Auckland) Limited

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30 May 2019

The Board of Trustees  
Hare Krishna School  
1229 Coatesville-Riverhead Highway,  
Kumeu 0892

Dear Trustees

**Audit of Hare Krishna School's Financial Statements for the Year Ended 31 December 2018**

We have completed our audit of Hare Krishna School's financial statements for the year ended 31 December 2018. We enclose:

- A copy of the audited financial statements for the year ended 31 December 2018.

Please ensure that the audited financial statements is lodged appropriately with the Ministry of Education. We thank you for your instruction. Please do not hesitate to contact us should you have any queries.

Yours sincerely

**UHY Haines Norton (Auckland) Limited**



**Sungesh Singh**  
**Director – Audit and Assurance Services**  
[sungeshs@uhyhn.co.nz](mailto:sungeshs@uhyhn.co.nz)  
**Direct Dial: (09) 839 2184**

Encl.

## Kiwisport Note 2018

School: Hare Krishna school 4204

Ref 12

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$1149.41 (excluding GST). The funding was spent on *extra equipment for netball, softball and soccer*. The number of students participating in organised sport increased from 70-85% of the school roll.

Signed by Principal





# Hare Krishna School Charter 2018 Analysis of Variance



The spiritual connection is what makes our school unique. Our founder, Srila Prabhupada explains that the ultimate aim of education should be self-realisation of the spiritual values of the soul.

In the spirit of the Vedic teachings, we hold a holistic approach to education and acknowledge that successful education needs to provide a set of foundation skills which are transferable and adaptable for whatever the future holds.

Our Krishna conscious teachings develop the child's wisdom through critical and creative thinking. The application of this knowledge fosters respectful and meaningful relationships and supports the development of the child's social and emotional wellbeing. The joy of devotion and the celebration of learning successes ensure that a life-long learning journey is established for each child.

## *Our Mission*    *(What we are here for)*

**In faithful accord with the teachings, mood and mission of His Divine Grace A. C. Bhaktivedanta Swami Prabhupada:**

We empower every child to discover their unique and extraordinary potential, their connection with Krishna and the joy of learning and devotional service.

Within a culture of genuine respect we offer a dynamic, holistic education to prepare our students for lifelong success in an ever-changing world.



# Our Strategic Goals 2018

## *Special Character*

- *Inspire a love for Krishna*



## *Student Achievement*

- *All learners achieving their unique and extraordinary potential and striving for excellence.*
- *All children will access the New Zealand curriculum as evidenced by (accelerated progress) & achievement in formative and formal assessment data*

## *Personalised Learning Journeys*

- *Provide our students with holistic, personalised and authentic learning experiences .*
- *Inspire joy for learning.*

## *Community*

- *Further build and grow our positive collaborative, community spirit amongst students, staff and parents.*
- *Further develop our culture of genuine respect*

# Charter Goal 1: Inspire a love for Krishna

## Progress report

### 1.1. Ensure that Krishna consciousness is integrated and experienced through the curriculum

#### What is happening and progress made

- We have Produced an alignment doc shows the desired learning outcomes for our students. It is in line with our own values and with the NZ curriculum values & key competencies. (attached with this report)
- We have the sloka curriculum up and running and are in process of producing a slide show of slokas for each class. (attached with this report)
- We have the story curriculum up and running (attached with this report). Teachers have been trained in the art of story telling and are finding ways to connect the children's learning to the curriculum so that they can find deeper connections with the value of the stories.
- Street sankirtan is happening twice a term
- Debate in senior class. The senior class are engaging in philosophical debates by utilising typical debating structures
- The junior classes are incorporating Krishna into their investigation time.
- Some students are incorporating Krishna consciousness into their project learning. One student did a research project on different types of deities in ISKCON and one student is re-writing the Mahabharat with an intent to publish it.
- Every Tuesday afternoon older students are teaching younger ones mrdanga and Karatals
- Chanting (jappa meditation) is happening in classes every day. Some students are demonstrating inspiration to chant at home as well.
- Deity worship. Pia mataji has a new set of brass Krishna Balaram deities. The children are inspired to worship their new deities.

#### Where to next

- Develop clarity about what philosophy needs to be taught at each stage. How to teach philosophy according to needs (i.e assessments above). What are the key messages (philosophical points) we want at each age level? Developmentally appropriate.
- Developing relationship with Krishna through prayer
- Introduce Assessment Procedures and student surveys to determine how to Give KC to individuals (more personalised approach to K.C) .
- Introduce Daily 3 or weekly 9

## **Charter goal 1.4**

### **Provide students with opportunities to experience connection to nature and appreciation for a simpler, more natural way of life.**

#### **What progress have we made this year?**

##### **Teacher Professional Development.**

At the end of term 1 we did a workshop for teachers in taking students outside to write. Writing outside provides inspiration and connection with the natural world. A place to reflect and think. An experience that children really appreciate.

The principal has attended a 6 day intensive course focused on outdoor and craft curriculum. The intention is to build on our own curriculum plan for craft and outdoor learning.

One teacher attended a one day course in outdoor learning and came back very inspired by what she had learnt.

Principal did a one day course in EOTC management. Now confident that our policies & procedures are in line with best practice.

##### **Other areas**

Students have planted a crop of potatoes which are almost ready to harvest, cook and offer.

Students have propagated a number of swan plants which are almost ready to plant out for an abundance of butterflies.

Students have experienced working with flax weaving on Wednesday afternoons with a parent volunteer..

Senior class did a big walk outdoors from Bethels to Muriwai. It was a super challenge.

##### **Going forwards:**

- Investigate membership with sustainable schools or enviro schools programmes.
- Create our curriculum plan for outdoor learning and crafts
- Organise an outdoor learning week in term 4 for years 4-8.
- Potential visit to Julian Yatras farm to learn about cow protection
- Get the clay oven operational

# Charter Goal 2

## Student Achievement Analysis of Variance

- All learners achieving their unique and extraordinary potential and striving for excellence.
- All children will access the New Zealand curriculum as evidenced by (accelerated progress) & achievement in formative and formal assessment data

### Whole school writing Data 2018

	1b	1p	1a	2b	2p	2a	3b	3p	3a	4b	4p	4a	5b	5p	5a
Y0	5														
Y1	11	4	1												
Y2	1	1	3	6	2										
Y3		1	1	4	2										
Y4		1		2	2	2						1			
Y5				2		1	3	5		1	1				
Y6					2	1	2						1		
Y7				1		1	1		3		1			1	
Y8									1	1	3			1	1

Teachers assessed children's writing using a writing matrix to determine the child's curriculum level. The teachers used a range of children's writing, rather than taking one piece written solely for a test condition. This gives a more accurate picture of student achievement.

Whilst we are not reporting on national standards, for comparison sakes:

End of 2017 we had 78% of students achieving at and above the national standard.

End of 2018 81% of children are achieving at or above the standard level for their age.

There are a group of students in year 6 and 7 who will require support to achieve the curriculum level 4 by the end of year 8.

### Planned Actions for 2019 to improve achievement and engagement for writing

<p>Year 1-3</p> <ul style="list-style-type: none"> <li>• Focus on teaching sentences</li> <li>• Foundational phonics</li> <li>• Regular conferencing and workshops</li> <li>• Using picture prompts and sentence starters</li> <li>• Hand writing &amp; Fine motor skill development</li> <li>• Oral Language activities to support reading/writing "Writing floats on a sea of oral Language"</li> </ul>	<p>Year 4-6</p> <ul style="list-style-type: none"> <li>• Focus on teaching sentences</li> <li>• Punctuation &amp; Grammar</li> <li>• Student goal setting and growth mind-sets</li> <li>• Regular conferencing and workshops</li> <li>• How to inspire boys to write?</li> <li>• New vocabulary focus (word wall, introducing word of the week). Follow up for Daily 5.</li> <li>• Teaching the writing process explicitly to all students.</li> <li>• Outdoor writing in Nature</li> </ul>
<p>Years 7-9</p> <ul style="list-style-type: none"> <li>• Punctuation &amp; Grammar</li> <li>• Student goal setting and growth mind-sets</li> <li>• Regular conferencing and workshops</li> <li>• Self review practice integration -</li> <li>• Writing in nature</li> <li>• Bhurijana Language Arts Resources for Structured Writing Lessons -</li> <li>• Oral Language activities to support reading/writing "Writing floats on a sea of oral Language"</li> </ul>	

## Writing Annual Target 2018 for effectively accelerating the progress of targeted learners

a/ To accelerate the progress in writing of 8 boys in years 4-8 to ensure that they achieve at least their age

b/ Ensure that all students continue to progress in their writing

Strategy	Evaluation of Progress Made
<p><b>Focus on strategies for getting targeted boys in years 4-8 interested in writing (Teacher Inquiry)</b></p>	<p>Teachers conducted research into strategies for inspiring boys with writing and applying these through the daily 5 approach and linking writing to their interests and projects. The introduction of chromebooks in years 6-8 has sparked a huge increase in boys enthusiasm for writing. They are using a platform called storybird and book creator that enables them to publish their writing using images and animations.</p> <p>In the year 4-5 class one of the target students who was a reluctant writer has started writing his own chapter story inspired by his interest in soccer.</p> <p>Buddy writing worked really well for some boys who were reluctant. They teamed up with a partner to create a text.</p> <p>The daily 5 has facilitated students to make more choices about what they write. This has meant less focus on genre and more focus on student interests. Reluctant writers have shown more interest in their own writing.</p>
<p><b>School wide focus on teaching of sentence level writing (identified need from 2017 moderation)</b></p>	<p>The year 4-8 class teachers were provided with professional development in sentence level writing and modelling the writing process. We require ongoing discussions on this and some PD for years 1-3 teachers.</p>
<p><b>Focus on Oral Language: (writing floats on a sea of oral language)</b></p>	<p>In years 6-8 class a strong focus on oral language expression throughout the weekly classroom schedule, and a lot of oral language use before starting the writing process. It seems that generally students who have English as a Second Language have a stronger ability to use spoken English to communicate than written. I have aimed to harness their spoken language skills prior and during the writing process to support them..</p>
<p><b>Hearing texts:</b></p>	<p>Providing plenty of opportunity to hear texts being read and analysing texts to identify use of language features.</p>
<p><b>Scaffolding students learning</b></p>	<p>I have made a concerted effort to scaffold students to support them in producing writing in specific genres. For example, in narrative writing we spent time analysing narrative texts and identifying characteristics/features of narrative writing. This included developing self and peer review checklists so that students could review their own writing to support them in the creative process.</p>
<p><b>Providing specific workshops on skills</b></p>	<p>implementing specific <b>workshops</b> to support students such as workshops on formative assessments on punctuation and grammar, and also on structuring sentences.</p>

# Progress of the target students in 2018 (Writing)

Our target students were taken years 4-8 and were all boys. Students who had identified learning needs (other than ESOL) were not included in these target groups.

## Progress Target student in writing 2018

4 boys in years 4-5 and 3 boys in years 6-8

Student	Year	End of 2017	Term 1 2018	Term 4 2018	Evaluation of progress
1	4	1P	1B	2B	Has made steady progress. Is beginning to dress his writing up with interesting words. He writes down more ideas and tries to introduce new vocabulary into his writing. He still is very much a reluctant writer and struggles to get into his writing independently.
2	4	1B	1B	1P	Has made progress in his writing this year. He is now able to write independently with less teacher support. Is building his self confidence and is beginning to take risk in his writing. Is also taking more risk in his spelling and is better with putting his sounds down in his writing.
3	5	1A	1B	2B	Has made an outstanding progress in writing this term. For someone who struggled to write a couple of sentences to writing pages and pages and chapters. Expresses his feeling and opinions through his writing. He has also improved tremendously in his spelling and feels more confident about writing. It has been great to see his is enthusiastic about his writing.
4	5	2B	2B	3B	Progress in writing has been slow in the beginning of the year and has only recently (Term 3) shown interest in writing. Is still reluctant to write but once he starts he is focussed. With his writing buddy, he has been working very hard to write a chapter book together. This has sparked his enthusiasm and positive outlook on writing. He is eager to write and publish the 1st 3 chapter by the end of this term. This pushes him to stay focus during Daily 5. He is attempting a lot of complex sentences and uses a lot of new vocabulary in his writing. He has also improved very well in his spelling.
5	6	2A	2P	2A	Has progressed in his attitude towards writing. This shows in his demonstrating meaningful ideas, and his ability to now write more when given relevant opportunities to write. His understanding of how to use paragraphs and consistent attempts at more complex sentences demonstrate his progress.
6	6	2P	1P	2P	He has increased his ability to use relevant adjectives and adverbs to create more complex sentences. His attitude towards writing has become increasingly positive over the year. He is beginning to demonstrate his confidence in expressing himself through writing.
7	8	2A	3P	4B	His attitude towards writing has developed positively. He has enjoyed having facility to write narratives of his own choice.

# Whole school Reading Data

Expected level for each		Year 1 No stu- dents	Year 2 No stu- dents	Year 3 No Stu- dents
	L25 9.5yrs			2
	L23 9yrs			1
End of year 3	L23 8.5yrs			
	L22 8.5yrs			
	L21 8yrs		1	
	L20 8yrs			
End of year 2	L19 7.5yrs			2
	L18 7.5yrs			
	L17 7yrs	1	2	
	L16 7yrs		1	
	L15 6.5yrs	1	3	
End of Year 1	L14			
	L13		1	
	L12	1		
	L11			
	L10		1	
	L9	2		
	L8		1	1
	L7			
	L6		1	1
	L5			
	L4	1		
	L3	3	2	
	L2	1		
	L1	6	2	
	L0	7		

## Junior years 1-3 Data from PM reading benchmarks

Green = Achieving above age level expectation

Blue = achieving at expectation for age

Yellow = achieving below age level

Red = possible concern

This year we have definitely made progress in establishing a culture of reading. Students all have their own book boxes and regularly update them with new books from the library.

Building a culture where children enjoy reading is a significant factor for progress and this requires working with families. A parent workshop in term 4 was very much appreciated by parents and we will conduct another one in term 1 2019.

## Years 4-8 Data from Probe reading tests

Year	PAT Stanine								
	1	2	3	4	5	6	7	8	9
4	1			1	1		1		4
5				2	3	3	3		1
6		3	2						1
7					1	3			2
8				3	1		1	1	

From the year 4-8 student data we can identify a group of 5 students in year 6 who require on-going support and encouragement with their reading

## Planned Actions to raise achievement in Reading for 2019

### Years 1-3

- Building solid phonics foundation for juniors
- Phonics blending into words/sight word acquisition
- Implement Urmila's reading program
- Building connections with families early (KN) getting helpers
- Buddy reading
- Continue to source good fit books
- Resource listening to read in junior class (chromebooks)
- Develop our own reading menu for each level and be clear about which strategies to focus on

### Years 4-8

- Develop our own reading menu for each level and be clear about which strategies to focus on
- Regular reading aloud to class whilst displaying text for students to read along whilst hearing from the teacher as he/she models reading comprehension strategies.
- Reading sastra based texts for novel study groups with study guides which incorporate practice and application of fundamental reading comprehension strategies
- Implementing the Mahabharata study resource created by Manada
- Regular read-to-self time allocated each day/week
- How to resource supporting students at critical stage (Year 2) i.e reading recovery?

# Progress of the target students in 2018 (Reading)

9 students in years 2-3 were selected as our target goals. Students who had identified learning needs (other than ESOL) were not included in these target groups.

Reading Annual Target 2 for effectively accelerating the progress of targeted learners a/ To accelerate the progress in reading of 9 students (male and female) in years 2-3 b/ Ensure that all students continue to progress in their reading	
Strategy	Evaluation of Progress made
<b>Increase Reading stamina and engagement with Reading (Daily 5) for all students</b>	Processes are well underway. Observations show children engagement in reading has increased significantly and their ability to sustain reading interest has improved. Children regularly visit school library and always have a selection of books to read. Self management is evident in all levels.
<b>Build educationally powerful connections with families of targeted students</b>	In early term 4 teachers delivered a presentation for parents in the two junior classes. The focus was on supporting parents to read with their children at home. The feedback was very encouraging. The realisation was the importance of doing this in term 1 2019.
<b>Focus on teaching sounds and sight words</b>	Implementing Jolly phonics in year 1 and Joy Alcocks program in year 2. Regular 1 on 1 conferencing as below .
<b>USE regular one on one conferencing and group workshops. Keep an individual record of progress, and next steps.</b>	All teachers are using regular conferencing and workshops. The principal has observed this in all classes and teachers display weekly workshop rosters in the class as part of their planning. We have utilised teacher aide time effectively to support teachers in spending quality time in workshops with target students.

Students	Year	level end 2017	level term 1 2018	level term 4 2018	Evaluation of progress
1	2		L12	L15	Has made amazing progress with her reading. Has a good sense of story structure. She's able to identify the setting, characters, problem, and solution. Describes characters in a story and explains how they impact the story.
2	3		L4	L6	Has RTLB and teacher aide support. She has been making steady progress with her reading.
3	2		L2	L3	Retells events from a story in a sequential manner. She's able to identify the setting, characters, problem, and solution. Requires ongoing support
4	2		L5	L6	Has made steady progress and reads for enjoyment more. Has developed some enthusiasm and will continue to progress with encouragement.
5	3		L4	L8	Has developed enthusiasm for reading. At the start of the term she focused on her foundation sounds and her digraphs. She is now able to successfully sound out difficult words. Most importantly she is now more motivated to read and write.
6	2		L5	L10	Has started to check that we are reading the words the right way. Clearly enjoys reading and is making fast progress.
7	2		L1	L3	In term 2 he did not show any interest in reading. Now he is very enthusiastic about reading and he eagerly picks books that he was to read or wants me to read with him.
8	2		L4	L8	Is making amazing progress with his reading. He has recently started reading some chapter books that he finds interesting. He does have some difficulties with some words but he is able to successfully sound them out. He shows understanding of the text he reads and also is able to show some predictions.

## Whole school Maths Data

Year	Maths Stage							
	1	2	3	4	5	6	7	8
1	1	12	4	1				
2	2		3	10				
3	1		1	1	4			
4				2	1	4		
5					5	7		
6						4	2	
7						2	4	1
8							4	1

Overall the maths data looks very strong. Especially in years 4-8 where there are no students achieving below age level curriculum. (special needs students have ben removed from the data)

### Strategies to continue raising student achievement for mathematics in 2019

#### Years 1-3

Implement system of buddy maths with older students

Integrating Strand maths with investigations

Implement Prime Maths

Provide regular workshops for all students to target specific skills

#### Years 4-8

Develop a curriculum for years 7-9 and ensure its in line with preparing for NCEA

Implement a Consistent Maths Programme years 2-7 (Prime Maths)

Offer ICAS for years 7-9

Provide regular workshops for all students to target specific skills

**Mathematics: Annual Target 3** for effectively accelerating the progress of targeted learners

- a/ To accelerate the progress in Mathematics of 5 students in years 2-3  
 b/ Ensure that all students continue to progress in their Mathematics

Strategy	Progress report
Build teacher capability and confidence in these areas: Fraction knowledge, place value, subtraction	Year 2 beginning teacher engaged in several external PD sessions as part of beginning teacher course and 2 additional maths PD days.
USE regular one on one conferencing and group workshops. Keep an individual record of progress, and next steps.	Students are provided with hands on learning in workshops with the teacher. Target students were provided with extra workshops. To help with Daily 3 and minimize worksheets, the teacher made a booklet that kids can do independently. This booklet starts with very easy and simple tasks that helps boost kids' confidence. Hands on Maths was also integrated with the investigations.

**Progress of target students who were all from years 2-3:**

Student	Progress	Additive Strategies	Backwards Sequences	Multiplicative and Fraction Strategies	Fraction Knowledge	Grouping and Place Value	Basic Facts
1	Term 1	S0-1	S0-1	S0-1	S0-1	S0-1	S0-1
	Term 4	4	3	3	1	2-3	2-3
2	Term 1	S0-1	S0-1	S0-1	S0-1	S0-1	S0-1
	Term 3	2-3	2-3	1	1	1	1
3	Term 1	S2-3	S2-3	S2-3	S2-3	S2-3	S2-3
	Term 4	5	5	4	5	4	4
4	Term 1	S2-3	S2-3	S2-3	S2-3	S2-3	S2-3
	Term 4	4	4	5	2-3	S2-3	S2-3
5	Term 1	S2-3	S2-3	S2-3	S2-3	S2-3	S2-3
	Term 4	5	5	5	4	4	4
6	Term 1	S0-1	S0-1	S0-1	S0-1	S0-1	S0-1
	Term 4	4	2-3	4	0-1	2-3	2-3

The data table above shows the progress that was made by the target students. Out of the 6 students 4 of them are now achieving at the expected stage for their age.

## Annual Target 4

Ensure that GATE students in years 4-8 continue to make effective progress in their learning.

Survey identified GATE Students from years 4-8 in term 1 and term 3:

- Evaluate their attitudes for learning
- Investigate & evaluate how the Daily 5 and CAFÉ & Walker approach can be effective for GATE students

Results of survey are below

## Gifted and Talented - What does it mean?

So what are we talking about when we use the term 'gifted and talented'? Gifted and talented students learn, experience and often respond to the world in a different way to most. Giftedness is something that these children are born with and it is often accompanied by lots of challenges for both child and family. Often these students are misunderstood.

### Some common misconceptions.

**Contrary to common beliefs, gifted and talented students are not always:**

- highly motivated
- polite and well behaved
- high achievers
- good at everything they do
- child prodigies
- easy to identify
- able to realise their potential without support

**In fact, gifted and talented may:**

- struggle to achieve at school
- demonstrate uneven development
- be highly sensitive or 'intense'
- be disruptive or unfocused
- challenge the rules and authority
- cruise along, doing just enough to get by
- have difficulty gaining peer acceptance
- have a physical, neurological or psychological disability, impairment or disorder

# Survey Results

The following results come from students who may be identified as having characteristics of G&T students.

<b>Are you are challenged enough in your learning at school?</b>	
The learning enables me to challenge my-self	3
The learning is mostly too easy for me	2
The learning is ok for me but could be harder	6
The learning is mostly too hard for me	2

These results are interesting. Firstly a high majority of them want more challenge. Conversely 2 of them found it was too hard and 3 feel able to challenge themselves.

Next year we plan to do some work on growth mind-sets to empower students to challenge themselves.

<b>How much do you enjoy the daily 5 and or daily 3 learning time?</b>	
<b>(scale of 1-5 where 5 is you really enjoy it)</b>	<b>No of students</b>
5	6
4	4
3	1
2	2
1	0

The majority of these students really enjoy the daily 5 choice as they express here:

<b>What do you like/dislike about the daily 5 &amp; 3 learning time?</b>
The learning enables me to challenge my self
I like that we have a choice to choose what option to do.
I like that we can choose when we want to do things because if I don't feel like doing something I do a really bad job.
I like daily 5/3 because we get to control and track our learning.
I like the way you do it there should be no change
I like how we can choose what we want to do.
i like writing and math writing
i like everything
don't know
i like the way that we can be independent

Rate how much you enjoy learning through doing your own Educational research project. (1 means you don't enjoy it at all and 5 means you really like it)	What do you like or dislike about doing your own Educational research project?	What skills or qualities do you learn by doing your own projects?	Would you like to change anything about the way we learn by doing projects?
5	How it like being an adult :) how to deal with stress and how to create a deeper understanding of the concept	The linking to learning intentions.	It's optional
5	It feels independent	Independence	no
4	Like: It lets me express myself through my interests. Dislike: It is limited by the learning intentions. It's very stressful.	Independence	No
3		lots of life skill	no
3	I dislike that we have to link our projects to a class topic.	changing info into my own words and simplifying them	I would like to not have a class topic.
4	I like the educational research project because we get to choose what we learn.	Communication in many different forms.	
5	I like it because I get to choose my own project	Teamwork.	No
5	I like that you can do your project about anything.		Na
5	I like to chose my own project		
4	we get to do our own things	nothing	no
5	i think it's really really fun	creative	no
4	i like doing project because it is fun	don't know	
5	i can learn more and its fun	being patient and managing my own time	no

### Going forwards into 2019

- Keep daily 5
- Develop projects to increase challenge, creativity and innovation
- Develop growth mind-sets

Exceptional ability flourishes best in an invitational learning environment which encourages and supports thinking imaginatively or unconventionally, seeing alternatives, challenging accepted ideas, being creative. (Rosemary Cathart)

## ***Progress report and analysis of variance on strategic Goal 3***

### **Personalised Learning Journeys**

- *Provide our students with holistic, personalised and authentic learning experiences.*
- *Inspire joy for learning*

#### **2018 Progress report on strategy goal 3. 1 Build a shared understanding of the pedagogical and curriculum direction being established.**

Parent Presentations and open discussions	<ul style="list-style-type: none"> <li>• The new reporting system has enabled more open dialogue between parents and students.</li> <li>• A documentary made at the school highlights the personalised approach to learning that was shared with parents. The feedback that was received was very positive</li> <li>• We plan to hold a presentation for parents about investigations and projects in term 4.</li> </ul>
Provide opportunities for students to share their learning with parents through expositions and portfolios.	<ul style="list-style-type: none"> <li>• In term 4 parent, teacher and student conferences, students will be expected to take more responsibility for sharing their learning with their parents. Teachers will support students to do this.</li> </ul>

#### **2018 Progress report on strategy goal 3. 2 With Walker learning and the daily 5, provide learners with personalised, age appropriate contexts for learning which enable the development of learning-to-learn skills and fosters independence.**

Provide opportunities for learning and discovery through meaningful play in years 1-3 using Walker approach.	<ul style="list-style-type: none"> <li>• We invited Trudy from the Walker foundation to come to our school for a day. 11 other teachers from different schools attended. The PD was very supportive for us.</li> <li>• Teachers have continued to develop their approaches and the results have shown increased engagement, key competencies and a depth of learning experiences across the curriculum.</li> </ul>
Implement ERPs using Walker approach years 4-8	<ul style="list-style-type: none"> <li>• Teachers have been implementing the project approach with different levels of success with different students.</li> <li>• We are now focusing on providing students with meaningful contexts for learning and supporting students in developing the skills required to successfully complete a personal project.</li> </ul>
Continue implementing Daily 5 and daily Café alongside the Walker approach	<ul style="list-style-type: none"> <li>• Daily 5 was well established at the beginning of the year. Students are engaging well with independent learning and making positive choices.</li> <li>• Teachers are now beginning to deepen the learning experiences and provide more depth of challenge and accountability.</li> </ul>

## 2018 Progress report on strategy goal

### 3.3 Develop and source resources for learning including soft and hard technologies.

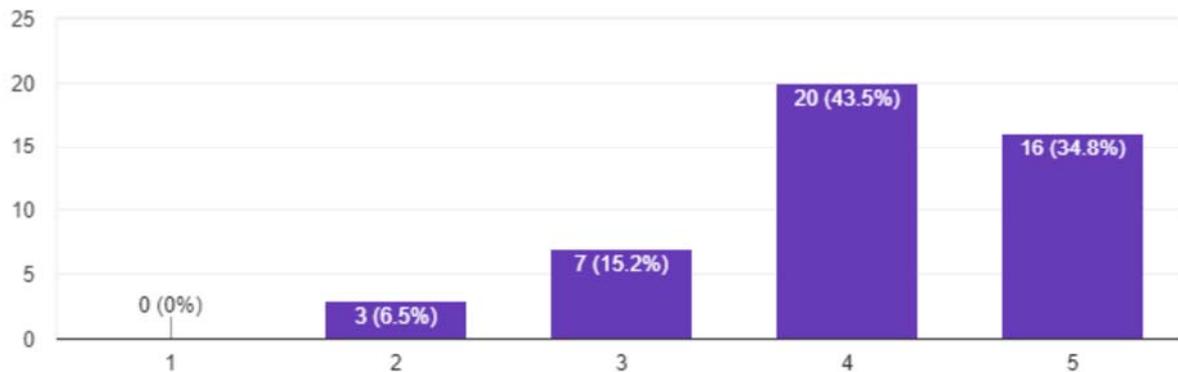
### 3.4 Develop classrooms into more dynamic modern learning spaces.

<p>Review available budgets and funding for classroom resources.</p> <p>Create a plan and proposal for classroom furniture and resources required.</p>	<ul style="list-style-type: none"><li>• This year we have resourced a few second hand furniture items that have worked well. We are planning to ensure that all furniture is quality wooden furniture that will last. Keeping with solid wood also has a consistent feature.</li><li>• We have signed up to a science resource that enables us to obtain a science themed box every two weeks. The cost is \$900 pa.</li><li>• We are now looking at the possibility of hiring resources for the investigative play.</li><li>• Plan to set up a workshop where students have access to a range of hand tools (supported by proprietors)</li></ul>
<p>Make a proposal for ICT devices in years 4-8 and implement.</p>	<ul style="list-style-type: none"><li>• Purchase of 25 chromebooks for senior class and large screen.</li><li>• We need 3 more screens for other classes.</li><li>• Students in years 4-5 need access to devices but not 1:1. I would suggest we consider a 1:2 student device for students in years 4-5.</li><li>• Junior classes need 2 or 3 devices per class to be able to access listen to read.</li></ul>

# Personalised learning review student survey 2018

## How much do you enjoy the daily 5 and or daily 3 learning time?

46 responses

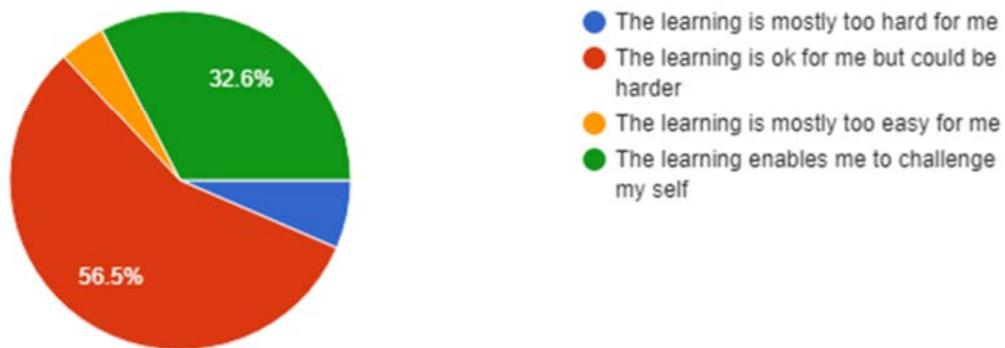


### What do you like/dislike about the daily 5 & 3 learning time?

It is independent and you feel more responsible with your	i like listen to read
i like everything except text books	we can do it by our own choice
I like that we have a choice to choose what option to do.	i like the way that we can be independent
i like that you get to choose what you want to do	i do not like daily 5
I like daily 5 and 3 because we get to learn.	i like writing and math writing
I like daily 3 and daily 5 because i get to make my own	i like everything
I like that we can choose when we want to do things because if I don't feel like doing something I do a really bad	I like that we get to choose what we want to do
I like daily 5/3 because we get to control and track our	don't know
I like the way you do it there should be no change	math writing because i get less time on it and i mostly don't
I like how we can choose what we want to do.	

## Are you are challenged enough in your learning at school?

46 responses

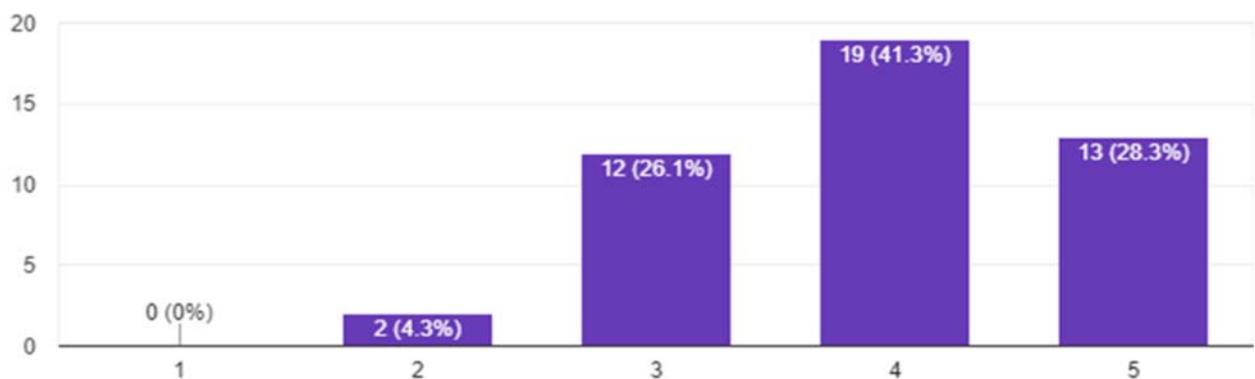


This question gave us lots to think about. 56% expressed that they think the learning could be harder. We have started thinking and researching ways to increase the depth of thinking, accountability and innovation to challenge more able students.

Interestingly some extremely able students find the learning enables them to challenge themselves. They have a growth mindset and are able to set and achieve goals in their learning. Whereas some students who said the learning could be harder are students who generally struggle to set and achieve personal goals. So as well as increasing the depth of thinking, accountability and innovation we need to work on building growth mindsets.

## Rate how much you enjoy learning through doing your own Educational research project. (1 means you don't enj...t at all and 5 means you really like it)

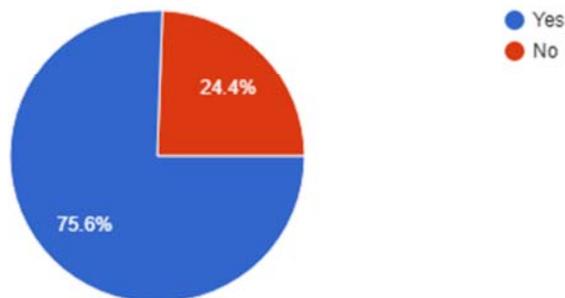
46 responses



What do you like or dislike about doing your own Educational research project?	
It helps me to find out about new things	Sometimes I have no clue what to write about. It's hard.
Like: It lets me express myself through my interests. Dislike: It is limited by the learning intentions. It's very	nothing
i just like doing it	I like that you can do your project about anything.
It feels independent	we learn something from it
i like choosing my own topic	I like to chose my own project
i like that you get to choose your topic	I don't like researching
I can pick something I like	i can learn more and its fun
i do sometimes.	I find it hard to find words for myproject
I dislike that we have to link our projects to a class	we get to do our own things
I like the educational research project because we get	I like Educational research projects because you have a
I like it because I get to choose my own project	i think it's really really fun
i like doing project because it is fun	I like that we can include our interest in it
finding the facts.	

Do you feel that you have enough time in class to focus on the things that you really want to learn?

45 responses



<b>Your teacher does learning workshops with you. Explain why you like /dislike learning in workshops with the teacher.</b>	
I like learning in workshops, because you get to learn new	I like my workshops because I learn new things in my year
I like it because they are interesting	yes a lot
it's good but I feel the amount of time that is spent on the workshop is limited.If it was stretched then I feel it would	i do like workshops because i learn from the workshops.
They are useful, but could be a little shorter.	I like work-shops because they pinpoint what I need to learn.
i dislike workshops because i want to focus on my own	yes it is fun
yes i like them because if you have questions you can ask	I dislike learning workshops because I learn better by myself.
I like workshops because we can learn and the teacher	I like it because it's easy to learn when my teachers teaching
i like it because then i learn and have fun at the same time	He can tell in easy simple way math stuff save time reading academic textbook and I can spend more time on practice
i can learn more and learn how to cooperate	I lean too fast and it get a little boring listening to Prabhu
i am very excited all the time	because it is very fun working in a small group
I like learning workshops because you learn more.	i like it because you learn
love it	it's sometimes boring.

<b>What skills or qualities do you learn by doing your own projects?</b>	
I learn how to make new things out of resources.	research
I don't know	getting more smart.
How it like being an adult :) how to deal with stress and how to create a deeper understanding of the concept	changing info into my own words and simplifying them
information about my topic	making stuff
Independence	Communication in many different forms.
Independence	Teamwork.
you get to learn about something your interested about	Creativity, give it a go, intuition
Building skills and presenting skills.	maths skills and building skills
lots of life skill	It helps me gain knowledge and interest about topics that did
creative	i don't know
summarising	i would like anything
i don't know	being patient and managing my own time
learning on the thing that i am focusing on and if i was working with a partner i	presentation skills.

## ***Analysis of Variance report strategic Goal 4***

<p><b><i>Strategic Goal 4.2</i></b></p> <p><b><i>Further develop our culture of genuine respect.</i></b></p>	
<b>Planned Actions</b>	<b>Progress report</b>
<b>Implement respectful communication skills for students, staff and parents</b>	
<ul style="list-style-type: none"> <li>• Upskill all teachers &amp; support staff in reflective and empathic listening</li> <li>• Train student mediators in conflict resolution skills and reflective listening.</li> <li>• Training sessions for parents and BOT (Laura Markem)</li> </ul>	<ul style="list-style-type: none"> <li>• We have engaged teachers in studying and practicing empathic listening. We have utilised a book called TET Teacher effectiveness training which focuses on building student teacher relationships. This training needs to be ongoing.</li> <li>• We also organised a parenting course for parents (tool box for parenting which was attended by 10 parents).</li> </ul>
<b>Make “class meetings / gatherings” a regular and consistent part of school Life in all classes</b>	
<ul style="list-style-type: none"> <li>• As part of the Walker approach ensure that weekly class meetings take place in years 4-8. Daily gatherings in all classes.</li> <li>• Introduce council sessions with teachers and develop their confidence in the process. Introduce council sessions with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly meetings and daily gatherings have been implemented in years 4-8. We have also held a number of conflict resolution circles. Our inquiry question is “what is required to maintain and build on positive student relationships”</li> <li>• Engaging students in council circles is our next step. Council circles specifically build empathy and understanding.</li> </ul>
<b>Ensure that a robust behaviour management system is well established and supports the positive growth of students and builds positive relationships for learning.</b>	
<ul style="list-style-type: none"> <li>• Continue to implement the system established in 2017 and continue to up-skill teachers in preventative strategies and positive behaviour for learning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• We are currently revising our behaviour management procedures and policy to be in line with the PB4L model. We are particularly impressed with the PB4L model and are embracing it with enthusiasm.</li> </ul>