

# ST LEO'S CATHOLIC SCHOOL (DEVONPORT)

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

<b>Ministry Number:</b>	1500
<b>Principal:</b>	Maureen Harris
<b>School Address:</b>	102 Victoria Road, Devonport, Northshore
<b>School Postal Address:</b>	PO Box 32064, Devonport, Auckland, 0744
<b>School Phone:</b>	09 445 9339
<b>School Email:</b>	office@stleos.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>
Kevin Law	Chair Person	Elected
Maureen Harris	Principal	ex Officio
Keir Hansen	Parent Rep	Co-opted
Damian Wallis	Parent Rep	Elected
Lucia Dawbin	Staff Rep	Co-opted
Peter Wolfkamp	Proprietors Rep	Co-opted
Karla Welson	Proprietors Rep	Co-opted

**Accountant / Service Provider:** Education Services Ltd

# ST LEO'S CATHOLIC SCHOOL (DEVONPORT)

Annual Report - For the year ended 31 December 2018

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# St Leo's Catholic School (Devonport)

## 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.

Kevin Alexander Law

Full Name of Board Chairperson

Maureen Anne Harris

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

27<sup>th</sup> MAY 2019.

Date:

27.05.2019

Date:

**St Leo's Catholic School (Devonport)**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	588,647	556,265	538,164
Locally Raised Funds	3	132,833	76,400	124,222
Use of Land and Buildings Integrated		1,001,994	333,200	1,037,525
Interest Earned		6,128	4,000	5,249
Gain on Sale of Property, Plant and Equipment		347	-	-
International Students	4	28,601	15,000	20,219
		<u>1,758,550</u>	<u>984,865</u>	<u>1,725,379</u>
<b>Expenses</b>				
Locally Raised Funds	3	27,023	4,000	25,123
International Students	4	3,424	4,000	2,199
Learning Resources	5	544,270	548,265	470,345
Administration	6	88,128	89,518	96,400
Finance Costs		397	291	612
Property	7	1,063,376	389,380	1,084,039
Depreciation	8	21,670	19,854	23,436
Loss on Disposal of Property, Plant and Equipment		671	-	-
		<u>1,748,959</u>	<u>1,055,308</u>	<u>1,702,154</u>
<b>Net Surplus / (Deficit)</b>		<b>9,591</b>	<b>(70,443)</b>	<b>23,225</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>9,591</b></u>	<u><b>(70,443)</b></u>	<u><b>23,225</b></u>

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

**St Leo's Catholic School (Devonport)**  
**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>	<u>233,535</u>	<u>165,610</u>	<u>210,310</u>
Total comprehensive revenue and expense for the year Capital Contributions from the Ministry of Education	9,591	(70,443)	23,225
<b>Equity at 31 December</b>	<u>243,126</u>	<u>95,167</u>	<u>233,535</u>
 Retained Earnings	 243,126	 95,167	 233,535
<b>Equity at 31 December</b>	<u>243,126</u>	<u>95,167</u>	<u>233,535</u>

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

**St Leo's Catholic School (Devonport)**  
**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	34,007	-	39,782
Accounts Receivable	10	28,781	25,059	25,295
GST Receivable		1,076	1,799	2,381
Prepayments		4,011	331	3,821
Inventories	11	2,592	2,534	1,411
Investments	12	157,887	49,502	153,823
		<u>228,354</u>	<u>79,225</u>	<u>226,513</u>
<b>Current Liabilities</b>				
Accounts Payable	14	39,336	34,992	54,836
Revenue Received in Advance	15	5,770	386	2,070
Provision for Cyclical Maintenance	16	16,968	9,545	9,565
Painting Contract Liability - Current Portion	17	2,487	2,487	3,819
Finance Lease Liability - Current Portion	18	2,054	10,496	3,651
		<u>66,615</u>	<u>57,906</u>	<u>73,941</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>161,739</b>	<b>21,319</b>	<b>152,572</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	96,279	88,434	102,805
		<u>96,279</u>	<u>88,434</u>	<u>102,805</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	14,577	12,872	18,917
Painting Contract Liability	17	-	-	556
Finance Lease Liability	18	315	1,714	2,369
		<u>14,892</u>	<u>14,586</u>	<u>21,842</u>
<b>Net Assets</b>		<u><b>243,126</b></u>	<u><b>95,167</b></u>	<u><b>233,535</b></u>
<b>Equity</b>		<u><b>243,126</b></u>	<u><b>95,167</b></u>	<u><b>233,535</b></u>

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

**St Leo's Catholic School (Devonport)**  
**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		163,910	133,308	146,533
Locally Raised Funds		134,354	76,400	125,332
International Students		27,518	15,000	21,302
Goods and Services Tax (net)		1,305	-	(582)
Payments to Employees		(171,950)	(164,147)	(123,981)
Payments to Suppliers		(147,082)	(138,759)	(108,701)
Interest Paid		(397)	(291)	(612)
Interest Received		6,179	4,000	4,341
<b>Net cash from / (to) the Operating Activities</b>		<b>13,837</b>	<b>(74,489)</b>	<b>63,632</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		347	-	-
Purchase of PPE (and Intangibles)		(15,815)	(15,800)	(11,050)
Purchase of Investments		(466)	-	(104,321)
<b>Net cash from / (to) the Investing Activities</b>		<b>(15,934)</b>	<b>(15,800)</b>	<b>(115,371)</b>
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(1,790)	(2,857)	(1,625)
Painting contract payments		(1,888)	(3,819)	(3,818)
<b>Net cash from Financing Activities</b>		<b>(3,678)</b>	<b>(6,676)</b>	<b>(5,443)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(5,775)</b>	<b>(96,965)</b>	<b>(57,182)</b>
Cash and cash equivalents at the beginning of the year	9	39,782	96,965	96,964
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>34,007</b>	<b>-</b>	<b>39,782</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.

# St Leo's Catholic School (Devonport)

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

St Leo's Catholic School (Devonport) (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 18.

##### *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.

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 \$200 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 are depreciated over their estimated useful lives on a straight line 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	5 years
Furniture and Equipment	2-20 years
Information and Communication	2-5 years
Textbooks	3 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

#### **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. Its 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 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	133,579	130,086	129,105
Teachers' salaries grants	421,778	421,018	391,637
Resource teachers learning and behaviour grants	1,200	-	-
Other MoE Grants	30,254	5,161	17,422
Other Government grants	1,836	-	-
	<u>588,647</u>	<u>556,265</u>	<u>538,164</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	94,584	70,400	89,673
Bequests & Grants	4,950	-	-
Activities	22,983	-	24,069
Trading	8,937	5,000	9,142
Fundraising	1,379	1,000	1,338
	<u>132,833</u>	<u>76,400</u>	<u>124,222</u>
<b>Expenses</b>			
Activities	19,433	-	15,265
Trading	6,703	4,000	9,700
Fundraising costs	887	-	158
	<u>27,023</u>	<u>4,000</u>	<u>25,123</u>
<i>Surplus for the year Locally raised funds</i>	<u>105,810</u>	<u>72,400</u>	<u>99,099</u>

## 4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	20	10	13
<b>Revenue</b>			
International student fees	28,601	15,000	20,219
<b>Expenses</b>			
Commissions	2,700	2,000	1,933
International student levy	700	-	252
Employee Benefit - Salaries	-	2,000	-
Other Expenses	24	-	14
	<u>3,424</u>	<u>4,000</u>	<u>2,199</u>
<i>Surplus for the year International Students'</i>	<u>25,177</u>	<u>11,000</u>	<u>18,020</u>

## 5. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	8,487	12,800	2,646
Library resources	477	300	2,038
Employee benefits - salaries	525,934	521,665	456,115
Staff development	9,226	12,700	8,946
R&M Minor Equipment	146	800	600
	<u>544,270</u>	<u>548,265</u>	<u>470,345</u>

## 6. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	5,880	5,800	5,760
Board of Trustees Fees	1,265	5,000	495
Board of Trustees Expenses	417	2,000	21,122
Communication	1,362	1,400	1,302
Consumables	5,157	3,500	3,221
Operating Lease	3,108	3,108	3,434
Other	11,681	10,300	5,598
Employee Benefits - Salaries	41,660	41,500	39,922
Insurance	2,578	3,000	526
Service Providers, Contractors and Consultancy	15,020	13,910	15,020
	<u>88,128</u>	<u>89,518</u>	<u>96,400</u>

## 7. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	6,069	4,900	3,548
Cyclical Maintenance Expense	3,063	3,500	3,065
Grounds	3,972	4,100	327
Heat, Light and Water	7,861	5,800	7,344
Rates	180	80	88
Repairs and Maintenance	11,130	9,000	5,330
Use of Land and Buildings	1,001,994	333,200	1,037,525
Security	2,909	2,800	2,455
Employee Benefits - Salaries	26,198	26,000	24,357
	<u>1,063,376</u>	<u>389,380</u>	<u>1,084,039</u>

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

## 8. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	302	1,104	1,303
Furniture and Equipment	10,456	8,424	9,944
Information and Communication Technology	6,107	6,436	7,597
Leased Assets	3,540	2,754	3,251
Library Resources	1,265	1,136	1,341
	<u>21,670</u>	<u>19,854</u>	<u>23,436</u>

### 9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	200	-	200
Bank Current Account	33,737	-	25,336
Bank Call Account	70	-	14,246
Cash equivalents for Cash Flow Statement	<u>34,007</u>	<u>-</u>	<u>39,782</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 \$
Receivables	1,518	1,950	1,454
Receivables from the Ministry of Education	-	3,146	-
Interest Receivable	1,256	399	1,307
Teacher Salaries Grant Receivable	26,007	19,564	22,534
	<u>28,781</u>	<u>25,059</u>	<u>25,295</u>
Receivables from Exchange Transactions	2,774	2,349	2,761
Receivables from Non-Exchange Transactions	26,007	22,710	22,534
	<u>28,781</u>	<u>25,059</u>	<u>25,295</u>

### 11. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	509	1,056	-
Uniforms	2,083	1,478	1,411
	<u>2,592</u>	<u>2,534</u>	<u>1,411</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	157,887	49,502	153,823



### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	302	-	-	-	(302)	-
Furniture and Equipment	67,925	15,167	(152)	-	(10,456)	72,484
Information and Communication Technology	24,288	226	(519)	-	(8,107)	17,888
Leased Assets	5,693	-	-	-	(3,540)	2,153
Library Resources	4,597	422	-	-	(1,265)	3,754
<b>Balance at 31 December 2018</b>	<b>102,805</b>	<b>15,815</b>	<b>(671)</b>	<b>-</b>	<b>(21,670)</b>	<b>96,279</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	6,513	(6,513)	-
Furniture and Equipment	198,358	(125,874)	72,484
Information and Communication Technology	84,871	(66,983)	17,888
Textbooks	13,861	(13,861)	-
Leased Assets	10,621	(8,468)	2,153
Library Resources	36,906	(33,152)	3,754
<b>Balance at 31 December 2018</b>	<b>351,130</b>	<b>(254,851)</b>	<b>96,279</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	1,605	-	-	-	(1,303)	302
Furniture and Equipment	73,329	4,540	-	-	(9,944)	67,925
Information and Communication Technology	21,517	10,368	-	-	(7,597)	24,288
Leased Assets	7,240	1,704	-	-	(3,251)	5,693
Library Resources	5,397	541	-	-	(1,341)	4,597
<b>Balance at 31 December 2017</b>	<b>109,088</b>	<b>17,153</b>	<b>-</b>	<b>-</b>	<b>(23,436)</b>	<b>102,805</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	6,513	(6,211)	302
Furniture and Equipment	193,180	(125,255)	67,925
Information and Communication Technology	97,194	(72,906)	24,288
Textbooks	13,861	(13,861)	-
Leased Assets	10,621	(4,928)	5,693
Library Resources	36,485	(31,888)	4,597
<b>Balance at 31 December 2017</b>	<b>357,854</b>	<b>(255,049)</b>	<b>102,805</b>

#### 14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	3,965	6,110	23,122
Accruals	5,880	5,670	5,760
Employee Entitlements - salaries	26,007	19,564	22,534
Employee Entitlements - leave accrual	3,484	3,648	3,420
	<u>39,336</u>	<u>34,992</u>	<u>54,836</u>

Payables for Exchange Transactions	39,336	34,992	54,836
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>39,336</u>	<u>34,992</u>	<u>54,836</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income Received in Advance	940	386	987
Foreign Fees in advance	4,830	-	1,083
	<u>5,770</u>	<u>386</u>	<u>2,070</u>

#### 16. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	28,482	18,917	25,417
Increase to the Provision During the Year	3,063	3,500	3,065
Provision at the End of the Year	<u>31,545</u>	<u>22,417</u>	<u>28,482</u>
Cyclical Maintenance - Current	16,968	9,545	9,565
Cyclical Maintenance - Term	14,577	12,872	18,917
	<u>31,545</u>	<u>22,417</u>	<u>28,482</u>

#### 17. Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	2,487	2,487	3,819
Non Current Liability	-	-	556
	<u>2,487</u>	<u>2,487</u>	<u>4,375</u>

In 2012 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering a 8 year period. The programme provides for one exterior paint of the Ministry owned buildings in 2012, with regular maintenance in subsequent years. The agreement has an annual commitment of \$3,819. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

## 18. 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	2,054	10,496	3,651
Later than One Year and no Later than Five Years	315	1,714	2,369
	<u>2,369</u>	<u>12,210</u>	<u>6,020</u>

## 19. 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 (Catholic Diocese of Auckland) 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 that are material transactions that have occurred has been disclosed appropriately.

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 2018 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

## 20. Remuneration

### *Key management personnel compensation*

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	1,265	495
Full-time equivalent members	0.08	0.45
<i>Leadership Team</i>		
Remuneration	179,920	183,726
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	<u>181,185</u>	<u>184,221</u>
Total full-time equivalent personnel	<u>2.08</u>	<u>2.45</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

### Principal

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:		
Principal A		
Salary and Other Payments	20 - 30	100 - 110
Benefits and Other Emoluments	-	-
Termination Benefits	-	-
Principal B		
Salary and Other Payments	70 - 80	-
Benefits and Other Emoluments	2 - 3	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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

## 21. 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	-	\$20,000
Number of People	-	1

## 22. 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.

## 23. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2018 (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;

	2018 Actual \$	2017 Actual \$
No later than One Year	1,992	3,805
Later than One Year and No Later than Five Years	-	1,295
Later than Five Years	-	-
	<u>1,992</u>	<u>5,100</u>

(b) The School has entered into an agreement with Programmed Maintenance Services Ltd for painting of the School's buildings. The amount committed on the contract is:

	2018 Actual \$	2017 Actual \$
No later than One Year	1,332	1,931
Later than One Year and No Later than Five Years	-	1,332
Later than Five Years	-	-
	<u>1,332</u>	<u>3,263</u>

## 24. 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.

## 25. 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	34,007	-	39,782
Receivables	28,781	25,059	25,295
Investments - Term Deposits	157,887	49,502	153,823
Total Loans and Receivables	<u>220,675</u>	<u>74,561</u>	<u>218,900</u>

### Financial liabilities measured at amortised cost

Payables	39,336	34,992	54,836
Borrowings - Loans	-	-	-
Finance Leases	2,369	12,210	6,020
Painting Contract Liability	2,487	2,487	4,375
Total Financial Liabilities Measured at Amortised Cost	<u>44,192</u>	<u>49,689</u>	<u>65,231</u>

## 26. Events After Balance Date

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

## 27. Comparatives

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



# St Leo's Catholic School, Devonport



## KIWISPORTS FUNDING REPORT FOR THE YEAR ENDING 31 DECEMBER 2018

Kiwisports is a Government funding initiative to support students' participation in organised sports.

The table below outlines the funding received, spend and the level of participation noted during the year:

Funding received during the year – excluding GST	\$1,109
Funding spent on:	Tennis coaching, Soccer coaching New soccer goals
Level of Participation:	100% in coaching sessions 50% in new goal post use

# Planning & Reporting Analysis of Variance

School name: St Leo's School Devonport	School number: 1500
Focus: Reading	
Strategic Aim: To ensure that all students achieve their personal potential and wherever possible attain expected curriculum levels for their class level	
<p>Annual Aim:</p> <p>Use evidence and inquiry practices to identify needs</p> <p>Provide extra support for our priority learners - Maori and Pasifika students, students with special education needs, and students who are currently underachieving</p>	
<p>Targets for 2018</p> <p>To have 95% of our students achieving AT or ABOVE the expected curriculum levels in Reading.</p> <p>To have 50% of our students from year 2-6 achieving ABOVE the expected curriculum levels in Reading.</p>	
<p>Baseline data:</p> <p>At the end of 2017 95.7% (67/70) students were achieving AT or ABOVE National Standards</p> <p>At the end of 2017 41.4% (29/70) students were achieving ABOVE National Standards</p> <p style="padding-left: 40px;">47.5% (29/64) Year 2-6 students were achieving ABOVE National Standards</p> <p>This data includes students with special learning needs.</p>	

# Planning & Reporting Analysis of Variance

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Students at risk in reading were identified and support programmes were put in place</p> <p>Reading Recovery for target students</p> <p>Small group work using the STEPs web programme</p> <p>Close monitoring of students progress in reading</p> <p>Running Records/Probe data discussed to ensure consistency of practice</p>	<p><b>Target 1: To achieve 95 % of students achieving their expected curriculum level or above</b></p> <p>Target achieved: 99% of students are working at their curriculum level or above</p> <p><b>Target 2: For 50% of students to be ABOVE their expected curriculum levels by the end of 2018</b></p> <p>Target achieved: 67% of students are ABOVE their expected curriculum level</p>	<p>Achievement was very high this year. Teachers are aware of using a variety of assessments to verify their OTJs.</p> <p>Reading assessment data is carefully monitored and analysed and based on this information we have implemented programmes and resources for children who have difficulty reading or who are reluctant readers.</p> <p>The use of the Reading Recovery Programme has been able to give a boost to the children who need it. Only one child is taught at a time and the length of time on the programme varies according to individual needs.</p> <p>STEPs web work with the Teacher Aide and back up at home has helped to lift achievement for target students.</p>	<p>Resourcing will be reflect the requirements of students and will include material that reflects the interests and needs of the students. We will look at providing more reading resources, particularly class sets of novels and updating some of the older resources.</p> <p>As part of the curriculum review we will be looking at cross referencing our reading progressions with the National Learning Progressions and make sure the teachers use them when making OTJs.</p> <p>Use technology to enhance learning. Continue to investigate suitable APPS for use with IPADS - Y0-2 and Chromebooks - Y3-6 Use appropriate sites to support learning.</p>



# Planning & Reporting Analysis of Variance

School name: St Leo's School Devonport	School number: 1500
Focus: Writing	
Strategic Aim: To ensure that all students achieve their personal potential and wherever possible attain expected curriculum levels for their class level	
Annual Aim: Use evidence and inquiry practices to identify needs Provide extra support for our priority learners - Maori and Pasifika students, students with special education needs, and students who are currently underachieving	
Targets for 2018 in Writing are: <ol style="list-style-type: none"><li>1. To have 90% of our students achieving AT or ABOVE the expected curriculum levels in writing</li><li>2. To have 15% of our students achieving ABOVE the expected curriculum levels</li><li>3. To have 80% of all male students achieving AT or ABOVE the expected curriculum levels</li></ol>	
Baseline data: At the end of 2017 87.1% (61/70) students were achieving AT or ABOVE National Standards At the end of 2017 20 % (14/70) students were achieving ABOVE National Standards  At the end of 2017 79.3% (22/31) male students were achieving AT or ABOVE National Standards (At the end of 2017 92.7% (38/41) female students were achieving AT or ABOVE National Standards)	
This data includes students with special learning needs.	

# Planning & Reporting Analysis of Variance

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Support programmes for students identified at risk</p> <p>Moderation of writing during the year</p> <p>Samples of writing sent to another school to confirm leveling</p> <p>Wider use of technology as part of learning programme</p> <p>Use of the "Writing Book" as a resource</p>	<p><b>Target 1: To achieve 90% of students AT or ABOVE the expected curriculum levels in writing</b></p> <p>Target achieved: 99% of students are working at their curriculum level or above</p> <p><b>Target 2: For 15% of students to be ABOVE the expected curriculum levels</b></p> <p>Target achieved: 49.9% of students are ABOVE their expected curriculum level</p> <p><b>Target 3: To have 80% of male students achieving AT or ABOVE the expected curriculum levels</b></p> <p>Target achieved: 100% of male students are working at their curriculum level or above</p>	<p>Writing is a very subjective subject to assess as various elements need to be looked at eg sometimes surface features can get in the way of assessing a child's true ability in writing.</p> <p>Whole school moderation has enabled us to look closely at children's writing.</p> <p>Encouraging children's writing by publishing work in the newsletter and having children share their writing with the Principal and at assembly.</p> <p>Using IPAD apps and chromebooks for writing</p> <p>STEPS Web Programme to ensure students' needs are being met.</p> <p>Focus on the structure of writing and focus on vocabulary</p> <p>Students having ownership of their writing and having a clear purpose/ knowing their audience</p> <p>Good use of resources - shared writing</p>	<p>Continue to develop teacher capability.</p> <p>Writing moderation to continue using a different genres - possibly look at moderating each term either as a staff or in teams</p> <p>Continue to focus on Vocabulary building</p> <p>Providing rich experiences and genuine reasons for students to write</p> <p>Keep sharing examples of good quality writing</p> <p>Use of modelling to scaffold and support writing</p>

# Planning & Reporting Analysis of Variance

School name: St Leo's School Devonport	School number: 1500
Focus: Mathematics	
Strategic Aim: To ensure that all students achieve their personal potential and wherever possible attain expected curriculum levels for their class level	
<p>Annual Aim:</p> <p>Use evidence and inquiry practices to identify student/ teacher / leader needs</p> <p>Provide extra support for our priority learners - Maori and Pasifika students, students with special education needs, and students who are currently underachieving</p>	
<p>Targets for 2018 in Mathematics are:</p> <ol style="list-style-type: none"> <li>1. To have 90% of our students achieving AT or ABOVE the expected curriculum levels in mathematics</li> <li>2. To have 25% of our students achieving ABOVE the expected curriculum levels</li> </ol>	
<p>Baseline data:</p> <p>At the end of 2017 92.8% (65/70) students were achieving AT or ABOVE National Standards</p> <p>At the end of 2017 31.3% (22/70) students were achieving ABOVE National Standards</p> <p>This data includes students with special learning needs.</p>	



# Planning & Reporting Analysis of Variance

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Support programmes for students identified at risk</p> <p>Small group intensive work with TA if necessary</p> <p>Close monitoring of students progress in mathematics</p> <p>GLOSS/JAM data discussed to ensure consistency of practice</p> <p>Moderation of OTJ's</p> <p>Wider use of technology as part of learning programme</p> <p>Maths Resources evaluated and strategic purchases made</p> <p>Professional Development opportunities for teachers and sharing back to everyone with ideas learnt</p>	<p><b>Target 1: To have 90% of our students achieving AT or ABOVE the expected curriculum levels in mathematics</b></p> <p>Target achieved: 99% of students are working at their curriculum level or above</p> <p><b>Target 2: To have 25% of our students achieving ABOVE the expected curriculum levels</b></p> <p>Target achieved: 56% of students are ABOVE their expected curriculum level</p>	<p>Data analysis of PAT, GLoSS and JAM assessments are being used to identify areas that require support as well as areas of strengths</p> <p>Consistent classroom mathematics programmes</p> <p>A focus on developing students' knowledge of basic facts</p> <p>Effective use of equipment to support students learning</p> <p>Small group targeting of students that need extra help</p> <p>Emphasis on group problem solving and experts within the class helping others</p>	<p>Students most at risk to be identified and an appropriate intervention being made</p> <p>Staff professional development to ensure we continue to have a consistency of practice. This will be a focus for 2019</p> <p>Development of the St Leo's Catholic School mathematics progressions in line with the National Learning Progressions</p> <p>Ensuring all classrooms have adequate and appropriate maths resources to ensure for the most effective outcomes for students</p>

# Planning and Reporting Targets for 2019

<p><b>Focus :</b> Mathematics, Reading, Writing</p>
<p><b>Strategic Aim:</b> To ensure that all students achieve their personal potential and wherever possible attain appropriate curriculum levels</p>
<p><b>Annual Aim:</b> Model/coach effective teaching practices in the classroom and teacher meetings where the focus is on student learning and achievement Use evidence and inquiry practices to identify student/teacher/learner needs Provide extra support for our priority learners - Maori and Pasifika students, students with special education needs, and students who are currently underachieving</p>
<p><b>Baseline Data:</b> 60% of students are effective partners in learning, evaluating their learning and creating new pathways for their next learning steps</p> <p><u>Mathematics:</u> At the end of 2018 99% of students were achieving At or Above Curriculum Levels with 56% achieving Above</p> <p><u>Reading:</u> At the end of 2018 99% of students were achieving At or Above Curriculum Levels with 67% achieving Above</p> <p><u>Writing:</u> At the end of 2018 99% of students were achieving At or Above Curriculum Levels with 49% achieving Above</p>
<p><b>Targets for 2019:</b> 90% of students to become effective partners in learning, evaluating their learning and creating new pathways for their next learning steps</p>

As the achievement is high for 2018, targets have been set for students to remain at the appropriate curriculum levels and for those who need particular attention to remain above their curriculum level.

Mathematics:

- 6% of students currently at curriculum level will be targeted to remain at curriculum level
- 6% of students currently above curriculum level will be monitored to remain above
- 1% of students will be accelerated to move at least one curriculum level

Reading:

- 6% of students currently at curriculum level will be targeted to remain at curriculum level
- 18% of students currently above curriculum level will be monitored to remain above
- 1% of students will be accelerated to move at least one curriculum level

Writing:

- 6% of students currently at curriculum level will be targeted to remain at curriculum level
- 6% of students currently above curriculum level will be monitored to remain above
- 1% of students will be accelerated to move at least one curriculum level

<b>Planning for 2019</b>		
<p>To assist students to become effective partners in learning, evaluating their learning and creating new pathways for their next learning steps</p>	<p>Teachers will have a shared understanding of what innovative learning practice is</p> <p>Teachers will have a shared understanding of what student voice is and how it can be used in their teaching and student learning</p> <p>Students will be able to articulate;</p> <ul style="list-style-type: none"> <li>• What they are learning</li> <li>• Where they are currently with their learning</li> </ul>	<p>Develop a PLD delivery plan with facilitator</p> <p>Establish baseline data of teacher capability and student voice</p> <p>Principal to shadow facilitator to collect baseline data</p> <p>Establish next learning steps for teachers and leaders</p> <p>Build teacher / leader knowledge</p>

	<ul style="list-style-type: none"> <li>• Their next learning steps</li> <li>• How they will achieve their next learning steps</li> <li>• What their teacher can do to support them</li> </ul> <p>Teachers planning will be in response to student voice and assessment for learning</p>	<p>Ongoing observations of teacher practice</p> <p>Practise analysis conversations with teachers</p> <p>Teachers reflecting on their practice and the impact of student voice on their teaching and student learning</p> <p>Using assessment for learning and student voice when planning</p>
<p><b>Mathematics</b></p> <p>Ensure that support programmes and appropriate interventions are implemented.</p> <p>Undertake a review of Mathematics at St Leo's under the guidance of the Evaluation Associates PD advisor.</p> <p>Resourcing: Ensure all classrooms have adequate and appropriate maths resources to ensure for the most effective outcomes for students.</p>	<p><b>Reading</b></p> <p>Ensure that support programmes and appropriate interventions are implemented: This may include Reading Recovery, Rainbow Reading, STEPs web, Buddy Reading.</p> <p>Provide opportunities for teachers to develop and share best practice.</p> <p>Revise the St Leo's Catholic School reading progressions to ensure consistency.</p>	<p><b>Writing</b></p> <p>Expand opportunities for students to share writing with each other and their families.</p> <p>Continue to develop teacher capability.</p> <p>Writing moderation to take place each term.</p> <p>Continue to focus on Vocabulary</p> <p>Providing rich experiences and genuine reasons for students to write.</p>

<p>Development of the St Leo's Catholic School Mathematics Progressions to ensure consistency.</p> <p>Integrate the use of technology to support the learning for all students.</p>	<p>Resourcing will be reflect the requirements of students and will include material that reflects the interests and needs of the students.</p> <p>Use technology to enhance learning. Continue to investigate suitable APPS for use with IPADs - Yr0-2 and Chromebooks - Yr3-6</p> <p>Use appropriate sites to support learning.</p> <p>Continue to develop consistency when taking and analysing running records/ Probe.</p>	<p>Encourage sharing writing on class blogs.</p> <p>Use of modelling to scaffold and support writing.</p>
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