

HAVELOCK SCHOOL

TE WHARE KURA O TE HOIERE



Learning for Life
Mauri Ora na Akoranga

ANNUAL REPORT 2016





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1 Privacy considerations as per MoE/Privacy Commission (Percentages and Total numbers only are used)
Includes special needs student data.

Havelock Primary School

Statement of Responsibility

For the year ended 31 December 2016

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 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

Benjamin Joseph Polborg
Full Name of Board Chairperson

Wilhelmus Ernst Buutveld.
Full Name of Principal


Signature of Board Chairperson


Signature of Principal

24/5/17
Date

24 May 2017
Date

Havelock Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue				
Government Grants	2	658,977	552,874	575,984
Locally Raised Funds	3	72,785	55,799	100,044
Interest Earned		3,894	1,800	3,718
		<hr/> 735,656	<hr/> 610,473	<hr/> 679,746
Expenses				
Locally Raised Funds	3	6,486	3,060	10,471
Learning Resources	4	460,510	329,088	347,542
Administration	5	58,172	63,406	65,764
Finance Costs		268	-	-
Property	6	165,343	214,580	192,725
Depreciation	7	45,720	33,000	35,395
Loss on Disposal of Property, Plant and Equipment		2,591	-	1,814
		<hr/> 739,090	<hr/> 643,134	<hr/> 653,711
Net Surplus / (Deficit)		(3,434)	(32,661)	26,035
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> (3,434)	<hr/> (32,661)	<hr/> 26,035

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

Havelock Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Balance at 1 January	308,767	308,767	282,732
Total comprehensive revenue and expense for the year	(3,434)	(32,661)	26,035
Equity at 31 December	305,333	276,106	308,767
Retained Earnings	305,333	276,106	308,767
Equity at 31 December	305,333	276,106	308,767

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

Havelock Primary School
Statement of Financial Position
As at 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Assets				
Cash and Cash Equivalents	8	15,212	247,939	247,600
Accounts Receivable	9	19,118	30,991	30,991
GST Receivable		1,829	-	-
Prepayments		7,154	10,736	10,736
Investments	10	43,091	41,409	41,409
		86,404	331,076	330,736
Current Liabilities				
GST Payable		-	30,324	30,324
Accounts Payable	12	34,005	53,103	53,103
Provision for Cyclical Maintenance	13	1,956	2,417	2,417
Painting Contract Liability - Current Portion	14	9,899	9,899	9,899
Finance Lease Liability - Current Portion	15	10,377	7,069	7,069
Funds Held for Capital Works Projects	16	(12,924)	139,662	139,662
		43,313	242,474	242,474
Working Capital Surplus/(Deficit)		43,091	88,602	88,263
Non-current Assets				
Property, Plant and Equipment	11	320,653	255,628	288,628
		320,653	255,628	288,628
Non-current Liabilities				
Provision for Cyclical Maintenance	13	29,749	30,932	30,932
Painting Contract Liability	14	8,771	15,983	15,983
Finance Lease Liability	15	19,892	21,208	21,208
		58,412	68,123	68,123
Net Assets		305,333	276,106	308,767
Equity		305,333	276,106	308,767

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

Havelock Primary School

Statement of Cash Flows

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash flows from Operating Activities				
Government Grants		159,753	144,874	145,525
Locally Raised Funds		72,452	53,954	103,664
Goods and Services Tax (net)		(32,152)	30,324	23,823
Payments to Employees		(74,165)	(67,962)	(67,789)
Payments to Suppliers		(122,680)	(25,662)	(110,464)
Interest Received		4,499	1,028	3,146
Net cash from/(to) the Operating Activities		7,707	136,556	97,904
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(2,591)	-	-
Purchase of PPE (and Intangibles)		(68,177)	(260,350)	(83,720)
Purchase of Investments		(1,682)	(41,409)	(1,439)
Net cash from/(to) the investing Activities		(72,450)	(301,759)	(85,159)
Cash flows from Financing Activities				
Finance Lease Payments		(7,847)	-	28,278
Painting contract payments		(7,212)	25,882	4,222
Funds Administered on Behalf of Third Parties		(152,585)	139,662	149,137
Net cash from/(to) the Financing Activities		(167,645)	165,544	181,636
Net increase/(decrease) in cash and cash equivalents		(232,387)	340	194,381
Cash and cash equivalents at the beginning of the year	8	247,600	247,600	53,219
Cash and cash equivalents at the end of the year	8	15,212	247,939	247,600

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

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

1. Statement of Accounting Policies

For the year ended 31 December 2016

Statement of Accounting Policies

1.1 Reporting Entity

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

1.2 Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates and Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

1.3 Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4 Use of Land and Buildings Expense

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

1.5 Operating Lease Payments

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

1.6 Finance Lease Payments

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

1.7 Cash and Cash Equivalents

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

1.8 Accounts Receivable

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

1.9 Investments

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

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

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

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

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

1.10 Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 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:

Electronic Equipment	5 years
Furniture and Fittings	5-10 years
Buildings	20 years
Educational Equipment	5-10 years
Office Equipment	7 years
Adventure Playground	20 years
Plant and Machinery	10 years
Leased Assets	3 years
Sports Equipment	10 years
Music Equipment	10 years
Library Resources	12.5 % Diminishing value

1.11 Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

1.12 Accounts Payable

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

1.13 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

1.14 Provision for Cyclical Maintenance

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

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

1.15 Financial Assets and Liabilities

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

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

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

1.16 Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.17 Budget Figures

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

1.18 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

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Operational grants	155,243	144,874	139,384
Teachers' salaries grants	382,038	273,000	293,510
Use of Land and Buildings Grants	117,186	135,000	136,949
Other MoE Grants	4,510	-	5,114
Other government grants	-	-	1,027
	658,977	552,874	575,984

3 Locally Raised Funds

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

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Revenue			
Donations	27,208	1,800	48,516
Fundraising	7,982	20,000	5,474
Other revenue	28,345	26,914	33,101
Trading	4,036	2,160	3,415
Activities	5,214	4,925	9,539
	72,785	55,799	100,044
Expenses			
Activities	261	800	1,420
Trading	3,435	2,160	3,035
Fundraising (costs of raising funds)	2,766	-	5,154
Other Locally Raised Funds Expenditure	24	100	862
	6,486	3,060	10,471
Surplus for the year Locally Raised Funds	66,299	52,739	89,573

4 Learning Resources

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Curricular	25,628	16,318	22,806
Equipment repairs	138	900	38
Information and communication technology	1,585	1,300	2,722
Extra-curricular activities	413	750	1,135
Library resources	224	600	287
Employee benefits - salaries	413,642	295,220	313,781
Staff development	18,879	14,000	6,772
	460,510	329,088	347,542

5 Administration

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Audit Fee	2,885	2,500	2,941
Board of Trustees Fees	3,115	3,160	2,720
Board of Trustees Expenses	2,391	2,805	3,460
Communication	4,255	4,800	4,223
Consumables	2,379	9,600	11,386
Operating Lease	1,592	800	2,316
Other	4,662	5,100	2,917
Employee Benefits - Salaries	28,025	25,792	26,921
Insurance	6,368	6,545	6,056
Service Providers, Contractors and Consultancy	2,500	2,304	2,825
	58,172	63,406	65,764

6 Property

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	3,776	2,300	2,494
Consultancy and Contract Services	2,237	2,500	2,171
Cyclical Maintenance Provision	1,043	500	9,899
Grounds	640	900	469
Heat, Light and Water	9,119	9,700	10,142
Rates	519	800	650
Repairs and Maintenance	11,080	42,750	9,713
Use of Land and Buildings	117,186	135,000	136,949
Security	204	180	49
Employee Benefits - Salaries	19,536	19,950	20,189
	165,343	214,580	192,725

7 Depreciation of Property, Plant and Equipment

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Building Improvements - Crown	12,777	12,139	13,020
Furniture and Equipment	19,217	15,279	16,388
Information and Communication Technology	4,046	4,174	4,477
Leased Assets	8,018	-	-
Library Resources	1,662	1,408	1,510
	45,720	33,000	35,395

8 Cash and Cash Equivalents

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Bank Current Account	15,212	247,939	247,600
	15,212	247,939	247,600

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

9 Accounts Receivable

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Receivables	2,178	1,845	1,845
Interest Receivable	167	772	772
Teacher Salaries Grant Receivable	16,773	28,374	28,374
	19,118	30,991	30,991
Receivables from Exchange Transactions	2,344	2,617	2,617
Receivables from Non-Exchange Transactions	16,773	28,374	28,374
	19,118	30,991	30,991

10 Investments

The School's investment activities are classified as follows:

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
	\$	\$	\$
Current Assets			
Short-term Bank Deposits	43,091	41,409	41,409
	43,091	41,409	41,409

The carrying value of short-term bank deposits with maturities greater than three months and no greater than one year approximates their fair value at 31 December 2016.

11 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building improvements	141,013	29,521	(2,501)	-	(12,777)	155,256
Furniture and equipment	95,780	35,563	(2,470)	-	(19,217)	109,656
Information and communication	12,985	5,337	-	-	(4,046)	14,276
Leased assets	28,278	9,569	-	-	(8,018)	29,829
Library resources	10,572	2,858	(132)	-	(1,662)	11,636
Balance at 31 December 2016	288,628	82,848	(5,103)	-	(45,720)	320,653

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building improvements	313,849	(158,593)	155,256
Furniture and equipment	272,360	(162,704)	109,656
Information and communication	120,324	(106,048)	14,276
Leased assets	37,847	(8,018)	29,829
Library resources	25,692	(14,056)	11,636
Balance at 31 December 2016	770,072	(449,419)	320,653

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2015	\$	\$	\$	\$	\$	\$
Building improvements	154,034	-	-	-	(13,020)	141,014
Furniture and equipment	59,904	52,263	-	-	(16,388)	95,779
Information and communication	17,462	-	-	-	(4,477)	12,985
Leased assets	-	28,278	-	-	-	28,278
Library resources	10,717	3,179	(1,814)	-	(1,510)	10,572
Balance at 31 December 2015	242,117	83,720	(1,814)	-	(35,395)	288,628

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2015	\$	\$	\$
Building improvements	293,744	(152,730)	141,014
Furniture and equipment	261,412	(165,633)	95,779
Information and communication	114,987	(102,002)	12,985
Leased assets	28,278	-	28,278
Library resources	23,121	(12,550)	10,572
Balance at 31 December 2015	721,542	(432,914)	288,628

12 Accounts Payable

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
Operating creditors	\$ 12,232	\$ 24,729	\$ 24,729
Banking staffing overuse	5,000	-	-
Employee Entitlements - salaries	16,773	28,374	28,374
	34,005	53,103	53,103
Payables for Exchange Transactions	34,005	53,103	53,103
	34,005	53,103	53,103

The carrying value of payables approximates their fair value.

13 Provision for Cyclical Maintenance

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
Provision at the Start of the Year	\$ 33,349	\$ 33,349	\$ 37,572
Increase to the Provision During the Year	1,043	-	9,899
Use of the Provision During the Year	(2,687)	-	(14,121)
Provision at the End of the Year	31,705	33,349	33,349
Cyclical Maintenance - Current	1,956	2,417	2,417
Cyclical Maintenance - Term	29,749	30,932	30,932
	31,705	33,349	33,349

14 Painting Contract Liability

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
Current Liability	\$ 9,899	\$ 9,899	\$ 9,899
Non Current Liability	8,771	15,983	15,983
	18,670	25,882	25,882

In 2012 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering a twelve year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2012, with regular maintenance in subsequent years. The agreement has an annual commitment of \$2,134. 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.

15 Finance Lease Liability

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

	2016 Actual	2016 Budget (Unaudited)	2015 Actual
No later than one year	\$ 11,102	\$ 7,069	\$ 7,069
Later than one year and no later than five years	20,438	21,208	21,208
	<u>31,540</u>	<u>28,277</u>	<u>28,277</u>

16 Funds Held for Capital Works Projects

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

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to RM)	Closing Balances
	2016	\$	\$	\$	\$	\$
5YA Capital project 87630	<i>In Progress</i>	139,662	-	152,585	-	(12,924)
Totals		<u>139,662</u>	<u>-</u>	<u>152,585</u>	<u>-</u>	<u>(12,924)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

12,924

12,924

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to RM)	Closing Balances
	2015	\$	\$	\$	\$	\$
5YA Capital project 87630	<i>In Progress</i>	(9,475)	171,666	22,529	-	139,662
Totals		<u>(9,475)</u>	<u>171,666</u>	<u>22,529</u>	<u>-</u>	<u>139,662</u>

17 Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

18 Remuneration

Key management personnel compensation

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

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	3,115	2,720
Full-time equivalent members	0.23	0.50
<i>Leadership Team</i>		
Remuneration	206,450	172,013
Full-time equivalent members	2.25	2.00
Total key management personnel remuneration	209,565	174,733
Total full-time equivalent personnel	2.48	2.50

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:

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	100 - 105
Benefits and Other Emoluments	0 - 10	2 - 3
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2016 FTE Number	2015 FTE Number
110-120	-	-
100-110	-	-
	-	-

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

19 Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2016 Actual	2015 Actual
Total	\$ -	\$ -
Number of People	-	-

20 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2016 (Contingent liabilities and assets at 31 December 2015: nil).

21 Commitments

Capital Commitments

(Capital commitments at 31 December 2016: nil)

(Capital commitments at 31 December 2015: nil)

Operating Commitments

As at 31 December 2016 the Board has entered into no contracts for operating leases.

	2016 Actual \$	2015 Actual \$
No later than One Year	-	1,592
	-	1,592

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	15,212	247,939	247,600
Receivables	19,118	30,991	30,991
Investments - Term Deposits	43,091	41,409	41,409
Total Loans and Receivables	77,421	320,339	320,000

Financial Liabilities Measured at Amortised Cost

Payables	34,005	53,103	53,103
Finance Leases	30,268	28,278	28,278
Painting Contract Liability	18,670	25,882	25,882
Total Financial Liabilities Measured at Amortised Cost	82,943	107,263	107,263

24 Breach of Section 67 of the Education Act 1989

The School was in breach of section 67 of the Education Act 1989 due to its borrowings exceeding 10% of the operations funding for the year ended 31 December 2016.

25 Events After Balance Date

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

Breach of Legislation – Borrowing

The Board of Trustees is allowed to borrow funds to the extent that their repayments in any financial year do not exceed 10% of the school's operations grant. The reclassification by the Office of the Auditor General during 2016, of leases and maintenance contracts as loans and therefore a liability, has resulted in the school having borrowings above this limit, which is a breach of Regulation 12 of the Crown Entities (Financial Powers) Regulations 2005.

Kiwisport Funding






Kiwisport is a Government Funding Initiative to support students' participation in organised sport. In 2016, the school received total Kiwisport funding of \$962.97 excluding GST.

The funding was spent on Touch Fees, travel to sporting events, swimming fees, "Ride-On" cycle programme and extra sports equipment.

The number of students that participated in organised sport was 71.



Members of the Board of Trustees 2016

Name	Position		Held Until	
	Ben Roborgh	<u>Chair</u> Elected	<i>Parent Rep</i>	May 16 – May 19 Triennial
	Dean Steele	Member Elected	<i>Parent Rep</i>	May 16 – May 19 Triennial
	Spencer Kingi	Member Elected	<i>Parent Rep</i>	May 16 – May 19 Triennial
	Asha McKay	Member Elected	<i>Parent Rep</i>	Nov 14 – Oct 17 Mid-term
	Sarah Gatjens	Member Elected	<i>Parent Rep</i>	Nov 14 – Oct 17 Mid-term
	James Donald	<u>Co-opted</u>		June 17
	Louella Perkin	<u>Co-opted</u>		Dec 16
	Piers Throssell	<u>Member</u>	<i>Staff Rep</i>	Dec 16 Elected
	Ernie Buutveld	<u>Member</u>	<i>Principal</i>	
	Mandy McQuarrie	<i>Minute Secretary</i>		

**INDEPENDENT AUDIT REPORT TO THE READERS OF
HAVELOCK SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2016**

The Auditor-General is the auditor of Havelock School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on her 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 2016, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - financial position as at 31 December 2016; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 24 May 2017. This is the date at which our opinion is expressed.

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

Basis of Opinion

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

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

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

Responsibilities of the Board of Trustees

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages following page 19, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

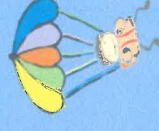
Other than the audit, we have no relationship with or interests in the School.




Michael Rondel
BDO Christchurch


On behalf of the Auditor-General
Christchurch, New Zealand

Analysis of Variance Reporting



Havelock School		2855
Annual Targets 2016 As part of its annual reporting, the Board of Trustees reports on its annual targets.		
The first 2016 target focussed directly on the government's national priorities of 85% achievement in literacy and numeracy. Whilst this was explicit, the target group was over represented with Māori. In targeting those not yet achieving At the national standard, ethnicity of itself was not the basis for inclusion. Focus was on the learner and if those in the target group achieved the national standard, then data relating to Māori would also show lifts.		
The second 2016 target focussed on one of the five key competencies – that of <i>Thinking</i> . Given the crucial link between cognitive skill development and all one does, this was and remains an area of the curriculum which complements and helps drive <i>learner agency</i> and ultimately <i>Learning for Life!</i>		
All data sets include any and all ESOL and special needs students across all cohorts.		
Strategic Goal 1 1 Increase levels of literacy (reading/writing) and numeracy across the school giving priority to: <ul style="list-style-type: none"> • students who are not achieving, are at risk of not achieving or who have special needs • Māori (working with its Māori community in planning and setting targets) 		
Curriculum Area Literacy ~ Reading & Writing		
Target 1.1 To reduce the proportion of students at risk of not achieving At or Above their commensurate national reading, writing and math standard to less than 16% by end 2016.		
Reading	≥ Commensurate NS	Target Group < NS (Māori x3 Non-Māori x5)
Writing	≥ Commensurate NS	Target Group < NS (Māori x4 Non-Māori x3)
Math	≥ Commensurate NS	Target Group < NS (Māori x2 Non-Māori x7)

Baseline Data end 2015	Monitoring Years: 1 - 8 Ethnicity: All Gender: Boys & Girls																																													
Reading ~ Whilst some good improvement was achieved, the target of having fewer than 16% Māori not achieving the standard as at end 2015, was not achieved. Although the overall percentage of those achieving At or Above moved from 44.4% (2014) to 68.8% (2015) it did not compare favourably with previous years of 88.8%, 100% and 85.7%. The percentage of those Below was halved. In number terms this could have been rectified by only three students. Writing ~ A similar picture emerges. Almost half of the Māori students at Havelock did not achieve the standard. Other years have looked better. Further actions need to be explored or continued into 2016. Math ~ This learning area reflects very much the same as reading. It must be stated however, that a number of students who were included in the 2014 data moved on during 2015 and others arrived so comparisons are not very valid from year to year. Rather, the overall pattern needs to be considered – it is one reflective of wider New Zealand. The charts below echo this pattern. Despite the Mid-Point Monitoring, Reading Together programmes and other initiatives the school employed, too many Māori were not yet achieving as desired. 2016 will see similar targets again but perhaps some different actions along with those known to at least begin to make a difference.	Target Groups Years: All Ethnicity: Māori Gender: Boys & Girls																																													
<div><div>NS Reading EoY 2015<table><caption>NS Reading EoY 2015 Data</caption><thead><tr><th>Achievement Level</th><th>Non-Māori (%)</th><th>Māori (%)</th></tr></thead><tbody><tr><td>B-</td><td>~1</td><td>~1</td></tr><tr><td>B</td><td>~25</td><td>~15</td></tr><tr><td>A</td><td>~65</td><td>~45</td></tr><tr><td>A+</td><td>~10</td><td>~35</td></tr></tbody></table></div><div>NS Writing EoY 2015<table><caption>NS Writing EoY 2015 Data</caption><thead><tr><th>Achievement Level</th><th>Non-Māori (%)</th><th>Māori (%)</th></tr></thead><tbody><tr><td>B-</td><td>~1</td><td>~1</td></tr><tr><td>B</td><td>~15</td><td>~5</td></tr><tr><td>A</td><td>~45</td><td>~55</td></tr><tr><td>A+</td><td>~35</td><td>~35</td></tr></tbody></table></div><div>NS Math EoY 2015<table><caption>NS Math EoY 2015 Data</caption><thead><tr><th>Achievement Level</th><th>Non-Māori (%)</th><th>Māori (%)</th></tr></thead><tbody><tr><td>B-</td><td>~1</td><td>~1</td></tr><tr><td>B</td><td>~15</td><td>~10</td></tr><tr><td>A</td><td>~65</td><td>~55</td></tr><tr><td>A+</td><td>~15</td><td>~30</td></tr></tbody></table></div></div>	Achievement Level	Non-Māori (%)	Māori (%)	B-	~1	~1	B	~25	~15	A	~65	~45	A+	~10	~35	Achievement Level	Non-Māori (%)	Māori (%)	B-	~1	~1	B	~15	~5	A	~45	~55	A+	~35	~35	Achievement Level	Non-Māori (%)	Māori (%)	B-	~1	~1	B	~15	~10	A	~65	~55	A+	~15	~30	
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2016 Planned Actions <ul style="list-style-type: none">2015 data is acknowledged and prioritised as a Charter Target/Action PlanTeachers identify target groups/individuals – programmes in place (T & TA)Learning goals set/agreed between home and schoolAttend seminar/workshop with Blenheim (2BCos) CoL led by Dr Ann Milne – author <i>Filling in the White Spaces</i>Trustees, teachers and individual whānau as appropriate become familiar with the 2015 data analysis relating to individual and/or Māori achievementTrustees attend STA workshop re Hautū or trustees and staff work through STA Hautū review (Ka Hikitia challenges) with a view to summarise current situ, make recommendations, actions, plansTaha Māori programmes and Te Reo across classes reviewed in conjunction with Hautū work by board	Variance <p>Completed with professional staff and trustees and published in long and short form</p> <p>Teachers, students and parents set goals as part of the triangular learning discussions in March, June and then as needs.</p> <p>Professional staff attended this on 9 March 2016 which was a good follow-up on the book. Although a useful starting point, little follow-up was possible without external input.</p> <p>Advice from Advisor Māori recommended no whānau hui – instead shared as/when appropriate with individual parents when reporting mid-year.</p> <p>Trustees became familiar with achievement data via annual official (MoE) reporting (Feb/Mar) and of course professional staff in February. The public in May.</p> <p>Good intentions but given the circumstances in the school in the latter half of the year effectively postponed this work to 2017</p> <p>As above... with workload and issues during the year this allied work was postponed to Feb 2017.</p> 																																													

<ul style="list-style-type: none"> Use the following ERO Report as a resource during above review... ERO ~ Powerful connections with parents and whānau Either cluster Kura Hoiere or school follows through ind <i>Hautū</i> review and work within and across cluster with Te Hora to strengthen commitments Whānau and families collectively familiarised with 2015 data analysis relating to overall achievement and the achievement of Māori - their tamariki – and individual whānau updated Families work alongside school to strengthen learning triangle and practices in supporting shared goals in first session of Rdg Together hui session 		<p>This work sits alongside this area of development and needs to be done in conjunction and perhaps as a precursor to achieving the next steps with whānau.</p> <p>RTM, kaumatua and whānau all need to be involved with the collective hui for cluster schools at Te Hora as soon as this can be arranged and preferably on Te Hora Marae. Also postponed to 2017 using 2016 data.</p>
		<p>Completed mid-year as in 2015 – net overall result at EoY did not flow through - included new enrolments who did not achieve standard. Whilst a positive experience, the flow-on did not effect the change sought. The balance of earlier MoE money helped with the expense of supplying kai and a crèche. The longer term results may yet come through.</p>
<ul style="list-style-type: none"> Close monitoring of target students' progress <i>Mid-Point-Monitoring</i> in middle terms – moderation in-house – use of RTLB 		<p>Professional staff followed through in particularly in Terms 2 & 3. Whilst students were identified and had extra or special support, MPM did not easily effect the desired lift. It must be said however that late enrolments did influence the small number in the EoY data.</p>
<ul style="list-style-type: none"> Implementing effective pedagogical practices for Māori – tchrs committed to <i>Tātaiako Whānaungatanga</i> – cluster wide - Te Hora Pa - tchr appraisal Remain connected with Marl Principals' Assoc and Clusters of Learning re any opportunities for further initiatives 		<p>Insights from <i>Filling in the White Spaces</i> but little specific help from within the text without external scaffolding. The message was underlined with Dr Ann Milne.</p> <p>To date only one session relating to this goal occurred during 2016 – Dr Ann Milne treated Marl teachers to her <i>warrior learners</i>. A powerful message in first honouring their culture. It seems further opportunities may be likely in 2017 – the school remains alert to any/every opportunity.</p>

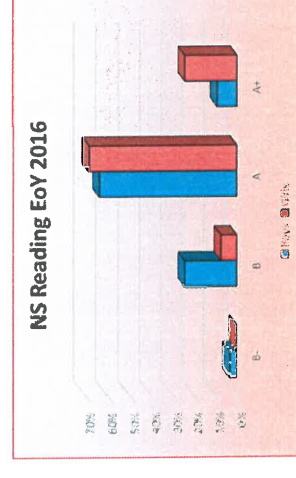
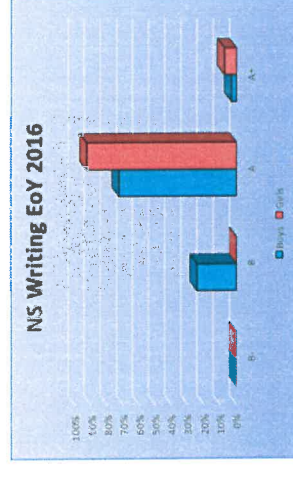
Outcomes

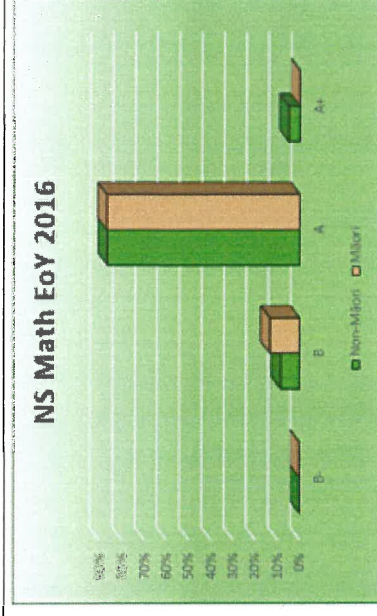
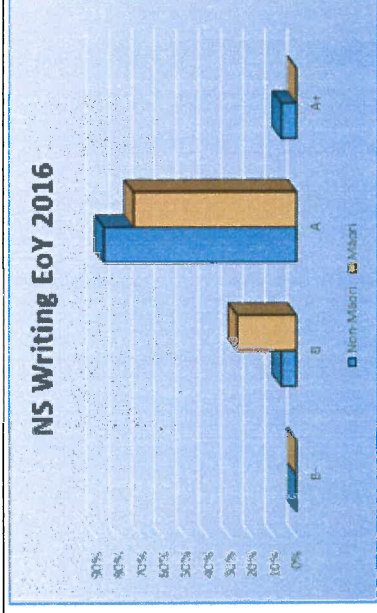
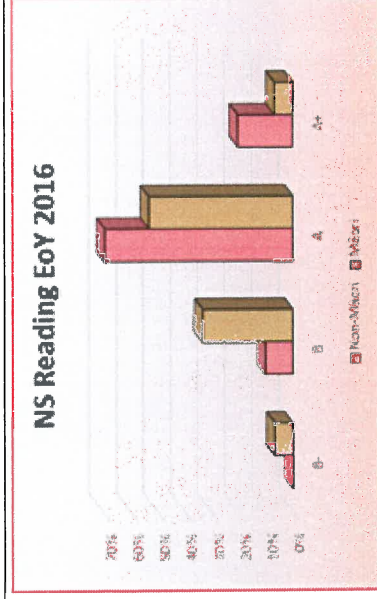
Reading ~ The government's target is to raise student achievement to 85%. This was achieved during 2015 but dropped marginally to 84 % in 2016. Perhaps not significant when viewed as whole school data, it is so when broken down by gender and for Māori. Clearly targeting both boys and Māori will need to remain a focus for 2017. It has to be noted that transience has had some influence with later arrivals presented with needs. It must be remembered of course that very small numbers cause significant swings. Māori boys feature in both data sets and so action plans will need to address this challenge.

Although gender data has not been disaggregated further into ethnicity, the school will look to target those *Below* rather than by either ethnicity or gender. Inclusion in the Reading Together programme will continue on need. The greatest lift comes when the school and home, work from the same understandings and reinforcement is promoted on all fronts.

Writing ~ This continued its positive record in achievement from 82% in 2014 and 86% at end of 2015 to 89% achieving the standard in 2016. These data reflect whole school statistics and it is only when you disaggregate into Māori and gender that it becomes evident that whilst a strength overall, there remain gaps particularly with boys who identify as Māori. The overall achievement of Māori in writing has improved significantly in the last year however, very few achieve above the National Standard. Boys it can be seen, do not achieve as well as girls and so despite overall strength for the school, this group will need to remain a target group.

Math ~ This learning area too showed continued improvement in overall achievement levels moving from 83% to 91% at end of 2016. In contrast to writing, no significant difference was evident when disaggregating Māori and gender data. It is pleasing to note that boys feature above the National Standard.





Result

Target 1.1

To reduce the proportion of students at risk of not achieving *At or Above* their commensurate national reading, writing and math standard to less than 16% by end 2016.
 Achieved in writing ($\leq 11\%$) and math ($\leq 9\%$) and virtually achieved in reading (= 16%).

Evaluation/Future Plans

Clearly the target groups will again in 2017, be based on need with Māori students and boys featuring, simply by being a greater proportion. Teachers will again need to remain vigilant and examine how best to help these individuals. This group although small in actual number, fall in the junior/middle school so teaching in these years will need to be well supported and whānau brought on board as key players early on.

The Reading Together programme will be run again in 2017 and be by invitation. Perhaps external support may be helpful in delivering key messaging about how reading needs to be supported.

If possible collective cluster data or just Havelock School data could be shared on the marae to whānau and kaumatua.

Kapa haka and the school's involvement in the Taiopenga o Wairau will need to continue but with few or even no sessions by kakaiaako – if possible though with local kaitiaki. Local legends might also be woven into waiata etc.

Hautū (NZSTA) resource to be included in 2017 charter action plan – a type of audit including well-being and inclusiveness. Alongside this work may also be this resource to help with strengthening community and whānau connections [ERO ~ Powerful connections with parents and whānau](#)

General Goals

2 Students will benefit from the promotion of **valid personal and academic learning**.

Achieved through...

- classes being purposeful with learning activities age/stage appropriate and responsive to need
- the expectation of setting, achieving and evaluating of personal goals by students (student agency)
- the inclusion of essential academic skills forming part of the daily routine
- social competence being the normal expectation
- students working towards developing the knowledge and understanding, skills, attitudes and values of the New Zealand Curriculum
- the expectation of staff furthering their expertise/skills - professionally and curriculum wise

3 Students will become **independent and life-long learners**.

Achieved through...

- home learning opportunities and activities forming part of the normal learning pattern
- the concept life-long learning, will be integrated into daily routine
- learning independence will be promoted
- students understand the connections between promise and pathway – Mauri ora nā akoranga

Curriculum Area

Key Competencies ~ Thinking, Self-management and Using languages, symbols and texts

Target 1.2

That all students, at risk and not at risk of achieving *At or Above* the NS, will make accelerated progress across reading, writing and math by the end of 2016 as compared to that predicted at the SoY without intervention from the Feuerstein Pilot.

Baseline Data

Data gathered from the 2015 pilot showed a marked improvement in attitude and achievement for all Year 2-4 students. Key Competencies that are essential for successful and continuing learning are developing slowly and need to be consolidated. Of the five KCs, *Thinking* and *Using languages, symbols & texts* are particularly important to develop and embed. These include listening skills and listening comprehension, working memory and problem-solving. Feuerstein's Instrumental Enrichment programme aims to strengthen the cognitive processes that allow students to engage, think logically, and achieve efficiently and confidently.

National Standards Data ~ taken over Reading, Writing and Mathematics (whole school)

2016 will see the Feuerstein programme incorporated across all classes with the instruments delivered to all students Years 3 - 8 while Years 1 - 2 will have the principles and language incorporated into their daily programme as an introduction to the instruments being specifically taught to them from Year 3 onwards. MoY & EoY data is whole school (Yrs 0 - 8) and includes all students at the time.

Monitoring

Years: 3 - 8
Ethnicity: All
Gender: Boys & Girls

Target Groups

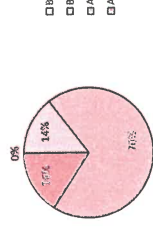
Years: 3 - 8
Ethnicity: All
Gender: Boys & Girls

NS Data	B ⁻	B	A	A ⁺
SoY	0%	12%	78%	10%
MoY	2%	10%	75%	13%
EoY	0%	12%	79%	9%



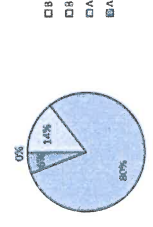
NS Reading EoY 2015

Whole School



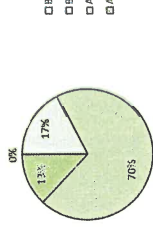
NS Writing EoY 2015

Whole School



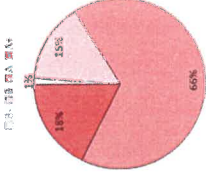
NS Math EoY 2015

Whole School



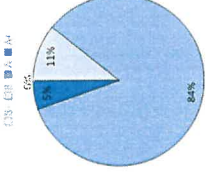
NS Reading EoY 2016

Whole School



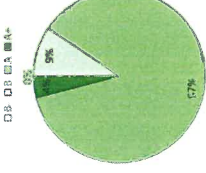
NS Writing EoY 2016

Whole School



NS Math EoY 2016

Whole School



Outcomes

The data table above very crudely averages the whole school percentages across the three National Standards learning areas at three stages throughout the year. Little change is evident. The beginning of year (BoY) data was generated from the previous end of year (EoY) data as of course different standards apply as pupils move through the years. A true BoY data set would in fact look different in that the standard being used is for the end of the new year. Establishing this would have been very time consuming and fairly arbitrary. Whilst establishing a different starting point, it would not have given a fair result. Using commensurate age/stage standards from EoY data was the fairest way to compare relative change.

After a year students overall, moved to their next commensurate age/stage standard in the same proportions as they had left the previous year. This is to some extent gratifying. Only in math did the proportions of those *Below* drop by 8%. Very small percentage changes indicate normal variations and to some degree the slightly different make-up of the BoY and EoY cohort.

Although other more specific assessment tools may in future be used to check progress, it is within the wider context of numeracy, literacy and key competencies that accelerated progress would be expected and desired. Of course bridging new and enriched cognitive functioning to all areas of activity within and beyond the classroom is the goal.

Some discussion has followed in trying to determine why this result occurred. Looking back on 2016 there are some key factors which it is believed diminished the intended outcome of accelerated progress. Briefly these have been identified as;

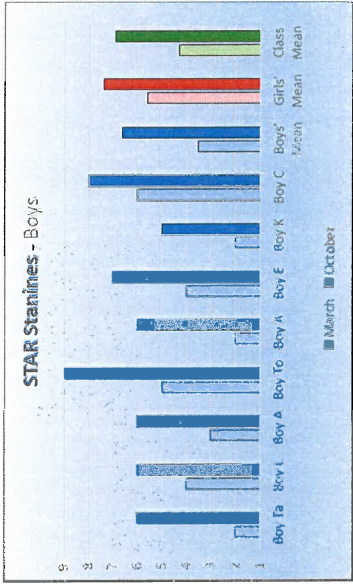
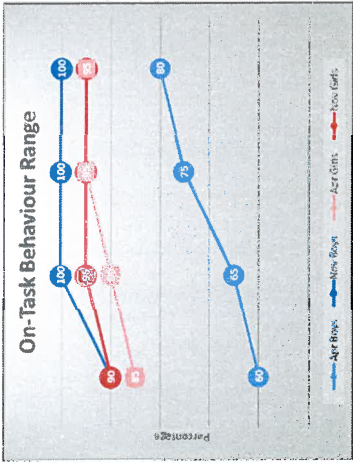
- Whilst all three classes had trained mediators, one was not the home class teacher – diminished potential to have new learning permeate through the whole curriculum
- BoY class organisation changed from three to four classes causing some re-settlement – new teacher
- Building alterations forced classes at different times to “camp” in the hall so work could be completed – further disruption to routines
- Changes to staffing ie relieving teacher for two terms with no FIE training
- Classes combined to try and have two mediators cover three classes
- Mediation across Basic and Standard instruments to all three classes less consistent than desired

All in all, a less than usual year and one that impacted particularly on the intended cognitive enrichment that was hoped for. There are positive outcomes however and these are recorded below. Following training in the Tactile FIE, one student worked with their mediator and made excellent progress which impacted positively back in the classroom and playground.

Future Plans

A framework over a two or three-year cycle should be developed as Basic (11 instruments) normally takes two years in a school setting to work through and Standard (14 instruments) estimated to take up to three years depending on exposure to previous instruments. Clearly all class teachers should be trained so that the benefits can permeate the whole curriculum and enriched cognitive functioning can become the norm and be well articulated so that metacognition becomes “just the way we think and do around here.”

It is hoped that more accurate data gathering across numeracy, literacy and other areas may show lifts beyond that able to be shown by using just the very broad and course data offered by the National Standards. The two charts give another way of measuring impact and were generated from 2015 pilot results. The impact on some students, particularly boys, is real and significant. Costs remain very low and are funded by the school.



Feuerstein Instrument Enrichment	
Basic Program (5 – 9 yrs)	Standard Program (8+ yrs)
Organisation of Dots - Basic	Organisation of Dots
Orientation in Space - Basic	Orientation in Space 1
From Unit to Group	Comparisons
Identifying Emotions	Analytic Perception
From Empathy to Action	Categorisations
Compare and Discover the Absurd	Illustrations
Tri-Channel Attentional Learning	Family Relations
Know and Identify	Temporal Relations
Think and Learn to Prevent Violence	Instructions
Learning to Ask Questions for Reading Comprehension	Orientation in Space 2
Compare and Discover the Absurd Illustrations	Numerical Progressions
	Transitive Relations
	Syllogisms
	Representational Stencil Design (Scaffolding)
	Parallel tactile instruments.



National Standards Reporting

Reporting commentary on students in years 1 to 8 that use *The New Zealand Curriculum*.

This is the fifth National Standards report under the revised National Administration Guidelines of August 2012. As Havelock Primary School has students enrolled in years 1 - 8, the board of trustees, with the principal and teaching staff, is required to use the National Standards to:

NAG2A(a)

Report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must be at least twice a year.

The Education Review Office last visited the school in March 2015. From its previous report in 2011 the following is noted...

Parents receive reports about their children's progress and achievement twice a year in relation to the National Standards in literacy and mathematics. These clearly presented reports contain useful advice for parents to help children's learning at home. End of year reports contain useful information about student progress in other learning areas. Students are taking a lead role in sharing their learning at well-attended parent consultation meetings.

Only very minor changes have since been made as parents become more familiar with the requirements and through both formal and informal discussion, can easily interpret further any/all comments made in June or December. It does seem likely with changes in the school and feedback that some improvements will be made in 2017 including layout, possibly the use of curriculum levels in a table incorporating the commensurate National Standard. Progress in cognitive function perhaps within the area of Key Competencies may also be modified.

Along with goal-setting in February, the three partners in the learning triangle were well connected. With initial goal-setting conferences in Feb and then progress conferences in late June, students brought their parents along to their learning conference and in conjunction with their teacher, updated them on their progress and achievement. Goals were adjusted and the final report in early December not only provided feedback for 2016 but more importantly fed-forward for 2017.

Ratisha

YEAR 2

STUDENT'S

English

Mathematics

The Arts

Key Competencies and Values

Attendance 2015

Classifications for 2015

NAG2A(b) i

Areas of strength

National Standard Learning Areas: Writing and Math

Writing continued its positive record in achievement from 82% in 2014 and 86% at end of 2015 to 89% achieving the standard in 2016.

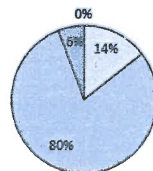
These data reflect whole school statistics but it is only when you disaggregate into Māori and gender that it becomes evident that whilst a strength overall, there remain gaps particularly with boys who identify as Māori.

The overall achievement of Māori in writing has improved significantly in the last year however, very few achieve above the National Standard.

Boys it can be seen, do not achieve as well as girls and so despite an overall strength for the school, this group will need to remain a target group.

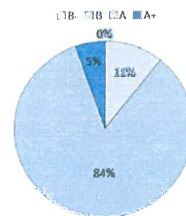
NS Writing EoY 2015

Whole School

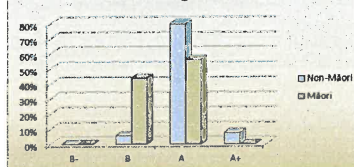


□ B-
□ B
□ A
□ A+

NS Writing EoY 2016
Whole School

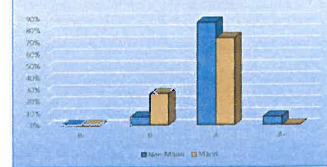


NS Writing EoY 2015

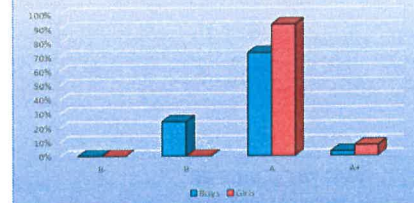


□ Non-Māori
□ Māori

NS Writing EoY 2016



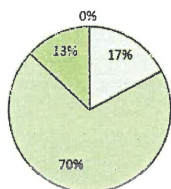
NS Writing EoY 2016



Math too showed continued improvement in overall achievement levels moving from 83% to 91% at end of 2016. In contrast to writing, no significant difference was evident when disaggregating Māori and gender data. It is pleasing to note that boys feature above the National Standard.

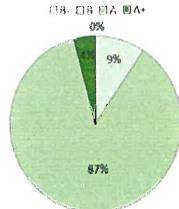
NS Math EoY 2015

Whole School

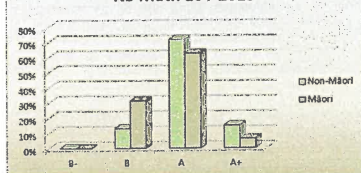


□ B-
□ B
□ A
□ A+

NS Math EoY 2016
Whole School

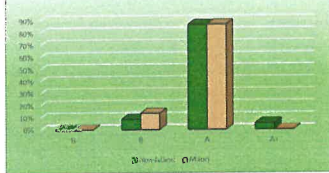


NS Math EoY 2015



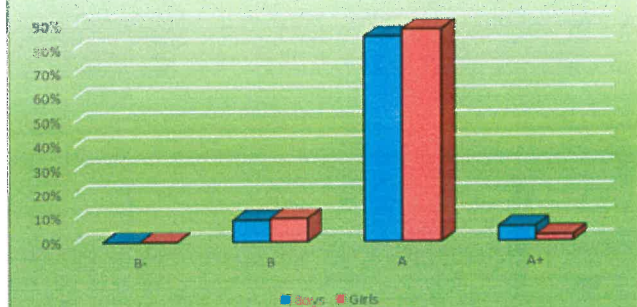
□ Non-Māori
□ Māori

NS Math EoY 2016



□ Non-Māori
□ Māori

NS Math EoY 2016



NAG2A (b) i

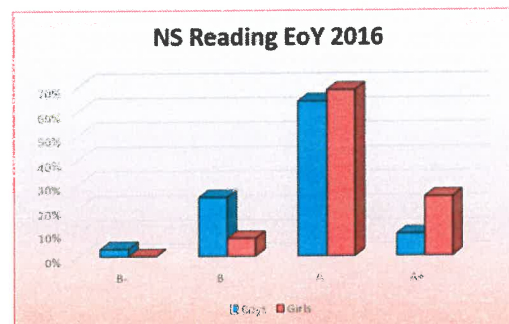
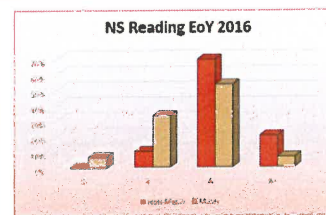
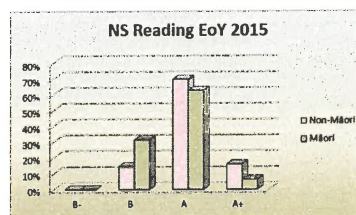
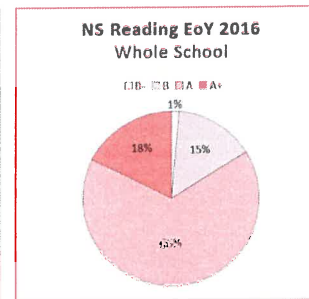
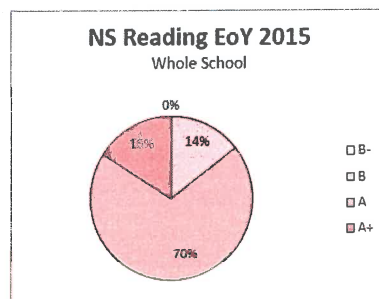
Areas for improvement

National Standard Learning Areas: **Writing (Boys & Māori)**

Reading ~ The government's target is to raise student achievement to 85%. This has clearly been achieved during 2015 but dropped marginally to 84% in 2016. Perhaps not significant when viewed as whole school data, it is so when broken down by gender and for Māori.

Clearly targeting both boys and Māori will need to remain a focus for 2017. It has to be noted that transience has had some influence with later arrivals presenting with needs. It must be remembered of course that very small numbers cause significant swings. Māori boys feature in both data sets and so action plans will need to address this challenge.

Although gender data has not been disaggregated further into ethnicity, the school will look to target those *Below* rather than by either ethnicity or gender. Inclusion in the *Reading Together* programme will continue on need. The greatest lift comes when the school and home work from the same understandings and reinforcement is promoted on all fronts.



NAG2A (b) ii

Basis for identifying areas for improvement

In order that the board can show the school community and the Ministry how it identified and considered the areas for improvement in relation to National Standards (NAG 2A(b)(ii)), a variety of data and analysis was undertaken but essentially focused on two key areas.

- Analysis of school-level data broken down by ethnicity, gender and year level data on National Standards progress and achievement in Reading, Writing and Math. Refer data sheet 2855 *Havelock ~ NS NAG2Ac Data 2016* sent separately to the MoE.
- Further analysis with the disaggregated data compared with 2011, 2012, 2013, 2014 and 2015 NS data was also done leading to the conclusions below.

On the strength of these data the areas of Reading across the whole school and the achievement of Māori across Reading, Writing and Math have been identified as areas for improvement. Target groups will also clearly be influenced by these data.

Analysis of the difference between the targets that were set in the school's annual plan and what was actually achieved, provided an opportunity for the board to review the actions of the past school year and identify what was/n't effective in supporting student learning. This detail is contained in the *Analysis of Variance*. Assessment tools employed reflected the school's Assessment Map, the results of which influencing teachers' Overall Teacher Judgments.

NAG2A (b) iii

Planned actions for lifting achievement

Achievement in Reading

In conjunction with student target groups, the actions below will coalesce to form the bases of action plans. These actions are further delineated in the school's 2017 Charter under the annual section.

- Consistent use of school's assessment map
- Full use of assessment schedules within the school's SMS
- Monitor all student progress/achievement particularly those at risk of not achieving the standards
- Moderation discussion across teachers (writing across cluster)
- Collegial discussion and as necessary with external support
- Improved analyses of data and its evaluation
- Use of *Mid-Point-Monitoring* in middle terms for target groups
- Use of online resource accessible at home and school – *Literacy Pro*
- Targeting of students who at SoY 2017 are not yet achieving the standard
- Establish actions plans in support of the above targets - refer 2017 Charter
- Resourcing from within school's budget - incl teacher release and/or teacher aide
- Being collaborative in forming individuals' goal/s and being explicit in its clarity and monitoring/communicating progress with parents
- Enhanced communication and collaboration with families/whanau about the nature of the goal/s and respective roles each has in achieving them
- Termly curriculum workshops for the parents/whanau of the targeted students – *Reading Together* programme

Achievement in Reading & Writing of Māori

- Identify students who contribute to the data
- Ensure teachers are aware of "target" groups and have in place support/programmes to address respective needs
- Seek advice/support from external source/agency
- Collaborate with families/whanau about specific goals and the respective responsibilities each has in achieving them
- Use a variety of ways to engage parents and whānau regularly and involve them in students' learning
- Invite/share 2016 data with families/whanau with a view to strengthening the triangular learning partnership
- Monitor impact of initiatives to improve Māori students' presence, engagement and achievement, and use this information to design "next steps."
- Moderation discussion across teachers
- Exposure to Feuerstein Instrument Enrichment
- Collegial discussion and as necessary with external support
- Support teachers in implementing effective pedagogical practices for Māori (Tātaiako)
- Involve trustees in whole board training using *Hautū* (cultural responsiveness and self-review tool)
- Re-familiarise trustees and teachers with *Ka Hikitia – Managing for Success* and use it in their thinking, planning and action for Māori learners and whanau
- Continue school practices for assessment for learning, including analysis of student achievement data

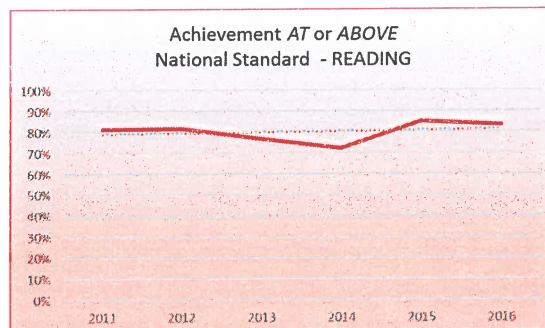
NAG2A (b) iv

Progress Statement

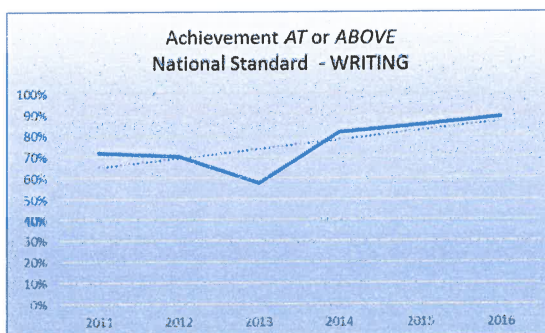
To help ascertain relative progress within the three learning areas of National Standards, both numbers and proportions from 2011 - 2016 were placed in a table using ethnic, year and gender cohorts. These comprehensive data tables showing only proportions can be viewed as part of the schools's annual report. Produced below are the whole school data tables in each of the three National Standards learning areas and also a chart showing change over time.

The year on year change overall of students achieving *At or Above* the National Standard are shown below.

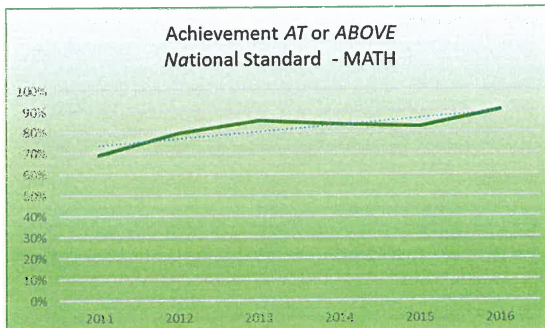
Reading		B ⁻	B	A	A ⁺	Total
		%	%	%	%	#
All students	2016	1.4%	14.9%	66.2%	17.6%	74
	2015	0.0%	14.5%	69.6%	15.9%	69
	2014	0.0%	27.3%	58.2%	14.5%	55
	2013	0.0%	22.9%	39.6%	37.5%	48
	2012	0.0%	18.2%	59.1%	22.7%	44
	2011	3.1%	15.4%	58.5%	23.1%	65



Writing		B ⁻	B	A	A ⁺	Total
		%	%	%	%	#
All students	2016	0.0%	10.8%	83.8%	5.4%	74
	2015	0.0%	14.5%	79.7%	5.8%	69
	2014	0.0%	18.2%	69.1%	12.7%	55
	2013	0.0%	41.9%	44.2%	14.0%	43
	2012	4.5%	25.0%	52.3%	18.2%	44
	2011	4.6%	23.1%	63.1%	9.2%	65



Maths		B ⁻	B	A	A ⁺	Total
		%	%	%	%	#
All students	2016	0.0%	9.5%	86.5%	4.1%	74
	2015	0.0%	17.4%	69.6%	13.0%	69
	2014	0.0%	16.4%	76.4%	7.3%	55
	2013	0.0%	14.6%	77.1%	8.3%	48
	2012	2.3%	18.2%	63.6%	15.9%	44
	2011	6.2%	24.6%	63.1%	6.2%	65



Trends generally show a moderate improvement. Naturally in some years the cohort of students being compared against other years will be vastly different so whilst positive, not too much can be read into the lines on the charts except to be reassured, that whoever comprises the school cohort in any year, the results achieved by the school and the home reflect very close to or surpass the government's achievement targets. Teachers can also feel confident that their programmes, efforts and professional judgements are meeting with success. Trustees and parents too can feel assured that whilst not every student in every year will meet or better the National Standard, over time this is more likely should the student remain in the school.

It must also be pointed out that statistically, further gains will become increasingly hard to achieve.

[Caveat – When data are disaggregated by year or ethnicity and with numbers so small, that a shift of only one student can result in an effect size of anywhere between 8 - 50% suggesting caution when making comparisons.]

NAG2A (c)

Report to the Secretary for Education by 1 March on the numbers and proportions of achieving *At, Above, Below or Well below* National Standards, including Māori, Pasifika, European/Pākehā, Asian, gender and by year level.

The following caveats are recorded on the Education Counts website in relation to the National Standards data published by the Ministry of Education

National Standards - Interpreting the Data

In considering this data please note that this information:

- May, for privacy reasons, be partially or fully blocked out.
- Is an aggregation of student achievement information at one point in time.
- Is aggregated across all students and, therefore, reflects the sum of all learning across students. It does not indicate the achievement levels of the individual students whose data has contributed to aggregated data.
- Cannot be used as a proxy for school quality or as the sole indicator of school performance because there are numerous variables that influence student performance.
- Should not be used as a basis for ranking schools or as the sole basis for comparing schools as this would be misleading and potentially harmful.



Hereunder a more historic and comparative view can be gained but again caution must be used as very small numbers in some year groups can cause a large fluctuation - up to 50%. So as to avoid breaching an individual's privacy only percentages have been used in these tables. The data is included simply as a public record and no commentary has been included.

Reading		B ⁻	B	A	A ⁺	Total
		%	%	%	%	#
All students	2016	1.4%	14.9%	66.2%	17.6%	74
	2015	0.0%	14.5%	69.6%	15.9%	69
	2014	0.0%	27.3%	58.2%	14.5%	55
	2013	0.0%	22.9%	39.6%	37.5%	48
	2012	0.0%	18.2%	59.1%	22.7%	44
	2011	3.1%	15.4%	58.5%	23.1%	65
Māori	2016	6.7%	33.3%	53.3%	6.7%	15
	2015	0.0%	31.3%	62.5%	6.3%	16
	2014	0.0%	55.6%	33.3%	11.1%	9
	2013	0.0%	14.3%	71.4%	14.3%	7
	2012	0.0%	0.0%	66.7%	33.3%	9
	2011	11.1%	0.0%	55.6%	33.3%	9
Pacific Peoples	2016	0.0%	33.3%	66.7%	0.0%	3
	2015	0.0%	25.0%	75.0%	0.0%	4
	2014	0.0%	0.0%	100.0%	0.0%	1
	2013					
Asian	2016	0.0%	0.0%	0.0%	100.0%	
	2015	0.0%	0.0%	0.0%	100.0%	
	2014	0.0%	0.0%	100.0%	0.0%	
	2013	0.0%	0.0%	0.0%	100.0%	
All Other incl Middle Eastern/Latin American/African	2016					
	2015					
	2014					
	2013					
European Pākehā Other European	2016	0.0%	9.3%	72.2%	18.5%	54
	2015	0.0%	8.5%	74.5%	17.0%	47
	2014	0.0%	23.3%	60.5%	16.3%	43
	2013	0.0%	25.0%	35.0%	40.0%	40
	2012	0.0%	22.9%	57.1%	20.0%	35
	2011	1.8%	17.9%	58.9%	21.4%	56
Male	2016	3.0%	24.2%	63.6%	9.1%	33
	2015	0.0%	16.1%	74.2%	9.7%	31
	2014	0.0%	24.0%	72.0%	4.0%	25
	2013	0.0%	5.3%	94.7%	0.0%	19
	2012	0.0%	20.0%	75.0%	5.0%	20
Female	2016	0.0%	7.3%	68.3%	24.4%	41
	2015	0.0%	13.2%	65.8%	21.1%	38
	2014	0.0%	30.0%	46.7%	23.3%	30
	2013	0.0%	34.5%	3.4%	62.1%	29
	2012	0.0%	16.7%	45.8%	37.5%	24
	2011	2.7%	13.5%	56.8%	27.0%	37

Reading		B ⁻	B	A	A ⁺	Total
		%	%	%	%	#
After 1 year at school	2016	0.0%	18.2%	81.8%	0.0%	11
	2015	0.0%	9.1%	81.8%	9.1%	11
	2014	0.0%	15.4%	46.2%	38.5%	13
	2013	0.0%	57.1%	14.3%	28.6%	7
	2012	0.0%	20.0%	60.0%	20.0%	5
	2011	0.0%	66.7%	33.3%	0.0%	6
After 2 years at school	2016	0.0%	12.5%	87.5%	0.0%	8
	2015	0.0%	18.8%	68.8%	12.5%	16
	2014	0.0%	28.6%	42.9%	28.6%	7
	2013	0.0%	14.3%	71.4%	14.3%	7
	2012	0.0%	50.0%	50.0%	0.0%	4
	2011	0.0%	12.5%	37.5%	50.0%	8
After 3 years at school	2016	5.3%	21.1%	52.6%	21.1%	19
	2015	0.0%	11.1%	44.4%	44.4%	9
	2014	0.0%	37.5%	62.5%	0.0%	8
	2013	0.0%	60.0%	20.0%	20.0%	5
	2012	0.0%	16.7%	66.7%	16.7%	6
	2011	0.0%	0.0%	88.9%	11.1%	9
End of Year 4	2016	0.0%	11.1%	44.4%	44.4%	9
	2015	0.0%	22.2%	77.8%	0.0%	9
	2014	0.0%	75.0%	25.0%	0.0%	4
	2013	0.0%	0.0%	77.8%	22.2%	9
	2012	0.0%	25.0%	25.0%	50.0%	5
	2011	0.0%	0.0%	75.0%	25.0%	4
End of Year 5	2016	0.0%	0.0%	80.0%	20.0%	5
	2015	0.0%	33.3%	66.7%	0.0%	6
	2014	0.0%	33.3%	66.7%	0.0%	12
	2013	0.0%	0.0%	20.0%	80.0%	5
	2012	0.0%	0.0%	100.0%	0.0%	2
	2011	0.0%	28.6%	57.1%	14.3%	7
End of Year 6	2016	0.0%	25.0%	75.0%	0.0%	8
	2015	0.0%	7.7%	69.2%	23.1%	13
	2014	0.0%	50.0%	50.0%	0.0%	4
	2013	0.0%	50.0%	50.0%	0.0%	4
	2012	0.0%	16.7%	50.0%	33.3%	6
	2011	12.5%	0.0%	37.5%	50.0%	8
End of Year 7	2016	0.0%	10.0%	70.0%	20.0%	10
	2015	0.0%	0.0%	66.7%	33.3%	6
	2014	0.0%	16.7%	0.0%	83.3%	6
	2013	0.0%	16.7%	0.0%	83.3%	5
	2012	0.0%	0.0%	88.9%	11.1%	9
	2011	0.0%	16.7%	66.7%	16.7%	12
End of Year 8	2016	0.0%	0.0%	50.0%	50.0%	5
	2015	0.0%	0.0%	100.0%	0.0%	2
	2014	0.0%	16.7%	66.7%	16.7%	6
	2013	0.0%	14.3%	42.9%	42.9%	7
	2012	0.0%	22.2%	44.4%	33.3%	9
	2011	10.0%	0.0%	70.0%	20.0%	10

Writing		B ⁻	B	A	A ⁺	Total
		%	%	%	%	#
All students	2016	0.0%	10.8%	83.8%	5.4%	74
	2015	0.0%	14.5%	79.7%	5.8%	69
	2014	0.0%	18.2%	69.1%	12.7%	55
	2013	0.0%	41.9%	44.2%	14.0%	43
	2012	4.5%	25.0%	52.3%	18.2%	44
	2011	4.6%	23.1%	63.1%	9.2%	65
Māori	2016	0.0%	26.7%	73.3%	0.0%	15
	2015	0.0%	43.8%	56.3%	0.0%	16
	2014	0.0%	33.3%	55.6%	11.1%	9
	2013	0.0%	28.6%	57.1%	14.3%	7
	2012	11.1%	22.2%	22.2%	44.4%	9
	2011	11.1%	22.2%	55.6%	11.1%	9
Pacific Peoples	2016	0.0%	0.0%	100.0%	0.0%	
	2015	0.0%	25.0%	75.0%	0.0%	
	2014	0.0%	0.0%	100.0%	0.0%	
	2013					
Asian	2016	0.0%	0.0%	100.0%	0.0%	1
	2015	0.0%	0.0%	50.0%	50.0%	2
	2014	0.0%	0.0%	100.0%	0.0%	1
	2013	0.0%	0.0%	100.0%	0.0%	1
All Other incl Middle Eastern/Latin American/African	2016					
	2015					
	2014					
	2013					
European Pākehā Other European	2016	0.0%	7.4%	85.2%	7.4%	54
	2015	0.0%	4.3%	89.4%	6.4%	47
	2014	0.0%	16.3%	69.8%	14.0%	43
	2013	0.0%	45.7%	40.0%	14.3%	35
	2012	2.9%	25.7%	60.0%	11.4%	35
	2011	3.6%	23.2%	64.3%	8.9%	56
Male	2016	0.0%	24.2%	72.7%	3.0%	33
	2015	0.0%	16.1%	80.6%	3.2%	31
	2014	0.0%	20.0%	80.0%	0.0%	25
	2013	0.0%	5.3%	94.7%	0.0%	19
	2012	10.0%	20.0%	70.0%	0.0%	20
Female	2016	0.0%	0.0%	92.7%	7.3%	41
	2015	0.0%	13.2%	78.9%	7.9%	38
	2014	0.0%	16.7%	60.0%	23.3%	30
	2013	0.0%	58.6%	20.7%	20.7%	29
	2012	0.0%	29.2%	37.5%	33.3%	24
	2011	0.0%	21.6%	64.9%	13.5%	37

Writing		B ⁻	B	A	A ⁺	Total
		%	%	%	%	#
After 1 year at school	2016	0.0%	18.2%	81.8%	0.0%	11
	2015	0.0%	9.1%	81.8%	9.1%	11
	2014	0.0%	0.0%	100.0%	0.0%	13
	2013	0.0%	42.9%	42.9%	14.3%	7
	2012	0.0%	20.0%	60.0%	20.0%	
	2011	0.0%	50.0%	50.0%	0.0%	6
After 2 years at school	2016	0.0%	12.5%	87.5%	0.0%	8
	2015	0.0%	18.8%	81.3%	0.0%	16
	2014	0.0%	28.6%	71.4%	0.0%	7
	2013	0.0%	71.4%	28.6%	0.0%	7
	2012	0.0%	25.0%	50.0%	25.0%	
	2011	0.0%	33.3%	66.7%	0.0%	9
After 3 years at school	2016	0.0%	21.1%	73.7%	5.3%	19
	2015	0.0%	22.2%	55.6%	22.2%	9
	2014	0.0%	62.5%	37.5%	0.0%	8
	2013	0.0%	60.0%	40.0%	0.0%	
	2012	0.0%	66.7%	16.7%	16.7%	6
	2011	0.0%	22.2%	77.8%	0.0%	9
End of Year 4	2016	0.0%	11.1%	77.8%	11.1%	9
	2015	0.0%	22.2%	77.8%	0.0%	9
	2014	0.0%	50.0%	25.0%	25.0%	
	2013	0.0%	33.3%	66.7%	0.0%	9
	2012	0.0%	25.0%	75.0%	0.0%	
	2011	0.0%	0.0%	75.0%	25.0%	
End of Year 5	2016	0.0%	0.0%	100.0%	0.0%	
	2015	0.0%	0.0%	100.0%	0.0%	6
	2014	0.0%	8.3%	83.3%	8.3%	12
	2013	0.0%	20.0%	60.0%	20.0%	
	2012	0.0%	0.0%	100.0%	0.0%	
	2011	0.0%	42.9%	57.1%	0.0%	7
End of Year 6	2016	0.0%	0.0%	100.0%	0.0%	8
	2015	0.0%	15.4%	84.6%	0.0%	13
	2014	0.0%	0.0%	66.7%	33.3%	
	2013	0.0%	50.0%	50.0%	0.0%	
	2012	0.0%	16.7%	66.7%	16.7%	6
	2011	12.5%	25.0%	62.5%	0.0%	8
End of Year 7	2016	0.0%	0.0%	66.7%	33.3%	
	2015	0.0%	0.0%	90.0%	10.0%	10
	2014	0.0%	0.0%	100.0%	0.0%	
	2013	0.0%	16.7%	50.0%	33.3%	6
	2012	11.1%	22.2%	55.6%	11.1%	9
	2011	16.7%	0.0%	66.7%	16.7%	12
End of Year 8	2016	0.0%	0.0%	75.0%	25.0%	
	2015	0.0%	0.0%	100.0%	0.0%	
	2014	0.0%	0.0%	33.3%	66.7%	6
	2013	0.0%	14.3%	57.1%	28.6%	7
	2012	11.1%	11.1%	44.4%	33.3%	9
	2011	0.0%	20.0%	50.0%	30.0%	10

Maths		B ⁻	B	A	A ⁺	Total
		%	%	%	%	#
All students	2016	0.0%	9.5%	86.5%	4.1%	74
	2015	0.0%	17.4%	69.6%	13.0%	69
	2014	0.0%	16.4%	76.4%	7.3%	55
	2013	0.0%	14.6%	77.1%	8.3%	48
	2012	2.3%	18.2%	63.6%	15.9%	44
	2011	6.2%	24.6%	63.1%	6.2%	65
Māori	2016	0.0%	13.3%	86.7%	0.0%	15
	2015	0.0%	31.3%	62.5%	6.3%	16
	2014	0.0%	33.3%	56.7%	0.0%	9
	2013	0.0%	14.3%	71.4%	14.3%	7
	2012	11.1%	11.1%	44.4%	33.3%	9
	2011	11.1%	0.0%	77.8%	11.1%	9
Pacific Peoples	2016	0.0%	0.0%	100.0%	0.0%	
	2015	0.0%	0.0%	100.0%	0.0%	
	2014	0.0%	0.0%	100.0%	0.0%	
	2013					
Asian	2016	0.0%	0.0%	50.0%	50.0%	
	2015	0.0%	0.0%	0.0%	100.0%	
	2014	0.0%	0.0%	50.0%	50.0%	
	2013	0.0%	0.0%	0.0%	100.0%	
All Other incl Middle Eastern/Latin American/African	2016					
	2015					
	2014					
	2013					
European Pākehā Other European	2016	0.0%	9.3%	87.0%	3.7%	54
	2015	0.0%	14.9%	72.3%	12.8%	47
	2014	0.0%	14.0%	79.1%	7.0%	43
	2013	0.0%	15.0%	80.0%	5.0%	40
	2012	0.0%	20.0%	68.6%	11.4%	35
	2011	0.0%	15.0%	80.0%	5.0%	40
Male	2016	0.0%	9.1%	84.8%	6.1%	33
	2015	0.0%	16.1%	71.0%	12.9%	31
	2014	0.0%	12.0%	88.0%	0.0%	25
	2013	0.0%	5.3%	78.9%	15.8%	19
	2012	5.0%	15.0%	75.0%	5.0%	20
Female	2016	0.0%	9.8%	87.8%	2.4%	41
	2015	0.0%	18.4%	68.4%	13.2%	38
	2014	0.0%	20.0%	66.7%	13.3%	30
	2013	0.0%	20.7%	75.9%	3.4%	29
	2012	0.0%	20.8%	54.2%	25.0%	24
	2011	2.7%	29.7%	62.2%	5.4%	37

Maths		B ⁻	B	A	A ⁺	Total
		%	%	%	%	#
After 1 year at school	2016	0.0%	0.0%	100.0%	0.0%	11
	2015	0.0%	9.1%	81.8%	9.1%	11
	2014	0.0%	0.0%	100.0%	0.0%	13
	2013	0.0%	14.3%	85.7%	0.0%	7
	2012	0.0%	0.0%	100.0%	0.0%	
	2011	0.0%	66.7%	33.3%	0.0%	6
After 2 years at school	2016	0.0%	0.0%	100.0%	0.0%	8
	2015	0.0%	12.5%	87.5%	0.0%	16
	2014	0.0%	28.6%	42.9%	28.6%	7
	2013	0.0%	28.6%	71.4%	0.0%	7
	2012	0.0%	25.0%	75.0%	0.0%	
	2011	0.0%	22.2%	77.8%	0.0%	9
After 3 years at school	2016	0.0%	5.3%	89.5%	5.3%	19
	2015	0.0%	11.1%	22.2%	66.7%	9
	2014	0.0%	12.5%	87.5%	0.0%	8
	2013	0.0%	20.0%	80.0%	0.0%	5
	2012	0.0%	16.7%	50.0%	33.3%	6
	2011	0.0%	0.0%	88.9%	11.1%	9
End of Year 4	2016	0.0%	11.1%	66.7%	22.2%	9
	2015	0.0%	33.3%	55.6%	11.1%	9
	2014	0.0%	25.0%	75.0%	0.0%	
	2013	0.0%	11.1%	66.7%	22.2%	9
	2012	0.0%	0.0%	100.0%	0.0%	
	2011	0.0%	25.0%	75.0%	0.0%	4
End of Year 5	2016	0.0%	20.0%	80.0%	0.0%	
	2015	0.0%	33.3%	66.7%	0.0%	6
	2014	0.0%	41.7%	50.0%	8.3%	12
	2013	0.0%	0.0%	100.0%	0.0%	5
	2012	0.0%	0.0%	0.0%	100.0%	
	2011	0.0%	57.1%	14.3%	28.6%	7
End of Year 6	2016	0.0%	37.5%	62.5%	0.0%	8
	2015	0.0%	23.1%	69.2%	7.7%	13
	2014	0.0%	0.0%	100.0%	0.0%	
	2013	0.0%	0.0%	100.0%	0.0%	
	2012	0.0%	50.0%	33.3%	16.7%	6
	2011	12.5%	12.5%	75.0%	0.0%	8
End of Year 7	2016	0.0%	10.0%	90.0%	0.0%	10
	2015	0.0%	0.0%	100.0%	0.0%	
	2014	0.0%	0.0%	100.0%	0.0%	
	2013	0.0%	0.0%	83.3%	16.7%	6
	2012	11.1%	11.1%	66.7%	11.1%	9
	2011	16.7%	25.0%	58.3%	0.0%	12
End of Year 8	2016	0.0%	0.0%	100.0%	0.0%	
	2015	0.0%	0.0%	100.0%	0.0%	
	2014	0.0%	0.0%	83.3%	16.7%	6
	2013	0.0%	28.6%	57.1%	14.3%	7
	2012	0.0%	22.2%	55.6%	22.2%	9
	2011	10.0%	10.0%	70.0%	10.0%	10