

ST MARY MACKILLOP CATHOLIC SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	1633
Principal:	Michael Piper
School Address:	14 McNaughton Rd, Mangere, Auckland
School Postal Address:	14 McNaughton Rd, Mangere, Auckland
School Phone:	09-257-1435
School Email:	mikep@marymackillop.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Filipo Motullalo	Chair Person	Elected 2017	June 2019
Michael Piper	Principal ex Officio		
Fr Manoj Kunnath	Proprietors Rep	Appointed 2016	June 2019
Theresa Fiu	Parent Rep	Elected 2016	June 2019
Cynthia Gascoinge	Parent Rep	Elected 2016	June 2019
Filomena Lesa	Parent Rep	Elected 2016	June 2019
Tiana Muliaga	Parent Rep	Elected 2016	June 2019
Joe Leao	Parent Rep	Elected 2016	June 2019
George Va'afusuaga	Parent Rep	Elected 2016	June 2019
Yvonne Toleafoa	Parent Rep	Co-opted 2018	June 2019
Denis Lennon	Staff Rep	Elected 2016	June 2019

Accountant / Service Provider: Gail Bond - Money Monitors

ST MARY MACKILLOP CATHOLIC SCHOOL

Annual Report - For the year ended 31 December 2018

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St Mary Mackillop School

Statement of Responsibility

For the year ended 31 December 2018

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

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

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

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

FILIPPO MOTULALO

Full Name of Board Chairperson

F. Motulalo

Signature of Board Chairperson

31.05.2019.

Date:

Michael Piper

Full Name of Principal

[Signature]

Signature of Principal

31/5/19

Date:

St Mary Mackillop Catholic School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

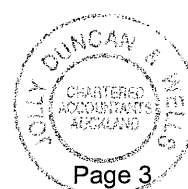
		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	2,161,734	2,106,633	2,139,122
Locally Raised Funds	3	81,064	82,000	97,567
Interest Earned		27,619	15,000	26,925
Use of Land & Buildings Integrated		513,914	-	513,914
		<hr/>	<hr/>	<hr/>
		2,784,331	2,203,633	2,777,528
Expenses				
Locally Raised Funds	3	79,583	45,000	80,474
Learning Resources	4	1,775,348	1,746,360	1,790,753
Administration	5	159,495	158,050	155,179
Property	6	710,328	160,702	673,047
Depreciation	7	117,992	100,000	112,081
Loss on Disposal of Property, Plant and Equipment		1,798	-	-
		<hr/>	<hr/>	<hr/>
		2,844,543	2,210,112	2,811,534
Net Surplus / (Deficit)		(60,212)	(6,479)	(34,005)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(60,212)	(6,479)	(34,005)

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

St Mary Mackillop Catholic School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>1,327,638</u>	<u>1,327,637</u>	<u>1,361,642</u>
Total comprehensive revenue and expense for the year	(60,212)	(6,479)	(34,004)
Equity at 31 December	<u>1,267,426</u>	<u>1,321,158</u>	<u>1,327,638</u>
Retained Earnings	1,267,426	1,321,158	1,327,637
Reserves	-	-	-
Equity at 31 December	<u>1,267,426</u>	<u>1,321,158</u>	<u>1,327,637</u>

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



St Mary Mackillop Catholic School

Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	53,800	136,113	92,592
Accounts Receivable	9	138,933	103,991	103,991
GST Receivable		11,585	12,850	12,850
Prepayments		7,937	6,099	6,099
Inventories	10	2,137	28,177	28,177
Investments	11	787,692	469,522	769,522
		<u>1,002,083</u>	<u>756,751</u>	<u>1,013,230</u>
Current Liabilities				
Accounts Payable	13	136,115	140,665	140,665
Provision for Cyclical Maintenance	14	10,100	-	-
		<u>146,215</u>	<u>140,665</u>	<u>140,665</u>
Working Capital Surplus/(Deficit)		<u>855,867</u>	<u>616,086</u>	<u>872,565</u>
Non-current Assets				
Plant and Equipment	12	454,728	741,670	491,668
		<u>454,728</u>	<u>741,670</u>	<u>491,668</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	43,170	36,598	36,598
		<u>43,170</u>	<u>36,598</u>	<u>36,598</u>
Net Assets		<u>1,267,426</u>	<u>1,321,158</u>	<u>1,327,637</u>
Equity		<u>1,267,426</u>	<u>1,321,158</u>	<u>1,327,637</u>

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

St Mary Mackillop Catholic School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		797,009	752,930	741,378
Locally Raised Funds		49,719	82,000	97,567
Goods and Services Tax (net)		1,265	0	760
Payments to Employees		(339,309)	(339,130)	(415,784)
Payments to Suppliers		(474,675)	(512,279)	(441,481)
Interest Received		26,418	15,000	28,490
Net cash from / (to) the Operating Activities		60,427	(1,479)	10,931
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	(5,000)	-
Purchase of PPE (and Intangibles)		(81,051)	(250,000)	(62,561)
Purchase of Investments		(18,169)	300,000	(20,130)
Net cash from / (to) the Investing Activities		(99,220)	45,000	(82,691)
Cash flows from Financing Activities				
Net cash from Financing Activities		-	-	-
Net increase/(decrease) in cash and cash equivalents		(38,793)	43,521	(71,760)
Cash and cash equivalents at the beginning of the year	8	92,592	92,592	164,351
Cash and cash equivalents at the end of the year	8	53,800	136,113	92,592

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.

St Mary Mackillop Catholic School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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) 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.

g) 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.

h) 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.

i) Investments

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

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

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

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

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

j) Plant and Equipment

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

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

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.

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

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	10 years
Information and communication technology	5-10 years
Motor vehicles	10 years
Library resources	12.5% Diminishing value

k) Impairment of 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

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.

l) 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.

m) 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.

n) 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.

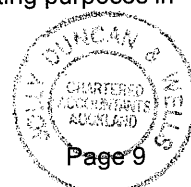
Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on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

o) 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.



p) 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.

q) Budget Figures

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

r) 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	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational grants	699,364	702,930	697,021
Teachers' salaries grants	1,384,212	1,353,703	1,366,198
Other MoE Grants	78,158	50,000	75,904
	<u>2,161,734</u>	<u>2,106,633</u>	<u>2,139,122</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	10,737	10,000	22,707
Fundraising	963	5,000	1,339
Trading	30,152	27,000	31,743
Activities	20,281	10,000	15,564
Other Revenue	18,930	30,000	26,216
	<u>81,064</u>	<u>82,000</u>	<u>97,567</u>
Expenses			
Activities	43,573	14,000	34,341
Trading	28,555	26,000	44,288
Fundraising (costs of raising funds)	2,435	4,000	444
Other Expenses	5,020	1,000	1,402
	<u>79,583</u>	<u>45,000</u>	<u>80,474</u>
<i>Surplus for the year Locally raised funds</i>	<u>1,481</u>	<u>37,000</u>	<u>17,093</u>

4. Learning Resources

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	54,441	65,427	51,260
Information and communication technology	34,795	27,000	23,134
Extra-curricular activities	4,469	5,400	5,283
Library resources	5,737	2,000	1,003
Employee benefits - salaries	1,597,773	1,586,533	1,673,037
Staff development	78,133	60,000	37,036
	<u>1,775,348</u>	<u>1,746,360</u>	<u>1,790,753</u>

5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,386	5,500	4,868
Board of Trustees Fees	4,995	5,500	3,640
Board of Trustees Expenses	13,620	13,200	9,853
Communication	4,470	5,500	5,285
Consumables	15,291	18,000	18,935
Other	7,016	7,550	7,989
Employee Benefits - Salaries	88,307	76,300	75,848
Insurance	385	5,500	9,262
Service Providers, Contractors and Consultancy	20,025	21,000	19,500
	159,495	158,050	155,179

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	39,885	44,000	35,887
Consultancy and Contract Services	-	-	-
Cyclical Maintenance Provision	17,333	10,000	(514)
Grounds	7,251	12,500	6,766
Heat, Light and Water	44,147	20,202	31,609
Repairs and Maintenance	45,863	40,000	47,522
Use of Land and Buildings	513,914	-	513,914
Security	4,092	4,000	4,712
Employee Benefits - Salaries	37,843	30,000	33,151
	710,328	160,702	673,047

The use of land and buildings figure represents 8% of the school's total property value.

7. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	59,599	50,000	60,494
Information and Communication Technology	53,421	40,000	46,113
Motor Vehicles	4,041	5,000	4,041
Library Resources	931	5,000	1,434
	117,992	100,000	112,081

8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	200	200	200
Bank Current Account	(92)	135,913	28,328
Bank Call Account	53,692	-	64,063
Short-term Bank Deposits	-	-	-
Cash and cash equivalents for Cash Flow Statement	53,800	136,113	92,592

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

9. Accounts Receivable

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	31,345	-	-
Receivables from the Ministry of Education	-	19,487	19,487
Interest Receivable	6,171	4,970	4,970
Teacher Salaries Grant Receivable	101,417	79,534	79,534
	<u>138,933</u>	<u>103,991</u>	<u>103,991</u>
Receivables from Exchange Transactions	6,171	4,970	4,970
Receivables from Non-Exchange Transactions	132,762	99,021	99,021
	<u>138,933</u>	<u>103,991</u>	<u>103,991</u>

10. Inventories

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	1,137	1,081	1,081
School Uniforms	1,000	27,096	27,096
	<u>2,137</u>	<u>28,177</u>	<u>28,177</u>

11. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	787,692	469,522	769,522
Non-current Asset			
Long-term Bank Deposits	-	-	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2018.

12. Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and Equipment	322,079	23,512	(215)	-	(59,599)	285,777
Information and Communication	145,973	61,926	(1,583)	-	(53,421)	152,895
Motor Vehicles	13,581	-	-	-	(4,041)	9,540
Library Resources	10,036	2,619	(5,209)	-	(931)	6,516
Balance at 31 December 2018	<u>491,670</u>	<u>88,057</u>	<u>(7,006)</u>	<u>-</u>	<u>(117,992)</u>	<u>454,728</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Furniture and Equipment	748,643	(462,866)	285,777
Information and Communication	478,349	(325,454)	152,895
Motor Vehicles	40,411	(30,871)	9,540
Library Resources	17,875	(11,359)	6,516
Balance at 31 December 2018	1,285,278	(830,550)	454,728

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Furniture and Equipment	358,480	24,094	-	-	(60,494)	322,079
Information and Communication Technology	155,199	36,887	-	-	(46,113)	145,973
Motor Vehicles	17,622	-	-	-	(4,041)	13,581
Library Resources	9,890	1,809	(229)	-	(1,434)	10,036
Balance at 31 December 2017	541,190	62,789	(229)	-	(112,081)	491,670

Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Furniture and Equipment	850,733	(528,654)	322,079
Information and Communication Technology	420,380	(274,406)	145,973
Motor Vehicles	40,411	(26,830)	13,581
Library Resources	31,661	(21,625)	10,036
Balance at 31 December 2017	1,343,185	(851,516)	491,670

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	25,248	36,794	36,794
Accruals	7,154	22,443	22,443
Employee Entitlements - salaries	101,417	79,534	79,534
Employee Entitlements - leave accrual	2,296	1,894	1,894
	136,115	140,665	140,665
Payables for Exchange Transactions	136,115	140,665	140,665
	136,115	140,665	140,665

The carrying value of payables approximates their fair value.



14. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	36,598	45,705	45,705
Increase/(Decrease) to the Provision During the Year	16,672	(514)	(514)
Use of the Provision During the Year		(8,593)	(8,593)
Provision at the End of the Year	53,270	36,598	36,598
Cyclical Maintenance - Current	10,100	-	-
Cyclical Maintenance - Term	43,170	36,598	36,598
	53,270	36,598	36,598

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

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

Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues, building levy and special character donations payable to the Proprietor. The amounts collected in total were \$127,362 (2017:\$119,703). These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the Proprietor are \$13,295 (2017: \$10,048)

16. 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	2017
	Actual	Actual
	\$	\$
<i>Board Members</i>		
Remuneration	4,995	3,640
Full-time equivalent members	0.30	0.30
<i>Leadership Team</i>		
Remuneration	239,469	318,468
Full-time equivalent members	2.00	3.00
Total key management personnel remuneration	244,464	322,108
Total full-time equivalent personnel	2.30	3.30

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



Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-135
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100-110	-	-
	0.00	0.00

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

17. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-

18. Contingencies

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

Holidays Act Compliance - schools payroll

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

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.

19. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contracts.

(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 for computer equipment.



	2018 Actual \$	2017 Actual \$
No later than One Year	-	1,071
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	1,071

20. 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.

21. 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	53,800	136,113	92,592
Receivables	138,933	103,991	103,991
Investments - Term Deposits	787,692	469,522	769,522
Total Loans and Receivables	980,424	709,626	966,105

Financial liabilities measured at amortised cost

Payables	136,115	140,665	140,665
Total Financial Liabilities Measured at Amortised Cost	136,115	140,665	140,665

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF ST MARY MACKILLOP CATHOLIC SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 December 2018**

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

Opinion

We have audited the financial statements of the School on pages 2 to 17, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 4 June 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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



St. MARY MACKILLOP
CATHOLIC SCHOOL



ANALYSIS OF VARIANCE

2018

St Mary MacKillop Catholic School Annual Targets 2018

ANNUAL AIM:

Raise the rate of progress of all students identified at risk of not achieving Expected Curriculum Levels for reading, writing and mathematics

2018 TARGETS:

Baseline Data: Reading

Our data analysis from 2017 National Standards result for Reading, shows a need to focus on students who are in Year 2 (2018). The 2018 results state 15(3 have left) students were below after 1 year at school. The gender is 6 females and 9 males. 10 learners are Samoan, 3 Tongan and 1 Indian and 1 Maori.

Our data analysis from 2017 National Standards result for Reading, shows a need to focus on students who are in Year 4 (2018). The 2017 results state 9 students were below at After 3 years at school. The gender is 4 females and 5 males. 4 learners are Samoan and 5 Tongan and 1 NZ Maori and 1 Fijian.

Reading Target 2018:

- 15 (3 left) of our students who were below after 1 Year will be at Expected Curriculum levels for Reading After 2 years
- 9 of our students who were below after 3 Years will be at Expected Curriculum levels for Reading at The End of Year 4

Baseline Data: Writing

Our data analysis from 2017 National Standards result for Writing, shows a need to focus on students who are in Yr 2 school (2018). The 2017 results state 16 students were below after 1 years of schooling. There is a gender difference of 11 males and 5 females). 10 learners are Samoan, 3 Tongan , 2 NZ Maori and 1 Indian.

Our data analysis from 2017 National Standards result for Writing, shows a need to focus on students who are year 4(2018). The 2017 results state 12 students were below after 3 years. There is a gender difference of 7 males and 5 females. 7 learners are Samoan and 2 are Tongan, 2 NZ Maori and 1 Fijian.

Our data analysis from 2017 National Standards result for Writing, shows a need to focus on students who are year 6(2018). The 2017 results state 12 students were below at the end of Year 5. There is a gender difference of 7 males and 5

females. 8 learners are Samoan and 2 are Tongan, 1 NZ Maori and 1 European.

Writing Target 2018:

- 16 of our students who were below after 1 Years will be at Expected Curriculum levels for Writing After 2 years
- 12 of our students who were below after 3 years will be at Expected Curriculum levels for Writing at the End of Year 4.
- 12 of our students who were below At the end of Year 5 will be at Expected Curriculum levels for Writing at the End of Year 6.

Baseline Data: Maths

Our data analysis from 2017 National Standards result for Mathematics, shows a need to focus on students who are After 2 years at school (2018). The 2017 results state 17 students (4 have left) were below after 1 year at school. There is a gender difference (7 females and 10 males). 12 learners are Samoan and 2 are Tongan and 2 is NZ Maori, 1 Fijian.

Our data analysis from 2017 National Standards result for Maths, shows a need to focus on students who are in Year 6(2018). The 2017 results state 13 students were below at the end of Year 5. There is an even gender balance (7 males and 6 females). 9 learners are Samoan and 4 are Tongan .
Our data analysis from 2017 National Standards result for Maths, shows a need to focus on students who are in Year 8(2018). The 2017 results state 11 students were below at the end of Year 7. There is 7 males and 6 females. 8 learners are Samoan, 2 Tongan, 1 NZ European.

Mathematics Target 2018:

- 17(4 have left) of our students who were below after 1 Years will be at Expected Curriculum Levels for Maths After 2 years
- 8 (1 left) of our students who were below At the End of Year 5 will be at Expected Curriculum Levels for Maths at the End of Year 6

- 10 of our students who were below At the End of Year 7 will be at Expected Curriculum Levels for Maths at the End of Year

Reading Targets 2018

Focus Area	Strategic Goal:																							
Reading	1.0 Improve the quality of Literacy and Numeracy learning through effective teaching practice																							
Target	<p>Reading Target 2018:</p> <p>Target 1:</p> <ul style="list-style-type: none"> • 15 (3 left) of our students who were below after 1 Year will be at Expected Curriculum levels for Reading After 2 years <p>Targets 2:</p> <ul style="list-style-type: none"> • 9 of our students who were below after 3 Years will be at Expected Curriculum levels for Reading at The End of Year 4 																							
Specific Actions	Timeframe	Responsibility	Resourcing	Analysis of Variance																				
<p>Data literacy - Targeted teaching using:</p> <p>Star Data</p> <p>Astle data</p> <p>Run Rec/ Probe Data</p> <p>Collaborative teaching:</p> <p>Pods to conduct inquiries as to how best use PODs in an ILE to shift learners</p>	<p>Term 1 - 4</p> <p>Term 1-4</p>	<p>Team leaders/ DP/Principal</p> <p>Team leaders/ DP/Principal</p>	<p>Staff/Team Meetings</p> <p>Staff/Team Meetings</p>	<table border="1"> <thead> <tr> <th></th><th>AT</th><th>BELOW</th><th>LEFT</th><th>TOTAL</th></tr> </thead> <tbody> <tr> <td>After 2</td><td></td><td></td><td></td><td>14</td></tr> <tr> <td>End of Year 4</td><td></td><td></td><td></td><td>10</td></tr> <tr> <td>Total</td><td></td><td></td><td></td><td>24</td></tr> </tbody> </table>		AT	BELOW	LEFT	TOTAL	After 2				14	End of Year 4				10	Total				24
	AT	BELOW	LEFT	TOTAL																				
After 2				14																				
End of Year 4				10																				
Total				24																				

Appraisal: Teacher complete teaching as Inquiry for target students in reading.	Term 1-4	All teachers	CRT	
Team meeting : Target sharing and planning to move	Term 1-4	All teachers	Literacy Leader PD Literacy Leader Release	
Walk Thru's – Organise walk thru's by C and D pod to focus on reading	Term 1-4	All teachers	Staff Meetings	
Monitoring - Are we on track ? Monitor pupils progress (5 weekly). Report progress to Leadership Team. Data Tracking - Expected Curriculum levels	Term 1-4	DP/Principal	Staff Meetings	
	Term 1-4	Literacy leader/ In school teachers	Release teachers/ Staff Meetings	
Literacy School wide literacy professional development	Term 1-4	Principal/Literacy leader/ In school teachers	Release teachers/ Staff Meetings	

COL Literacy development				
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Planning for next year:

An annual target will be set in next year's annual plan regarding the students who did not achieve at End of Year Curriculum Expectations for Reading. Evaluation information will be turned into actions.

Areas of Strength: Using COL data

- 74% of our students at St Mary MacKillop School achieved AT for our COL data
- 92% of our Year 4 students at St Mary MacKillop School achieved AT for our COL data
- 95% of our Year 5 students at St Mary MacKillop School achieved AT for our COL data
- 88% of our Year 7 students at St Mary MacKillop School achieved AT for our COL data
- 82% of our Female students at St Mary MacKillop School achieved AT for our COL data
- 58% of our Maori students at St Mary MacKillop School achieved AT for our COL data

Areas for Improvement: Using ST MMK Curriculum expectation Levels

- 22 (1 left) of our students who were below after 1 Year will be at Expected Curriculum levels for Reading After 2 years
- 23 of our students who were below After 2 Year will be at Expected Curriculum levels for Reading After 3 years
- 10 of our students who were below at the End of Year 4 will be at Expected Curriculum levels for End of Year 5
- 14(1 left) of our students who were below at the End of Year 6 will be at Expected Curriculum levels for End of Year 7

Planned Actions for Improvement:

From the analysis of the achievement data and discussions with the teachers, Senior Leadership and Board of Trustees, the Board has identified areas for development to lift student achievement. The board has identified some key areas to improve student progress and achievement, we have included these into our new Strategic Plan 2018 to 2020, Annual Plan and our School Targets Action Plan.

Writing Targets 2018:

Focus Area	Strategic Goal:																							
Writing	1.0 Improve the quality of Literacy and Numeracy learning through effective teaching practice																							
Target	Writing Target 2018: <ul style="list-style-type: none">16 of our students who were below after 1 Years will be at Expected Curriculum levels for Writing After 2 years12 of our students who were below after 3 years will be at Expected Curriculum levels for Writing at the End of Year 4.12 of our students who were below At the end of Year 5 will be at Expected Curriculum levels for Writing at the End of Year 6.																							
Specific Actions	Timeframe	Responsibility	Resourcing	Analysis of Variance																				
Data literacy - Targeted teaching using: Star Data Asttle data Run Rec/ Probe Data Collaborative teaching:	Term 1 - 4	Team leaders/ DP/Principal	Staff/Team Meetings	<table><tr><td>After 2</td><td>AT</td><td>BELOW</td><td>LEFT</td><td>TOTAL</td></tr><tr><td></td><td></td><td></td><td></td><td>16</td></tr><tr><td>End of Year 4</td><td></td><td></td><td></td><td>12</td></tr><tr><td>End of Year 6</td><td></td><td></td><td></td><td>12</td></tr></table>	After 2	AT	BELOW	LEFT	TOTAL					16	End of Year 4				12	End of Year 6				12
	After 2	AT	BELOW	LEFT	TOTAL																			
					16																			
End of Year 4				12																				
End of Year 6				12																				
		</																						

Pods to conduct inquiries as to how best use POD in an ILE to shift learners		Team leaders/ DP/Principal	Staff/Team Meetings	Total
Appraisal: Spiral Inquiry: All teachers to complete as part of Appraisal.	Term 1-4	All teachers	CRT	<div></div> 40
Team meeting : Target sharing and planning to move	Term 1-4	All teachers	Literacy Leader PD Literacy Leader Release	
Walk Thru's – Organise walk thru's by C and D pod to focus on reading	Term 1-4	All teachers	Staff Meetings	
Monitoring - Are we on track ? Monitor pupils progress (5 weekly). Report progress to Leadership Team. Data Tracking - Nat Std targets	Term 1-4	DP/Principal	Staff Meetings	
Literacy	Term 1-4	Literacy leader/ In school teachers	Release teachers/ Staff Meetings	

School wide literacy professional development	Term 1-4	Principal/Literacy leader/ In school teachers	Release teachers/ Staff Meetings	
COL Literacy development - action plan				

Planning for next year:

An annual target will be set in next year's annual plan regarding the students who did not achieve at End of Year Curriculum Expectations for Writing. Evaluation information will be turned into actions.

Areas of Strength: Using COL data:

- 78% of our students at St Mary MacKillop School achieved AT for our COL data
- 90% of our Year 4 students at St Mary MacKillop School achieved AT for our COL data
- 80% of our Year 5 students at St Mary MacKillop School achieved AT for our COL data
- 65% of our Year 7 students at St Mary MacKillop School achieved AT for our COL data
- 75% of our Female students at St Mary MacKillop School achieved AT for our COL data
- 58% of our Maori students at St Mary MacKillop School achieved AT for our COL data

Areas for Improvement:

- 23(1 left) of our students who were below after 1 Years will be at Expected Curriculum levels for Writing After 2 years
- 19(1 left) of our students who were below after 2 Years will be at Expected Curriculum levels for Writing After 3 years
- 12 of our students who were below At the end of Year 4 will be at Expected Curriculum levels for Writing at the End of Year 5.

- 12 of our students who were below At the end of Year 6 will be at Expected Curriculum levels for Writing at the End of Year 7

Planned Actions for Improvement:

From the analysis of the achievement data and discussions with the teachers, Senior Leadership and Board of Trustees, the Board has identified areas for development to lift student achievement. The board has identified some key areas to improve student progress and achievement, we have included these into our new Strategic Plan 2018 to 2020, Annual Plan and our School Targets Action Plan.

Mathematics Targets 2018:

Focus Area	Strategic Goal:		
Maths	1.0 Improve the quality of Literacy and Numeracy learning through effective teaching practice		
Target	Mathematics Target 2018: <ul style="list-style-type: none"> • 17(4 have left) of our students who were below after 1 Years will be at Expected Curriculum Levels for Maths After 2 years • 13 of our students who were below At the End of Year 5 will be at Expected Curriculum Levels for Maths at the End of Year 6 • 10 of our students who were below At the End of Year 7 will be at Expected Curriculum Levels for Maths at the End of Year 8 		
Specific Actions	Timeframe	Responsibility	Resourcing
Data literacy - Targeted teaching using: JAM IKAN	Term 1-4	All Staff	Teacher Release
			<div>AT BELOW LEFT TOTAL</div> <div>After 2 17</div>

GLOSS	Term 1-4	Team leaders/ DP/Principal	Teacher Release	End of Year 6	13
				End of Year 8	10
				Total	40
Collaborative teaching: Pods to conduct inquiries as to how best use POD in an ILE to shift learners	Term 1-4				
Appraisal: Teacher complete teaching as Inquiry for target students in Maths	Term 1-4	All Staff	Teacher/Team meetings		
Team meeting : Target sharing and planning to move	Term 1-4	All Staff	Teacher/Team meetings		
Walkthrough Organise walk thrus by ALL pods with a focus of MIC in practise.	Term 1-4	All staff	CRT		
Monitoring - Are we on track ? Monitor pupils progress (5 weekly). Report progress to Leadership Team. Data Tracking - Nat Std targets	Term 1-3	All staff	CRT		

Digital Support – Target Year levels will have full access to online learning. This will be used in school and available at home	Term 1-4	Numeracy Leaders Teachers Numeracy Leaders Teachers		
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Planning for next year:

An annual target will be set in next year's annual plan regarding the students who did not achieve at End of Year Curriculum Expectations for Maths. Evaluation information will be turned into actions.

Areas of Strength: Using COL data:

- 73% of our students at St Mary MacKillop School achieved AT for our COL data
- 86% of our Year 4 students at St Mary MacKillop School achieved AT for our COL data
- 90% of our Year 5 students at St Mary MacKillop School achieved AT for our COL data
- 82% of our Year 7 students at St Mary MacKillop School achieved AT for our COL data
- 77% of our Female students at St Mary MacKillop School achieved AT for our COL data
- 58% of our Maori students at St Mary MacKillop School achieved AT for our COL data

Areas for Improvement:

- 22(1 have left) of our students who were below after 2 Years will be at Expected Curriculum Levels for Maths After 3 years

- 10 (1 left) of our students who were below At the End of Year 4 will be at Expected Curriculum Levels for Maths at the End of Year 5
- 10 of our students who were below At the End of Year 6 will be at Expected Curriculum Levels for Maths at the End of Year 7

Planned Actions for Improvement:

From the analysis of the achievement data and discussions with the teachers, Senior Leadership and Board of Trustees, the Board has identified areas for development to lift student achievement. The board has identified some key areas to improve student progress and achievement, we have included these into our new Strategic Plan 2019 to 2021, Annual Plan and our School Targets Action Plan.

Identified Area of Strength

Our Board has provided to our school community a picture of how our school intends to improve student progress and achievement. In our annual plan, the Board has included a summary of our school's strengths and areas for improvement in relation to the National Standards (NAG 2A,(b)(i)).

Areas of strength: Reading
<ul style="list-style-type: none"> • The 2017 National Standard student achievement result of 75% at or above was very pleasing. We have sustained improvement of pupils reaching at or above the National Standard : 74% in 2014, 75% in 2015, 75% in 2016. We have sustained progress and achievement keeping at 74% with our shift to Curriculum Expectations. • The sustained student achievement with the female pupils : We have sustained 80% in 2016 and 82% 2017 and 82 % again for 2018. • 88% of Year 6 students at St Mary MacKillop School achieving AT the Curriculum Expectations. • Sustained 85% of Year 7 students achieved at/above the National Standard in 2017 versus the same group achieving 85% in 2016 as Year 6's. • The continued achievement of the Year 5 with 80% at or above. They were 80% in 2016 for Year 4.

<ul style="list-style-type: none"> ● All the above results were pleasing as we continued investment in professional learning, resources and English Language Assistants to support the pupils with oral language programmes. We saw this as a need of the pupils. <p>Areas of Strength: Using COL data</p> <ul style="list-style-type: none"> ● 74% of our students at St Mary MacKillop School achieved AT for our COL data ● 92% of our Year 4 students at St Mary MacKillop School achieved AT for our COL data ● 95% of our Year 5 students at St Mary MacKillop School achieved AT for our COL data ● 88% of our Year 7 students at St Mary MacKillop School achieved AT for our COL data ● 82% of our Female students at St Mary MacKillop School achieved AT for our COL data ● 58% of our Maori students at St Mary MacKillop School achieved AT for our COL data 	
Areas for Improvement: Reading	
<p>Areas for Improvement: Using ST MMK Curriculum expectation Levels</p> <ul style="list-style-type: none"> ● 22 (1 left) of our students who were below after 1 Year will be at Expected Curriculum levels for Reading After 2 years ● 23 of our students who were below After 2 Year will be at Expected Curriculum levels for Reading After 3 years ● 10 of our students who were below at the End of Year 4 will be at Expected Curriculum levels for End of Year 5 ● 14(1 left) of our students who were below at the End of Year 6 will be at Expected Curriculum levels for End of Year 7 	

All Students	14	4.32	70	21.60	156	48.15	84	26%	324
Māori	1	8%	4	33%	3	33%	4	33%	12
Pasifika	13	4%	64	22%	139	47%	78	27%	294

Areas of strength : Writing

- The 2017 National Standard student achievement result was pleasing of 69% At or Above. We sustained improvement of pupils reaching at or above the National Standard: 68% in 2014 and 73% in 2015. We have continued to reach the aim of 70%.
- The sustained student achievement with the female pupils : 84% in 2015 and now 83% in 2016. 78% in 2017.
- The continued achievement of the Year 7 85% in 2017, 82% in 2016 in Year 6.

Areas for Improvement: Writing

Areas for Improvement:

- 39% of After Year 1 students achieved AT the National Standard for writing.
- 65% of After Year 3 students achieved AT the National Standard for writing.
- 70% of Year 5 students achieved AT the National Standard for writing.

WRITING	SAMOAN	TONGAN
Above Standard	<u>13</u> (8%)	<u>7</u> (12%)
At Standard	<u>105</u> (61%)	<u>28</u> (48%)
Below Standard	<u>39</u> (23%)	<u>18</u> (31%)
Well Below Standard	<u>16</u> (9%)	<u>5</u> (9%)
Total Count	<u>173</u>	<u>58</u>

Areas of strength: Mathematics

- The 2017 National Standard student achievement result was pleasing. We made sustained improvement of pupils reaching at or above the National Standard : 76% in 2015 to now 69% in 2016 and now 69% again. The continued student achievement with the female pupils :74% in 2014, to 82% in 2015 , 78 % in 2016 , 74% in 2017.

- The student achievement of the Year 6's of 77% in 2017.

- The sustained achievement of our Asian students progressing of 100% in 2015 and 2016 , 91% in 2017.

Areas for Improvement: Mathematics

- 48% of After 1 Year students at St Mary MacKillop School achieved AT the National Standard in mathematics.

- 65% of our Year 5 pupils achieved AT the National Standard for mathematics.

- 70% of our year 7 pupils achieved AT the National Standard for mathematics.

MATHS	SAMOAN		TONGAN	
Above Standard	Above Standard	9 (5%)	2	2 (4%)
At Standard	At Standard	106 (61%)	33	33 (61%)
Below Standard	Below Standard	51 (29%)	11	11 (20%)
Well Below Standard	Well Below Standard	7 (4%)	8	8 (15%)
Total Count	Total Count	173	Total Count	54

Ii Basis For Identifying The Areas For Improvement

The BOT and staff were pleased with the achievement results in reading, writing and maths. Through the discussions and moderation we believe the results are a true indication of the pupils ability and potential, and also the continued drive of the staff. We have seen the sustained growth in each curriculum area, which has been lead by strong professional development of staff, literacy assessment and effective support programmes.

We have identified similar patterns across the 2 areas in certain year levels – End of year 1 and End of year 3. These Year groups are being set as our targets.

Our 2017 target groups all received targeted teaching to improve their results. We saw a 40% shift in our National standard targeted children for 2017. We will continue looking at better home engagement as a way to also see some shift in our junior years. We also will continue to use target group teaching particularly with our Yr 4-8 students where the MLE environment will allow fluid movement between classes.

Our school wide tracking system “are we on track?” continues will make sure teachers are in regular reflection so there is less difference in OTJs between year to year and we continued to see sustained progress. It also allows us to make sure ELLA support is being targeted to the right students. We review support each term.

Again we have not seen to movement in Mathematics and Reading from our After 1 year students that we would have liked. Over the last 2 years we have taken in big cohorts and have noticed a trend of our children not being school ready. Our children who start in in year 1 and 2 class as their first point have not accelerated as we would like. Our ECE transition will continue again next year. Our MIC programme in yr 1 and 2 is now expected from teachers. Building social norms early with our children will allow us to have greater focus on learning in class.

iii. Planned Actions For Lifting Achievement

From the analysis of the achievement data and discussions with the teachers, Senior Leadership and Board of Trustees, the Board has identified areas for development to lift student achievement.

The board has identified some key areas to improve student progress and achievement, we have included these into our Strategic Plan 2018 to 2020, Annual Plan and our School Targets Action Plan.

Our Annual Aim:

Raise the rate of progress of all students identified at risk of not achieving National Standards for reading, writing and mathematics.

Strategic Goal:

Improve the quality of Literacy and Numeracy learning through the effective use of effective teaching and learning.

This Goal has Specific Actions set out in the Annual Plan. These are for 2 main Strategies 1(a) Professional development in

Effective Literacy and Numeracy 1(b) Develop teaching as inquiry Capability and student

Initiatives include:

English Language Assistants – small group support of oral language and reading

C.O.L.- Literacy PL

In School teacher – Literacy x2

Targeted teaching - in each PD area we will track our target students and work on ways to accelerate achievement

Appraisal - Teachers completing Teaching as inquiry - about targeted students

Spiral inquiry

MIC - in school mentors

KIWISPORT

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2018 St Mary Mackillop School received funding of \$4,638. The funding was spent on funding sports equipment.

The number of students participating in organised sport is 100% of the school roll.