

OWHANGO SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

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OWHANGO SCHOOL

Financial Statements - For the year ended 31 December 2016

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Owhango 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.

Timothy David Edhouse
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

23 May 2017

Date:

JOY ANNE BROWN
Full Name of Principal

[Signature]
Signature of Principal

23 May 2017

Date:

Owhango School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

		2016	2016	2015
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	537,617	519,341	499,340
Locally Raised Funds	3	27,473	12,820	22,413
Interest Earned		3,312	3,000	7,214
		<hr/>	<hr/>	<hr/>
		568,402	535,161	528,967
Expenses				
Locally Raised Funds	3	11,024	4,850	5,544
Learning Resources	4	368,716	362,664	375,572
Administration	5	54,302	54,840	49,708
Finance Costs		1,049	915	686
Property	6	110,161	113,412	70,949
Depreciation	7	12,574	10,159	12,083
Loss on Disposal of Property, Plant and Equipment		610	-	620
		<hr/>	<hr/>	<hr/>
		558,436	546,840	515,162
Net Surplus / (Deficit)		9,966	(11,679)	13,805
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		9,966	(11,679)	13,805

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



Owhango School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
Balance at 1 January	218,480	218,480	200,414
Total comprehensive revenue and expense for the year	9,966	(11,679)	13,805
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	4,261
Equity at 31 December	228,446	206,801	218,480
Retained Earnings	228,446	206,801	218,480
Equity at 31 December	228,446	206,801	218,480

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

Owhango 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	120,028	137,449	245,003
Accounts Receivable	9	18,271	29,980	29,980
Inventories	10	941	-	-
Investments	11	56,434	54,394	54,394
		<u>195,674</u>	<u>221,823</u>	<u>329,377</u>
Current Liabilities				
GST Payable		5,797	14,397	14,397
Accounts Payable	13	25,413	72,724	72,724
Provision for Cyclical Maintenance	14	10,267	10,267	-
Finance Lease Liability - Current Portion	15	3,511	2,685	2,685
Funds held in Trust	16	14,449	14,812	14,812
Funds held for Capital Works Projects	17	-	-	57,791
		<u>59,437</u>	<u>114,885</u>	<u>162,409</u>
Working Capital Surplus/(Deficit)		<u>136,237</u>	<u>106,938</u>	<u>166,968</u>
Non-current Assets				
Property, Plant and Equipment	12	123,517	132,588	90,771
		<u>123,517</u>	<u>132,588</u>	<u>90,771</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	24,000	24,000	30,534
Finance Lease Liability	15	7,308	8,725	8,725
		<u>31,308</u>	<u>32,725</u>	<u>39,259</u>
Net Assets		<u><u>228,446</u></u>	<u><u>206,801</u></u>	<u><u>218,480</u></u>
Equity		<u><u>228,446</u></u>	<u><u>206,801</u></u>	<u><u>218,480</u></u>

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



Owhango School
Statement of Cash Flows
For the year ended 31 December 2016

		2016	2016	2015
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		136,891	128,129	140,670
Locally Raised Funds		26,846	12,820	22,413
Hostel				
International Students				
Goods and Services Tax (net)		(8,600)	-	14,792
Payments to Employees		(82,030)	(70,240)	(77,409)
Payments to Suppliers		(64,371)	65,186	(64,508)
Interest Paid		(1,049)	(915)	-
Interest Received		1,069	3,000	7,947
Net cash from / (to) the Operating Activities		8,756	137,980	43,905
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)				
Purchase of PPE (and Intangibles)		(43,357)	(51,976)	(6,796)
Purchase of Investments				
Proceeds from Sale of Investments		-	-	65,905
Net cash from / (to) the Investing Activities		(43,357)	(51,976)	59,109
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	4,261
Finance Lease Payments		(3,028)	(3,600)	(3,358)
Painting contract payments				
Loans Received/ Repayment of Loans				
Funds Administered on Behalf of Third Parties		(87,346)	-	77,666
Net cash from Financing Activities		(90,374)	(3,600)	78,569
Net increase/(decrease) in cash and cash equivalents		(124,975)	82,404	181,583
Cash and cash equivalents at the beginning of the year	8	245,003	55,045	63,420
Cash and cash equivalents at the end of the year	8	120,028	137,449	245,003

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.



Owhango School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2016

a) Reporting Entity

Owhango 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 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 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. 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.

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.

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.

d) 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.



e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

Bank term deposits 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.

k) 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Equipment	1-10 years
Furniture	2-10 years
Leasehold Improvements	10-20 years
Library Resources	8 years
IT Equipment	4-5 years
Buildings (School House)	50 years
Land	Nil
Miscellaneous	2 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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



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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

The property from which the School operates is owned by the 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).



t) Financial Assets and Liabilities

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

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

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

u) Borrowings

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.



2. Government Grants

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operational grants	132,097	128,129	129,824
Teachers' salaries grants	310,984	310,984	314,138
Use of Land and Buildings grants	80,228	80,228	43,948
Other MoE Grants	14,308	-	11,430
	<u>537,617</u>	<u>519,341</u>	<u>499,340</u>

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	3,365	1,800	6,947
Fundraising	9	1,000	2,091
Other revenue	9,000	9,360	8,053
Trading	8,592	-	-
Activities	6,507	660	5,322
	<u>27,473</u>	<u>12,820</u>	<u>22,413</u>
Expenses			
Activities	322	-	426
Trading	8,970	-	-
Fundraising (costs of raising funds)	-	-	92
Other Locally Raised Funds Expenditure	1,732	4,850	5,026
	<u>11,024</u>	<u>4,850</u>	<u>5,544</u>
<i>Surplus for the year Locally raised funds</i>	<u>16,449</u>	<u>7,970</u>	<u>16,869</u>

4. Learning Resources

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Curricular	6,223	12,600	6,281
Extra-curricular activities	7,759	4,800	14,211
Library resources	319	80	203
Employee benefits - salaries	353,286	340,284	352,146
Staff development	1,129	4,900	2,731
	<u>368,716</u>	<u>362,664</u>	<u>375,572</u>

5. Administration

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Audit Fee	3,102	3,450	3,131
Board of Trustees Fees	3,300	3,850	3,575
Board of Trustees Expenses	3,838	5,050	2,151
Communication	2,133	2,650	2,198
Consumables	2,482	2,300	2,077
Operating Lease	1,590	700	683
Other	5,180	5,020	3,291
Employee Benefits - Salaries	26,758	26,740	26,743
Insurance	1,239	700	1,239
Service Providers, Contractors and Consultancy	4,680	4,380	4,620
	<u>54,302</u>	<u>54,840</u>	<u>49,708</u>

6. Property

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,373	1,700	1,076
Cyclical Maintenance Provision	3,733	3,734	3,733
Grounds	2,570	3,200	3,418
Heat, Light and Water	5,307	4,600	5,153
Rates	908	800	803
Repairs and Maintenance	2,639	4,500	2,003
Use of Land and Buildings	80,228	80,228	43,948
Security	438	450	439
Employee Benefits - Salaries	12,965	14,200	10,376
	<u>110,161</u>	<u>113,412</u>	<u>70,949</u>

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

7. Depreciation of Property, Plant and Equipment

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Equipment	187	289	343
Furniture	1,911	2,030	2,415
Leasehold Improvements	851	278	331
Library Resources	220	196	233
Leased Assets	3,173	1,657	1,971
IT Equipment	5,352	4,969	5,910
Buildings (School House)	880	740	880
	<u>12,574</u>	<u>10,159</u>	<u>12,083</u>

8. Cash and Cash Equivalents

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
BNZ-0424-0004734-05	100,661	118,477	226,031
Westpac 0141783-00	3,347	3,849	3,849
Westpac 0156205-00 P.T.A. A/c	7,261	10,923	10,923
Westpac 0141783-02-Debit Plus	538	470	470
Westpac 0156205-01 P.T.A. A/c	7,029	3,730	3,730
Westpac 0141783-03 Uniform	1,192	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>120,028</u>	<u>137,449</u>	<u>245,003</u>

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

9. Accounts Receivable

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	630	-	-
Interest Receivable	203	442	442
Teacher Salaries Grant Receivable	17,438	29,538	29,538
	<u>18,271</u>	<u>29,980</u>	<u>29,980</u>
Receivables from Exchange Transactions	833	442	442
Receivables from Non-Exchange Transactions	17,438	29,538	29,538
	<u>18,271</u>	<u>29,980</u>	<u>29,980</u>

10. Inventories

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Uniforms	941	-	-
	<u>941</u>	<u>-</u>	<u>-</u>

11. Investments

The School's investment activities are classified as follows:

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Current Asset			
Short-term Bank Deposits	56,434	54,394	54,394

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2016.

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2016						
Equipment	902	-	-	-	(187)	715
Furniture	7,997	2,650	-	-	(1,911)	8,736
Leasehold Improvements	386	38,120	-	-	(851)	37,655
Library Resources	850	47	-	-	(220)	678
Leased Assets	11,453	2,572	-	-	(3,173)	10,852
IT Equipment	14,503	2,540	(610)	-	(5,352)	11,081
Buildings (School House)	33,880	-	-	-	(880)	33,000
Land	20,800	-	-	-	-	20,800
Balance at 31 December 2016	<u>90,771</u>	<u>45,929</u>	<u>(610)</u>	<u>-</u>	<u>(12,574)</u>	<u>123,517</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2016			
Equipment	24,918	(24,203)	715
Furniture	34,794	(26,058)	8,736
Leasehold Improvements	52,276	(14,621)	37,655
Library Resources	6,366	(5,688)	678
Leased Assets	15,996	(5,144)	10,852
IT Equipment	52,175	(41,094)	11,081
Buildings (School House)	44,000	(11,000)	33,000
Land	20,800	-	20,800
Miscellaneous	3,027	(3,027)	-
Balance at 31 December 2016	<u>254,352</u>	<u>(130,835)</u>	<u>123,517</u>



12. Property, Plant and Equipment - continued

2015	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Equipment	1,245	-	-	-	(343)	902
Furniture	10,411	-	-	-	(2,415)	7,997
Leasehold Improvements	717	-	-	-	(331)	386
Library Resources	928	155	-	-	(233)	850
Leased Assets	1,584	13,424	(1,584)	-	(1,971)	11,453
IT Equipment	15,763	4,650	-	-	(5,910)	14,503
Buildings (School House)	34,760	-	-	-	(880)	33,880
Land	20,800	-	-	-	-	20,800
Balance at 31 December 2015	86,208	18,229	(1,584)	-	(12,083)	90,771

Accumulated Depreciation

2015	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Equipment	25,256	(24,354)	902
Furniture	32,144	(24,147)	7,997
Leasehold Improvements	14,156	(13,770)	386
Library Resources	6,319	(5,469)	850
Leased Assets	13,424	(1,971)	11,453
IT Equipment	53,001	(38,498)	14,503
Buildings (School House)	44,000	(10,120)	33,880
Land	20,800	-	20,800
Miscellaneous	3,027	(3,027)	-
Balance at 31 December 2015	212,127	(121,356)	90,771

13. Accounts Payable

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Operating creditors	2,553	40,866	30,313
Accruals	3,102	-	3,131
Banking staffing overuse	-	-	7,422
Employee Entitlements - salaries	17,438	29,538	29,538
Employee Entitlements - leave accrual	2,320	2,320	2,320
	25,413	72,724	72,724
Payables for Exchange Transactions	25,413	72,724	65,302
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	7,422
	25,413	72,724	72,724

The carrying value of payables approximates their fair value.



14. Provision for Cyclical Maintenance

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Provision at the Start of the Year	30,534	30,534	26,801
Increase to the Provision During the Year	3,733	3,733	3,733
Provision at the End of the Year	34,267	34,267	30,534
Cyclical Maintenance - Current	10,267	10,267	-
Cyclical Maintenance - Term	24,000	24,000	30,534
	34,267	34,267	30,534

15. Finance Lease Liability

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	4,426	2,685	3,600
Later than One Year and no Later than Five Years	9,367	8,725	11,699
Future finance charges	(2,974)	-	(3,889)
	10,819	11,410	11,410

16. Funds held in Trust

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	14,449	14,812	14,812
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	14,449	14,812	14,812

These funds are held in trust for PTA.

17. Funds Held (Owed) for Capital Works Projects

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

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block 1 Additions & Electrical	completed	57,791	13,613	71,404	-	-
Totals		57,791	13,613	71,404	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

	2015	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Block 1 Additions & Electrical	completed	-	122,515	64,724	-	57,791
Totals		-	122,515	64,724	-	57,791

18. Related Party Transactions

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

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

19. 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	3,300	3,575
Full-time equivalent members	0.09	0.12
<i>Leadership Team</i>		
Remuneration	105,906	103,971
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	109,206	107,546
Total full-time equivalent personnel	1.09	1.12

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	100-110
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

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
100 - 110	-	-
	0.00	0.00

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

20. 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	-	-

21. Contingencies

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

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2016 (Capital commitments at 31 December 2015: nil).

(b) Operating Commitments

As at 31 December 2016 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2016 Actual \$	2015 Actual \$
No later than One Year	136	580
Later than One Year and No Later than Five Years	-	138
Later than Five Years	-	-
	<u>136</u>	<u>718</u>

23. 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.

24. 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	120,028	137,449	245,003
Receivables	18,271	29,980	29,980
Investments - Term Deposits	56,434	54,394	54,394
Total Loans and Receivables	194,733	221,823	329,377

Financial liabilities measured at amortised cost

Payables	25,413	72,724	72,724
Finance Leases	10,819	11,410	11,410
Total Financial Liabilities Measured at Amortised Cost	36,232	84,134	84,134

25. 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 OWHANGO SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2016

The Auditor-General is the auditor of Owhango School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 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:
 - its financial position as at 31 December 2016; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 24th 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 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 Board of Trustees schedule, Analysis of Variance and Kiwisport included as an appendices, 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.



David Fraser
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

OWHANGO SCHOOL MEMBERS OF THE BOARD OF TRUSTEES

For the year ended 31 December 2016

Expires	Position	How Position on Board Gained & date took office	Occupation	Term
Tim Edhouse	Parent Rep	Elected 13 May 2010 Re-Nominated 23 May 2013 Re-Nominated 10 June 2016	Company Director/ Mechanic	June 2019
William O'Donnell	Parent Rep	Elected 13 May 2010 Re-Nominated 23 May 2013 Re-Nominated 10 June 2016	Dairy Farmer	June 2019
Tracy Petersen 2016	Board Secretary	Co-opted 25 Aug 2011 Re-Nominated 23 May 2013	Farmer's Wife	9 June
Lynelle Kuriger	Board Secretary	Elected 10 June 2016	Dairy Farmer	June 2019
Jeffrey Shaw 2016	Parent Rep	Nominated 23 May 2013	Mechanic	9 June
Mary Donovan	Parent Rep	Nominated 23 May 2013 Re-Nominated 10 June 2016	Admin Clerk	June 2019
Aaron Owen	Parent Rep	Elected 10 June 2016	Policeman	June 2019
Ewan Starkey	Staff Rep	Elected 17 April 2012 Re-Nominated 23 May 2013 Re-Nominated 10 June 2016	Teacher	June 2019
Joy Brown	Principal	Appointed July 1999	Principal	

Analysis of Maths Variance Reporting



School Name:		Owhango	School Number: 2417
Strategic Aim:	We aim for our students to be confident, connected, actively involved and life time learners.		
Annual Aim:	NAG 1: Curriculum To Raise Student Achievement The Board will develop and expect a school culture that aims at excellence in all aspects which help children acquire skills for living and create an environment in which children want to learn.		
Target:	2016 Mathematics Target By November 2016 we aim to have 2 of those 6 students who are below, move up a category to be at the Maths National Standard. (This would equate to a 33% shift in improvement.)		
Baseline Data:	Baseline Data Mathematics In February 2016 in our target cohort group: <ul style="list-style-type: none"> there are 6 students who are below the Mathematic National Standard and 1 student who is well below the Mathematics National Standard 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Mathematics is integral to everything we do at school. It is vital that we keep it at the forefront of everything we do at school.</p> <p>Our mathematics programmes are well supported with BoT funded teachers' aide time.</p> <p>Target students were identified, monitored and given additional support throughout the year.</p> <p>Teachers have regularly communicated with the families of target students throughout the year, giving further suggestions how they can help their children at home.</p> <p>Connections are made to make the mathematical learning authentic.</p> <p>All teaching staff attended Maths Learning Community (MLC) termly workshops in Taumarunui during 2016.</p> <p>Teachers are regularly discussing target students' progress at staff meetings and sharing ideas to</p>	<p>Target Result 2 students who were below the Mathematics National Standard in February are now at the Standard.</p> <p>This target has been met.</p> <p>84% of the students are at or above the Mathematics National Standard.</p> <p>36% above the Mathematics National Standard.</p> <p>50% of the Maori students are at or above the Mathematics National Standard.</p>	<p>Two of the target students who were below the Mathematics National Standard in February were at the standard in November; four students who were at the standard moved to below the standard in November. Truancy referrals were made for two of these students.</p> <p>Although this target has been met we will still be seeking further ways to accelerate students' learning who are still not meeting the target.</p> <p>One ongoing difficulty is getting timely suitable support for students and teachers.</p> <p>Achievement of Maori Students</p> <p>Achievement of Maori & Pacifica students are a special focus with the MoE. Over recent years in most cases our Maori students who have been at Owhango School for more than one year were achieving at a similar rate as all other students. This year five of the ten Maori students are below the Mathematics National Standard.</p> <p>One of these students is receiving</p>	<p>We are very disappointed that Waikato University ceased Maths Learning Community (MLC) termly workshops in Taumarunui at the end of 2016. This is a further reduction of very valuable support in the area. These free out of hours three hourly workshops have been well supported by our teachers and teachers from many of our local schools.</p> <ul style="list-style-type: none"> • Monitor target students closely to ensure they are getting the right support they require. <p>Assess after each unit to determine progress.</p> <ul style="list-style-type: none"> • Continue to teach whole class focus concepts (WALTs) then follow with differentiated learning group work to cater for the diverse needs and skills within the class • Continually re-analyse students' strengths / weaknesses for each maths strand and change groups around as necessary in order to cater to each individual student. Use pre and post unit testing to assess prior knowledge and learning progress.

<p>further move these students along.</p> <p>All class teachers have written a full analysis of assessment results and identified the next and new learning needs. Target students have also been identified for 2017.</p> <p>All students are taking part in rich mathematics programmes.</p> <p>Moderation Processes</p> <p>Half a management unit has been partially utilised for moderation purposes in relation to monitoring, and assessment of literacy and numeracy to:</p> <ul style="list-style-type: none"> • Manage the consistency of school wide assessment methods • Assist with making teacher judgements • Moderate collection of school wide assessment data • Moderate school wide reports • Assist in the review & further development of school curriculum <p>As part of this process the moderator and principal met with teachers and chose three or four students at random. The class teacher then justified their OTJs</p>	<p>In Class Support additional teachers' aide time.</p> <p>We have continued to work closely with some Maori families to establish regular home reading and homework routines. We have also taken strong action to improve attendance rates. Two students were referred to the Truancy Service; unfortunately still no improvement in attendance was made.</p>	<ul style="list-style-type: none"> • Offer continual support for those students that need assistance with reading the questions, as there may be an issue with literacy rather than maths. This is for all of the four maths groups. • Continue to integrate Mathematics into all areas of the curriculum and not leave it as a lone subject; • Continue to challenge the 'extension' group and allow for student directed challenges. • Revise previously taught concepts within a suitable daily maintenance programme • Encourage the children to independently monitor their own basic facts progress using the available maths computer programmes • Foster home and school relationships to ensure the families are given opportunities to be involved with their child's education • One day per week will be set aside in the senior room for the teaching of numeracy strategies
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against their student data.

In all cases where students were borderline, the OTJ has been to mark down.

Planning for next year:

All of our teachers will all be taking part in the Taumarunui District Writing PLD initiative during 2017. Facilitator Cath Runga from the University of Auckland will be focussing on the teaching of writing, but writing and reading are intrinsically linked. Although the 2017 focus will be on writing, mathematics will still be at the forefront. Sometimes reading can be a barrier to students fully understanding a mathematical problem in written maths tests.

The BoT will continue to fund a teachers' aide to support literacy and maths programmes in all classrooms.

We will seek additional assistance from the RTLB to further move these students along.

Teachers will make better use of the NZ Maths resources.

Review of Target Setting and Future Actions

In 2017 targets will be set according to cohort groups of students who are below and at the National Standards as identified by the end of 2016 data.

Target students have been identified for 2017 to enable class teachers to provide additional support for each of the three National Standards learning areas reading, writing & mathematics. Groupings are made to take into account students' needs.

We will continue to push students to attain at the best of their ability.

Analysis of Reading Variance Reporting



School Name: Owhango		School Number: 2417
Strategic Aim:	We aim for our students to be confident, connected, actively involved and life time learners.	
Annual Aim:	<p>NAG 1: Curriculum To Raise Student Achievement</p> <p>The Board will develop and expect a school culture that aims at excellence in all aspects which help children acquire skills for living and create an environment in which children want to learn.</p>	
Target:	<p>2016 Reading Target</p> <p>By November 2016 we aim to have 2 of those 8 students who are below, move up a category to be at the Reading National Standard.</p> <p>(This would equate to a 25% shift in improvement.)</p>	
Baseline Data:	<p>Baseline Data Reading</p> <p>In February 2016 in our target cohort group:</p> <ul style="list-style-type: none"> • there were 8 students who are below the Reading National Standard and • 1 student who was well below the Reading National Standard 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reading is integral to everything we do at school. It is vital that we keep it at the forefront of everything we do at school.</p> <p>Our reading programmes are well supported with</p> <ul style="list-style-type: none"> • BoT funded teachers' aide time • Parent and grandparent helpers <p>Target students were identified, monitored and given additional support throughout the year.</p> <p>Teachers have regularly communicated with the families of target students throughout the year, giving further suggestions how they can help their children at home.</p> <p>We applied for science PLD for 2016. Sadly this was oversubscribed and we only ended up with the facilitator working at the school on two days. We have however used a science platform to provide further reading opportunities for the students.</p>	<p>Target Result 3 students who were below the Reading National Standard in February are now at the Standard. 1 student who was below the Reading National Standard in February is now above the Standard.</p> <p>This target has been met.</p> <p>87.5% of the students are at or above the reading National Standard. 43% above the reading National Standard. 60% of Maori students are at or above the reading National Standard</p>	<p>Although this target has been met we will still be seeking further ways to accelerate students' learning who are still not meeting the target.</p> <p>Twelve year 3 – 8 students have been working on the Steps programme to get further support in their writing. Two of these students are receiving In Class Support (ICS) and two others have been receiving direct support from the Resource Teacher of Literacy (RT Lit).</p> <p>One ongoing difficulty is getting timely suitable support for students and teachers.</p> <p>Achievement of Maori Students Achievement of Maori & Pacifica students are a special focus with the MoE. Over recent years in most cases our Maori students who have been at Owhango School for more than one year were achieving at a similar rate as all other students. This year four of the ten Maori students are below the Reading National Standard. One of</p>	<p>We will aim to keep students experiencing success with reading.</p> <ul style="list-style-type: none"> • All children must be provided with appropriately levelled activities to help them develop their comprehension of written text. • Home reading will be further encouraged and rewarded. • Regular reading opportunities will be provided for all students and allow time for discussion to strengthen their understandings • Teachers will regularly monitor daily reading groups and move students when required • All senior and middle groups will read from journal books to ensure they are reading a wide variety of NZ stories that are pertinent to their age, gender, culture and interests • Model reading aloud during 'Read and Feed' and discuss reading strategies that help with understanding and enjoyment of books (re-reading, sounding out, expression, fluency etc.) • Source new reading /

<p>As chairperson of the CKC Principals' Association on 11 November 2016 I wrote to the National Library Service expressing our strong dissatisfaction with the reduced services being offered to schools. I also followed this up with discussions with the Rt Honourable Ian McKelvie when he visited our school on 24 November.</p> <p>Moderation Processes</p> <p>Half a management unit has been partially utilised for moderation purposes in relation to monitoring, and assessment of literacy and numeracy to:</p> <ul style="list-style-type: none"> • Manage the consistency of school wide assessment methods • Assist with making teacher judgements • Moderate collection of school wide assessment data • Moderate school wide reports • Assist in the review & further development of school curriculum <p>As part of this process the moderator and principal met with teachers and chose three or four students at random. The class</p>	<p>these students is receiving In Class Support additional teachers' aide time.</p> <p>We have continued to work closely with some Maori families to establish regular home reading routines. We have also taken strong action to improve attendance rates.</p>	<p>language rich resources (e.g. PM User Boxes) and games to develop students learning</p> <ul style="list-style-type: none"> • Discuss new ideas, techniques and resource from other staff members of Owhango school and also other schools to keep things fresh and interesting for the students of all levels • Use more comprehension based follow up activity worksheets for all levels to allow students to practise and grow accustomed to specific testing styled questions • Include more chapter books for the high reading groups • Buddy read with the senior and junior classes to add interest and fun for my readers. Have the middle class attempt to remind the younger students of strategies to use when reading aloud. • All Steps sessions have been moved to the afternoon to avoid students missing out on any literacy activities in class in the mornings.
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teacher then justified their OTJs against their student data.

In all cases where students were borderline, the OTJ has been to mark down.

Planning for next year:

All of our teachers will all be taking part in the Taumarunui District Writing PLD initiative during 2017. Facilitator Cath Runga from the University of Auckland will be focussing on the teaching of writing, but writing and reading are intrinsically linked.

The BoT will continue to fund a teachers' aide to support literacy and maths programmes in all classrooms.

Review of Target Setting and Future Actions

In 2017 targets will be set according to cohort groups of students who are below and at the National Standards as identified by the end of 2016 data.

Target students have been identified for 2017 to enable class teachers to provide additional support for each of the three National Standards learning areas reading, writing & mathematics. Groupings are made to take into account students' needs.

We will continue to push students to attain at the best of their ability.

Analysis of Writing Variance Reporting



School Name: Owhango		School Number: 2417
Strategic Aim:	We aim for our students to be confident, connected, actively involved and life time learners.	
Annual Aim:	<p>NAG 1: Curriculum To Raise Student Achievement</p> <p>The Board will develop and expect a school culture that aims at excellence in all aspects which help children acquire skills for living and create an environment in which children want to learn.</p>	
Target:	<p>2016 Writing Target</p> <p>By November 2016 we aim to have 2 of those 7 students who are below, move up a category to be at the Writing National Standard.</p> <p>(This would equate to a 28.5% shift in improvement.)</p>	
Baseline Data:	<p>Baseline Data Writing</p> <p>In February 2016 in our target cohort group:</p> <ul style="list-style-type: none"> • there are 7 students who are below the Writing National Standard and • 1 student who is well below the Writing National Standard 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Writing is integral to everything we do at school. It is vital that we keep it at the forefront of everything we do at school.</p> <p>Our writing programmes are well supported with BoT funded teachers' aide time</p> <p>Target students were identified, monitored and given additional support throughout the year.</p> <p>Teachers have regularly communicated with the families of target students throughout the year, giving further suggestions how they can help their children at home.</p> <p>We applied for science PLD for 2016. Sadly this was oversubscribed and we only ended up with the facilitator working at the school on two days. We have however used a science platform to provide further writing opportunities for the students.</p> <p>Moderation Processes</p> <p>Half a management unit has been</p>	<p>Target Result</p> <p>1 student who was below the Writing National Standard in February is now at the Standard.</p> <p>This target has not been met.</p> <p>86% of the students are at or above the Writing National Standard.</p> <p>43% above the Writing National Standard.</p> <p>70% of Maori students are at or above the Writing National Standard</p>	<p>We have been really pushing students in writing this year and 86% are achieving at or above the writing National Standard. However only one of the seven students who was achieving below the standard in February, is now working at the standard. We had aimed to move two students up to the standard.</p> <p>These students have been working on the Steps programme to get further support in their writing. Two of these students are receiving In Class Support (ICS) and two others have been receiving direct support from the Resource Teacher of Literacy (RT Lit).</p> <p>Achievement of Maori Students</p> <p>Achievement of Maori & Pacifica students are a special focus with the MoE. Over recent years in most cases our Maori students who have been at Owango School for more than one year were achieving at a similar rate as all other students. This year three of the ten Maori students are below the</p>	<p>We will aim to keep students experiencing success with writing. We will:</p> <ul style="list-style-type: none"> • Continue to offer regular opportunities to write using a variety of styles • Give thorough, regular specific feedback. • Monitor spelling levels and progression regularly. • Ensure all students understand the purpose and learning intentions of all tasks • Make connections with writing and 'their world'. • Encourage the children to plan effectively before writing using strategies such as mind mapping or note-taking. • Encourage all students to seek and respond to feedback on their writing. • Write for publication more often so the students can see a purpose to their work. • All Steps sessions have been moved to the afternoon to avoid students missing out on any literacy activities in class in the mornings.

partially utilised for moderation purposes in relation to monitoring, and assessment of literacy and numeracy to:

- Manage the consistency of school wide assessment methods
- Assist with making teacher judgements
- Moderate collection of school wide assessment data
- Moderate school wide reports
- Assist in the review & further development of school curriculum

As part of this process the moderator and principal met with teachers and chose three or four students at random. The class teacher then justified their OTJs against their student data.

In all cases where students were borderline, the OTJ has been to mark down.

Writing National Standard. One of these students is receiving In Class Support additional teachers' aide time.

We have continued to work closely with some Maori families to establish regular home reading and homework routines. We have also taken strong action to improve attendance rates.

Planning for next year:

All of our teachers will all be taking part in the Taumarunui District Writing PLD initiative during 2017. Facilitator Cath Runga from the University of Auckland will be focussing on the teaching of writing.

The BoT will continue to fund a teachers' aide to support literacy and maths programmes in all classrooms.

Review timetable so that students working on the Steps programme are not missing out on other literacy activities in class.

Review of Target Setting and Future Actions

In 2017 targets will be set according to cohort groups of students who are below and at the National Standards as identified by the end of 2016 data.

Target students have been identified for 2017 to enable class teachers to provide additional support for each of the three National Standards learning areas reading, writing & mathematics. Groupings are made to take into account students' needs.

We will continue to push students to attain at the best of their ability.



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23 May 2017

Andrew Lendrum
Silks Chartered Accountants
PO Box 7144
Wanganui

Dear Andrew

RE. Y1-8 KIWISPORT FUNDING 2016

This is to confirm that we received Kiwisport funding of \$870.63 in our Operations Grant for 2016.

This was spent on bus transport to swimming days in Taumarunui and Ski Programme subsidies to the students and sports equipment.

Yours sincerely

Jey Brown
Principal