

Bombay School

Annual Report

For the year ended 31 December 2018

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Bombay 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.

Matthew Bagley
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

31 May 2019
Date:

Paul Petersen
Full Name of Principal
PRINCIPAL

[Signature]
Signature of Principal

31 May 2019
Date:

Bombay 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	2,306,081	2,237,419	2,313,453
Locally Raised Funds	3	186,850	84,180	274,196
Interest Earned		8,305	4,000	4,378
		<u>2,501,236</u>	<u>2,325,599</u>	<u>2,592,027</u>
Expenses				
Locally Raised Funds	3	106,161	-	141,658
Learning Resources	4	1,717,389	1,711,209	1,672,921
Administration	5	136,843	152,185	142,780
Finance Costs		3,701	-	4,861
Property	6	520,013	489,211	524,305
Depreciation	7	122,337	119,000	123,214
Loss on Disposal of Property, Plant and Equipment		1,869	-	-
		<u>2,608,313</u>	<u>2,471,605</u>	<u>2,609,739</u>
Net Surplus / (Deficit) for the year		<u>(107,077)</u>	<u>(146,006)</u>	<u>(17,712)</u>
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>(107,077)</u></u>	<u><u>(146,006)</u></u>	<u><u>(17,712)</u></u>

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

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	787,645	787,645	781,015
Total comprehensive revenue and expense for the year	(107,077)	(146,006)	(17,712)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	8,448	-	24,342
Equity at 31 December	689,016	641,639	787,645
Retained Earnings	689,016	641,639	787,645
Equity at 31 December	689,016	641,639	787,645

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

Bombay 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	448,997	207,814	265,924
Accounts Receivable	9	110,661	98,000	96,624
GST Receivable		-	5,000	5,808
Prepayments		2,294	2,100	2,054
Inventories	10	2,327	2,000	1,884
		<u>564,279</u>	<u>314,914</u>	<u>372,294</u>
Current Liabilities				
GST Payable		17,385	-	-
Accounts Payable	12	173,323	138,000	135,533
Revenue Received in Advance	13	60,774	60,000	57,731
Provision for Cyclical Maintenance	14	71,697	71,700	-
Painting Contract Liability - Current Portion	15	-	-	4,291
Finance Lease Liability - Current Portion	16	22,662	18,950	22,877
Funds Held for Capital Works Projects	17	154,103	10,000	8,781
		<u>499,944</u>	<u>298,650</u>	<u>229,213</u>
Working Capital Surplus/(Deficit)		64,335	16,264	143,081
Non-current Assets				
Property, Plant and Equipment	11	671,525	667,605	757,405
		<u>671,525</u>	<u>667,605</u>	<u>757,405</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	40,042	40,000	94,205
Finance Lease Liability	16	6,802	2,230	18,636
		<u>46,844</u>	<u>42,230</u>	<u>112,841</u>
Net Assets		<u>689,016</u>	<u>641,639</u>	<u>787,645</u>
Equity		<u>689,016</u>	<u>641,639</u>	<u>787,645</u>

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

Bombay School

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		519,682	478,816	515,365
Locally Raised Funds		190,244	131,180	239,559
Goods and Services Tax (net)		23,193	(6,300)	(7,036)
Payments to Employees		(361,920)	(321,500)	(286,205)
Payments to Suppliers		(291,834)	(235,257)	(360,173)
Interest Paid		(3,701)	-	(4,861)
Interest Received		8,305	4,000	4,608
Net cash from / (to) the Operating Activities		83,969	50,939	101,257
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(28,394)	(13,005)	(85,560)
Net cash from / (to) the Investing Activities		(28,394)	(13,005)	(85,560)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,448	-	24,342
Finance Lease Payments		(21,981)	765	8,303
Painting Contract Payments		(4,291)	(12,735)	(7,503)
Funds Held for Capital Works Projects		145,322	10,000	(43,520)
Net cash from / (to) Financing Activities		127,498	(1,970)	(18,378)
Net increase/(decrease) in cash and cash equivalents		183,073	35,964	(2,681)
Cash and cash equivalents at the beginning of the year	8	265,924	171,850	268,605
Cash and cash equivalents at the end of the year	8	448,997	207,814	265,924

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.

Bombay School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

Reporting Entity

Bombay 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.

Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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.

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.

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.

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.

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

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.

Inventories

Inventories are consumable items held for sale and comprise of stationery. 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.

Investments

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

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

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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements - Crown	10-25 years
Furniture and equipment	5-8 years
Information and communication technology	5-8 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment

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 are 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.

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.

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.

Revenue Received in Advance

Revenue received in advance relates to fees received from student funds 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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).

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.

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

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

2 Government Grants

Operational grants
Teachers' salaries grants
Use of Land and Buildings grants
Resource teachers learning and behaviour grants
Other MoE Grants
Other government grants

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
518,770	478,816	464,205
1,443,559	1,448,603	1,458,018
342,840	310,000	343,590
-	-	130
912	-	38,226
-	-	9,284
2,305,081	2,237,419	2,313,453

3 Locally Raised Funds

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

Revenue
Donations
Fundraising
Other Revenue
Trading
Activities

Expenses
Activities
Trading

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
35,065	35,000	42,256
21,595	27,000	35,920
24,676	21,480	31,045
5,146	-	4,546
100,368	700	160,429
186,850	84,180	274,196
100,361	-	135,109
5,800	-	6,549
106,161	-	141,658
80,689	84,180	132,538

Surplus/ (Deficit) for the year Locally Raised Funds

4 Learning Resources

Curricular
Information and communication technology
Library resources
Employee benefits - salaries
Staff development

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
37,414	57,206	36,173
8,650	14,850	8,139
933	950	1,070
1,639,077	1,599,203	1,582,143
31,315	39,000	45,396
1,717,389	1,711,209	1,672,921

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

5 Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	5,816	5,700	5,646
Board of Trustees Fees	3,790	4,000	3,810
Board of Trustees Expenses	4,840	7,670	4,757
Communication	3,436	4,450	3,052
Consumables	18,433	21,318	21,061
Operating Lease	484	6,177	2,231
Legal Fees	-	-	2,089
Other	9,106	8,978	9,510
Employee Benefits - Salaries	75,886	79,100	77,281
Insurance	8,860	8,600	7,897
Service Providers, Contractors and Consultancy	6,192	6,192	5,446
	<u>136,843</u>	<u>152,185</u>	<u>142,780</u>

6 Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	16,771	20,818	18,549
Cyclical Maintenance Expense	27,052	13,213	23,242
Grounds	5,708	10,600	9,961
Heat, Light and Water	16,786	23,400	21,033
Repairs and Maintenance	17,745	17,780	20,499
Use of Land and Buildings	342,840	310,000	343,590
Security	1,751	900	1,637
Employee Benefits - Salaries	91,360	92,500	85,794
	<u>520,013</u>	<u>489,211</u>	<u>524,305</u>

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	47,716	46,000	47,125
Furniture and Equipment	27,441	37,000	39,834
Information and Communication Technology	30,212	22,000	22,186
Leased Assets	13,257	10,000	10,075
Library Resources	3,711	4,000	3,994
	<u>122,337</u>	<u>119,000</u>	<u>123,214</u>

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

8 Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Current Account	448,997	107,814	-
Bank Call Account	-	-	122
Short-term Bank Deposits	-	100,000	315,000
Bank Overdraft	-	-	(49,198)
Cash and cash equivalents for Cash Flow Statement	<u>448,997</u>	<u>207,814</u>	<u>265,924</u>

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

Of the \$448,997 Cash and Cash Equivalents, \$154,103 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

9 Accounts Receivable

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	1,243	2,000	1,594
Teacher Salaries Grant Receivable	109,418	96,000	95,030
	<u>110,661</u>	<u>98,000</u>	<u>96,624</u>
Receivables from Exchange Transactions	1,243	2,000	1,594
Receivables from Non-Exchange Transactions	109,418	96,000	95,030
	<u>110,661</u>	<u>98,000</u>	<u>96,624</u>

10 Inventories

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	2,327	2,000	1,884
	<u>2,327</u>	<u>2,000</u>	<u>1,884</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

11 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018	35,000	-	-	-	-	35,000
Land	492,649	-	-	-	(47,716)	444,933
Building improvements	88,436	17,843	-	-	(27,441)	78,838
Furniture and equipment	93,281	7,750	(801)	-	(30,212)	70,018
Information and communication technology	20,084	9,932	-	-	(13,257)	16,759
Leased assets	27,955	2,801	(1,068)	-	(3,711)	25,977
Library resources	757,405	38,326	(1,869)	-	(122,337)	671,525
Balance at 31 December 2018						

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018	35,000	-	35,000
Land	1,097,662	(652,729)	444,933
Building improvements	521,427	(442,589)	78,838
Furniture and equipment	500,990	(430,972)	70,018
Information and communication technology	47,799	(31,040)	16,759
Leased assets	83,217	(57,240)	25,977
Library resources	2,286,095	(1,614,570)	671,525
Balance at 31 December 2018			

The net carrying value of equipment held under a finance lease is \$16,759 (2017: \$20,084).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017	35,000	-	-	-	-	35,000
Land	491,209	48,565	-	-	(47,125)	492,649
Building improvements	98,164	30,106	-	-	(39,834)	88,436
Furniture and equipment	112,251	3,216	-	-	(22,186)	93,281
Information and communication technology	24,268	5,891	-	-	(10,075)	20,084
Leased assets	28,277	3,672	-	-	(3,994)	27,955
Library resources	789,169	91,450	-	-	(123,214)	757,405
Balance at 31 December 2017						

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017	35,000	-	35,000
Land	1,097,664	(605,015)	492,649
Building improvements	503,583	(415,147)	88,436
Furniture and equipment	494,244	(400,963)	93,281
Information and communication technology	37,867	(17,783)	20,084
Leased assets	83,610	(55,655)	27,955
Library resources	2,251,968	(1,494,563)	757,405
Balance at 31 December 2017			

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

12 Accounts Payable

Operating creditors
Accruals
Employee Entitlements - salaries
Employee Entitlements - leave accrual

Payables for Exchange Transactions

The carrying value of payables approximates their fair value.

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
36,428	20,000	18,237
4,367	-	-
112,395	96,000	96,025
20,133	22,000	21,271
<u>173,323</u>	<u>138,000</u>	<u>135,533</u>
<u>173,323</u>	<u>138,000</u>	<u>135,533</u>
<u>173,323</u>	<u>138,000</u>	<u>135,533</u>

13 Revenue Received in Advance

Other

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
60,774	60,000	57,731
<u>60,774</u>	<u>60,000</u>	<u>57,731</u>

14 Provision for Cyclical Maintenance

Provision at the Start of the Year
Increase to the Provision During the Year
Use of the Provision During the Year
Provision at the End of the Year

Cyclical Maintenance - Current
Cyclical Maintenance - Term

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
94,205	94,205	76,673
27,052	13,213	23,242
(9,518)	4,282	(5,710)
<u>111,739</u>	<u>111,700</u>	<u>94,205</u>
<u>71,697</u>	<u>71,700</u>	<u>-</u>
<u>40,042</u>	<u>40,000</u>	<u>94,205</u>
<u>111,739</u>	<u>111,700</u>	<u>94,205</u>

15 Painting Contract Liability

Current Liability

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
-	-	4,291
<u>-</u>	<u>-</u>	<u>4,291</u>

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

16 Finance Lease Liability

The school has entered into a number of finance lease agreements for Teacher Laptops, Furniture & Photocopiers
Minimum lease payments payable (includes interest portion):

	2018	2018 Budget (Unaudited)	2017
	Actual		Actual
	\$	\$	\$
No Later than One Year	24,443	18,950	23,602
Later than One Year and no Later than Five Years	7,384	2,230	22,411
	<u>31,827</u>	<u>21,180</u>	<u>46,013</u>

17 Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Reroofing Stage 2	<i>in progress</i>	9,593	106,925	41,131	-	75,387
Block 1 modernisation	<i>in progress</i>	(812)	-	-	-	(812)
Block 5 Roof	<i>completed</i>	-	52,631	52,631	-	-
Blocks 1,2,11 Lighting Upgrade	<i>in progress</i>	-	22,950	-	-	22,950
Block 2 Acoustic Wall Coverings	<i>in progress</i>	-	22,500	8,290	-	14,210
Sanitary Sewerage Remediation	<i>in progress</i>	-	43,200	832	-	42,368
Totals		<u>8,781</u>	<u>248,206</u>	<u>102,884</u>	<u>-</u>	<u>154,103</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

154,103

154,103

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Reroofing Stage 2	<i>in progress</i>	9,593	-	-	-	9,593
Block 1 modernisation	<i>in progress</i>	42,708	-	43,520	-	(812)
Totals		<u>52,301</u>	<u>-</u>	<u>43,520</u>	<u>-</u>	<u>8,781</u>

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,790	3,810
Full-time equivalent members	-	-
<i>Leadership Team</i>		
Remuneration	323,892	316,201
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	327,682	320,011
Total full-time equivalent personnel	3.00	3.00

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:	130 - 140	130-140
Salary and Other Payments	-	-
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

No other employee received total remuneration over \$100,000 (2017: Nil).

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

20 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

Bombay School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

21 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018.

(Contingent liabilities and assets as at 31 December 2017: nil)

Holidays Act Compliance – schools payroll

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

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

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

22 Commitments

(a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(Capital commitments as at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

- operating lease of a photocopier

	2018 Actual \$	2017 Actual \$
No later than One Year	-	1,553
	-	1,553

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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Loans and Receivables	448,997	207,814	265,924
Cash and Cash Equivalents	110,661	98,000	96,624
Receivables	559,658	305,814	362,548
Total Loans and Receivables			
Financial liabilities measured at amortised cost			
Payables	173,323	138,000	135,533
Finance Leases	29,464	21,180	41,513
Painting Contract Liability	-	-	4,291
Total Financial Liabilities Measured at Amortised Cost	202,787	159,180	181,337

25 Events After Balance Date

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

Bombay School

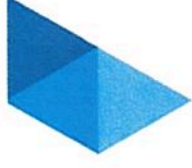
Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How position on Board was Gained	Occupation	Term expired/expires
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Matthew Bagley	Chairperson	Elected April 2016	Chief Technology Officer	April 2019
Michelle McRobbie	Trustee	Elected April 2016	Nurse	April 2019
Deb Somervell	Trustee	Elected April 2016	Nail Technician	April 2019
James Agnew	Trustee	Elected April 2016	Chief Financial Officer	Resigned Dec 2018
Michael Pascoe	Trustee	Elected April 2016	Business Development Officer	April 2019
David Hema	Trustee	Co-opted Dec 2017	Civil Works Contractor	April 2019

Analysis of Variance Reporting



School Name:		Bombay School	School Number: 1234
Strategic Aim:	All students are able to access the "New Zealand Curriculum" as evidenced in relation to New Zealand Curriculum Levels.		
Annual Aim:	<p>ALL STUDENTS TO ACHIEVE AT EXPECTED LEVELS AT BOMBAY SCHOOL.</p> <p>A focus for 2018 will be to increase the number of students in Year Five, Six, and Seven to achieve through accelerated progress.</p>		
Target:	<p>2018 Maths Goal:</p> <p>We aim to target the following groups of students for accelerated progress in 2018, as follows:</p> <ul style="list-style-type: none"> 4 year 2 students to be at stage 4; 4 year 3 students to be at Beginning Stage 5; 3 year 4 students to be Stage 5; 9 year 5 students to be at Beginning Stage 6; 14 year 6 students to be at stage 6; 10 year 7 students to be at Beginning Stage 7; 3 Year 8 at students to be at End Stage 7, by the end of 2018,. 		
Baseline Data:	<p>From our 2017 End of Year Data we found:</p> <ul style="list-style-type: none"> After One Year At School: 91 % At or Above After Two Years At School: 88 % At or Above After Three Years At School: 93 % At or Above After Four Years At School: 82 % At or Above After Five Years At School: 72 % At or Above After Six Years At School: 79 % At or Above 		

After Seven Years At School: 92 % At or Above
After Eight Years At School: 80 % At or Above

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>1. The teachers using the process of "Teaching as Inquiry" was refined and shared in teams and with the staff. This improved teaching practice.</p> <p>2. Every fortnight, syndicates will meet. The main agenda item will be student achievement, as it relates to these students.</p> <p>3. The maths teachers of these students will present current data/ observational judgements etc on each student.</p> <p>4. The team will collectively apply their professional mind to offer ideas/ strategies for advancing each student.</p> <p>5. The maths teacher will implement the ideas and the team will review progress at the next meeting.</p> <p>6. The progress made will be recorded in this action plan > Column> Record of actions and progress including July and December Assessment Results</p> <p>7. Teachers improving and refining the use of modelling books during instructional group sessions.</p> <p>8. Students used their keke (personal learning profile) at each</p>	<p>From our results at the end of 2018 we found that our following target students achieved:</p> <p>YEAR ONE:</p> <p>Student A: Stage 1 to Stage 2 (Learning Difficulties - reclassified)</p> <p>YEAR TWO:</p> <p>Student A: Stage 2 to Stage 3</p> <p>Student B: Stage 2 to Stage 4</p> <p>YEAR THREE:</p> <p>Student A: Stage 4 to Early Stage 3</p> <p>Student B: Stage 4 to Early Stage 5</p> <p>Student C: Stage 4 to Early Stage 5</p> <p>Student D: Stage 4 to Early Stage 5</p> <p>YEAR FOUR:</p> <p>Student A: Left Bombay School</p> <p>Student B: Stage 4 to Early Stage 5</p> <p>Student C: Stage 4 to Early Stage 5</p> <p>YEAR FIVE:</p> <p>Student A: Stage 5 to Early Stage 6</p>	<p>We focused on PD for existing staff and PD catered to new staff and PRT1.</p> <p>We monitored our target students at each team meeting - working collaboratively to lift their achievement.</p> <p>ALIM project continued - building the number of teachers who are following the pedagogy.</p> <p>We increased the use of ICT to support mathematics rotations/ activities.</p> <p>Students were supported by ALL programme</p> <p>Teachers discussed the progress of these students at weekly Team meetings</p> <p>Teachers built relational trust with students but also parents</p> <p>Parents participated in target and goal setting</p> <p>Male role models worked with students throughout the school</p> <p>either individually or in small groups</p> <p>Basic Facts were closely monitored both on interactive sites, Mathematics and during class rotation times.</p>	<p>The switch from measuring student achievement in terms of National Standards to curriculum levels will require more professional development for staff.</p> <p>A continued focus on inducting new teachers.</p> <p>Continued focus on target students during team meetings.</p> <p>Better control of resources.</p> <p>Continue to buy materials that are required.</p> <p>Internal PD to focus on teaching strategies that are working within the school.</p> <p>Focus on ensuring that Standard is taught, monitored and forms part of the OTJ</p> <p>PD focus on strategies for managing ASD spectrum children + APD and Dyslexia.</p> <p>Continue to work on relational building.</p> <p>We will continue to work on moderation and how teachers make overall judgements about student achievement. Are we marking too harshly?</p> <p>We will continue to engage in ALIM</p>

<p>session to focus them on their goals.</p> <p>9.Goals were co constructed between the student and the teacher with next learning steps clearly mapped out.</p> <p>10.Students are able to articulate their goals and their next learning steps.</p> <p>11.Teachers were supported in undertaking the ALiM training and worked with Target students</p> <p>12.Ongoing professional development.</p> <p>13.Teacher Aides in the classroom supporting students.</p> <p>14.Students to be added to the list of the maths teacher's priority maths learners for 2018.</p> <p>15.Weekly monitoring of student's basic facts learning. The maths teacher will update the Record of actions and progress column of this action plan (RHS) at each fortnightly meeting.</p> <p>16.Assessment of student's current learning progress will be overseen by the team manager and SLT Member.</p> <p>17.The student will be supported to set SMART goals - which will be added to their kete. The maths teacher and team leader will regularly review the student's progress against these goals and</p>	<p>Student B: Left Bombay School</p> <p>Student C: Stage 4 to Stage 5</p> <p>Student D: Stage 4 to Early Stage 6</p> <p>Student E: Stage 4 to Early Stage 5</p> <p>Student F: Early Stage 4 to Stage 5</p> <p>Student G: Stage 5 to Stage 6</p> <p>Student H: Stage 3 to Early Stage 4</p> <p>YEAR 6:</p> <p>Student A: Early Stage 6 to Stage 6</p> <p>Student B: Stage 5 to Stage 6</p> <p>Student C: Stage 5 Early Stage 6</p> <p>Student D Early Stage 5 to Stage 5</p> <p>Student E Stage 5 to Stage 6</p> <p>Student F Stage 5 to Stage 5</p> <p>Student G Early Stage 5 to Stage 5</p> <p>Student H Stage 4 to Stage 5</p> <p>Student I Stage 4 to Stage 5</p> <p>Student J Stage 4 to Stage 5</p> <p>Student K Stage 5 to Early Stage 6</p> <p>Student L Left Bombay School</p> <p>Student M: Stage 5 to Stage 6</p>	<p>PD in 2019 - the focus will continue to be on accelerating students</p>
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document their review. - Which forms the basis of Teaching as Inquiry

18. Attendance will be monitored - as this is a potential issue. If any patterns develop - alert SLT immediately.

19. Home support will be offered.

20. Teachers will build relational trust with these students. Take purposeful steps to build relational trust.

21. Teachers will focus on building growth mindsets for these students.

22. AP and DP will attend ALIM3 and roll that out across the school - in essence teachers with Target students will be required to do extra - target maths sessions.

Student N Early Stage 5 to Stage 6

YEAR SEVEN:

Student A: Stage 5 to Stage 6

Student B: Stage 5 to Stage 6

Student C: Left Bombay School

Student D: Early Stage 5 to Stage 6 (Learning Difficulties)

Student E: Stage 5 to Stage 5 (Learning Difficulties)

Student F: Stage 4 to Stage 5 (APD - under Kelston)

Student G: Stage 4 to Stage 6

Student H: Stage 5 to Stage 7

Student I: Stage 5 to Stage 6

Student J: Stage 1 to Stage 2 (ICS Student. Level One Learner)

YEAR EIGHT:

Student A: Stage 5 to Stage 6

Student B: Stage 6 to Stage 7

Student C: Stage 5 to Stage 6

Planning for next year:				
Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.				

Analysis of Variance Reporting



School Name:	Bombay School	School Number: 1234
Strategic Aim:	All students are able to access the "New Zealand Curriculum" as evidenced in relation to New Zealand Curriculum Levels.	
Annual Aim:	ALL STUDENTS TO READ AT AGE APPROPRIATE LEVELS AFTER 3 YEARS OF ATTENDANCE AT BOMBAY SCHOOL.	
Target:	<p>2018 Reading Goal: We aim to target the following groups of students for accelerated progress in 2018, as follows:</p> <p>By the end of 2018 we will aim to have 100% of year one students reading, responding to and thinking critically about fiction and non-fiction texts at PM Level 12.</p> <p>We are targeting 19 students (who will be at school for 2 years by the end of 2018) - they will would like them to be at PM level 17</p> <p>Five students (who will be at school for 3 years by the end of 2018) would like them to be @ PM 21</p> <p>We would like all year 4 students to be operating RA 9-10 years (Probe)</p> <p>Five year 5 Students we would like them to be reading at RA 10-11 years (Probe)</p> <p>One year 6 student we would like him to be accelerated to RA 12-13 years (Probe)</p> <p>Seven year 7 students will be accelerated to 13-14 years (Probe)</p> <p>2 year 8 students will be accelerated (i.e. more than one year's progress in a year) to a reading age band of 15+</p> <p>Accelerant Reading Accelerant students will be targeted as follows: Year 4 - 10% of year 4 will be reading @ or above RA 11 (8 year olds) Year 5 - 10% of year 5 will be reading @ or above RA 12 (9 year olds) Year 6 - 10% of year 6 will be reading @ or above RA 12-13 (10 Year olds)</p>	

	<p>Year 7 - 10% of year 7 will be reading @ or above RA13-14 (11 Year olds)</p> <p>Year 8 - 20% of year 8 will be reading @ or above RA 15+ (12 Year olds)</p> <p>We will also focus on engaging boys and accelerating their achievement in reading by reviewing our reading materials, seeking greater student input into the choice of reading materials and activities, attending professional development, focused on boys' reading.</p>
Baseline Data:	<p>We aimed to target the following groups of students for accelerated progress in 2018, as follows:</p> <p>By the end of 2018 we will aim to have 100% of year one students reading, responding to and thinking critically about fiction and non-fiction texts at PM Level 12.</p> <p>We are targeting 19 students (who will be at school for 2 years by the end of 2018) - they will need to be at PM level 17</p> <p>Five students (who will be at school for 3 years by the end of 2018) will need to be @ PM Level 21.</p> <p>Five year 5 Students will need to be reading at PM level 25-26.</p> <p>One year 6 student will need to be accelerated to PM level 26-27.</p> <p>Seven year 7 students will be accelerated to PM Level 29-30 and</p> <p>2 year 8 students will be accelerated (i.e. more than one year's progress in a year) to a reading age band of 13-14 years.</p>

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>1. There are 49 Reading Target Students in 2018. These students have been included in ALL groups to accelerate Literacy.</p> <p>2. Students were added to the list of the Reading Teacher's priority learners for 2018.</p> <p>3. At Fortnightly Syndicate meetings : The team will discuss progress in relation to reading learning. Team members will contribute teaching and learning ideas/ strategies.</p> <p>4. Student's running records will be monitored by the team with the express purpose of applying collective expertise to the analysis and follow-up strategies.</p> <p>4. At fortnightly syndicate meetings - team members will analyse reading data. The classroom teacher will update the Record of actions and progress column of the reading action plan at each fortnightly achievement meeting.</p> <p>5. Weekly monitoring of student's home reading in years 1-3 will take place and identified families will be offering reading together support.</p> <p>6. Assessment of student's current learning progress will be overseen</p>	<p>Of the 19 Year One students, Student A: From level 3 to Level 10 (Health Issues /Learning difficulties)</p> <p>Student B: Level 4 to Level 10 (Major behaviour and learning difficulties - will take part in Reading Recovery 2019)</p> <p>Student C: Level 1 to Level 11</p> <p>Student D: Level 2 to Level 10 (Anger issues - domestic violence / will take part in Reading Recovery in 2019)</p> <p>Student E: Level 5 to Level 11 (Has been fitted with hearing aids)</p> <p>Student F: Level 2 to Level 10 (Behaviour issues)</p> <p>Student G: Left Bombay in June</p> <p>Student H: Level 2 to Level 13</p> <p>Student I: Level 3 to Level 6 - Is continuing Reading Recovery in 2019</p> <p>Student J: Level 1 to Level 15 (Had Reading Recovery in 2018)</p> <p>Some of these students became Year Two:</p> <p>Student K: Level 8 to 17 (Anger / violence issues. Has had ILS, Psychologist and RTLB support)</p> <p>Student L: Level 5 to Level 15. (Has had Reading Recovery)</p>	<p>We focused on PD for existing staff and PD catered to new staff and PRT1.</p> <p>We monitored our target students at each team meeting - working collaboratively to lift their achievement.</p> <p>We increased the use of ICT to support reading rotations/ activities.</p> <p>We focused on boys reading and engaging them in the reading process - materials, mentors (males who came to support and mentor them), made reading relevant - bringing in 'hands on' equipment and supporting reading material e.g 'how an engine works'</p> <p>Students were supported by ALL programme</p> <p>Teachers discussed the progress of these students at weekly Team meetings</p> <p>Teachers built relational trust with students but also parents</p> <p>Parents participated in target and goal setting</p> <p>Male role models worked with students throughout the school either individually or in small groups</p>	<p>The switch from measuring student achievement in terms of National Standards to curriculum levels will require more professional development for staff.</p> <p>A continued focus on inducting new teachers.</p> <p>Continued focus on target students during team meetings.</p> <p>Better control of resources. Buying more genres and a broader range of topics.</p> <p>Reading together principles to be implemented in junior classes</p> <p>Joy Alcock spelling to be consistently applied across all classes.</p> <p>Internal PD to focus on teaching strategies that are working within the school.</p> <p>PD focus on strategies for managing ASD spectrum children + APD and Dyslexia.</p> <p>Continue to work on relational building.</p> <p>We will continue to work on moderation and how teachers make overall judgements about student achievement. Are we marking too harshly?</p>

<p>by the team manager and a SLT Member.</p> <p>7. The reading teacher will call/email the student's family termly with regard to reading learning progress.</p> <p>8. Updates are to be recorded in the Record of actions and progress column of the reading action plan.</p> <p>9. The student will be supported to set SMART goals - which will be added to their kete.</p> <p>10. The reading teacher and team leader will regularly review the student's progress against these goals and document their review as part of their Teaching as Inquiry</p> <p>11. Attendance will be monitored - as this is a potential issue. If any patterns develop - alert Paul / Susie immediately.</p> <p>12. Home support will be offered - sending extra readers, offering to hold special meetings for parents who are keen to support with home reading, video support material will be sent home. MOE - how you can help at home docs will be sent to families.</p> <p>13. Teachers will build relational trust with these students. Take purposeful steps to build relational trust.</p> <p>14. Teachers will focus on building</p>	<p>Student M: Level 7 to Level 18. Student N: Level 9 to Level 15 Student O: Level 5 to Level 19 Student P: Level 9 to Level 10 Global Developmental Delay (RTLB application in progress) Student Q: Level 9 to Level 11 (Anger issues / health issues) Student R: Level 3 to Level 19 Student S: Level 5 to Level 15 (Hearing and processing issues) Student T: Level 9 to Level 15 (ESOL) Student U: Level 12 to Level 19 Student V: Level 11 to Level 17 Student W: Level 15 to Level 18 YEAR THREE TARGETS: Student A: Level 14 to Level 19 (RTLB intervention. Learning difficulties) Student B: Level 19 to Level 22 Student C: Level 19 to 21 Student D: Level 19 to 21 YEAR FOUR TARGET STUDENTS: Student A: Level 18 to 21 Student B: Level 19 to 22 (ESOL) Student C: Level 19 to 22 (RTLB - Hearing / processing issues) Student D: Level 12 to Level 15 (Diagnosed Dyslexia) Student E: Left for Hamilton Student F: Level 16 to 17 (Has had RTLit intervention)</p>	<p>New material was bought targeting boys (high interest)</p>	<p>We will continue to engage in ALL PD in 2019 - the focus will continue to be on accelerating students</p>
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<p>growth mindsets for these students.</p> <p>15. Identified students will be placed on the ALL programme.</p> <p>16. These 48 students require more TEACHER TIME. If a Teacher Aide is assigned to your room - use the teacher aide to assist other groups - while you work with your target groups.</p> <p>17. Regular reading at school and home must be a central focus for all teachers.</p> <p>18. Teams must work to ensure a consistency of this message between classes and that it's communicated to parents.</p> <p>19. Reinforcement of the message from home and school, that they must read daily. Teachers to remind parents via class newsletters and via homework. 20. School admin to highlight the issue via the newsletter and the App.</p> <p>21. Continue Reading Together programme - Junior School.</p> <p>Inducting new parents to the school</p> <ul style="list-style-type: none"> - setting up the desired reading habits at the start point. <p>22. Send home App reminders about daily reading - over summer break to address summer-slide</p> <p>23. Purchase of more reading material that is of interest to boys</p>	<p>Student G: Level 5 to Level 21 (ESOL / Autistic)</p> <p>YEAR FIVE TARGET STUDENTS:</p> <p>Student A: RA 8yrs to RA 9 yrs</p> <p>Student B: RA 8.5 yrs to RA 10.5 yrs</p> <p>Student C: RA 8yrs to RA 10 yrs</p> <p>Student D: RA 8.5 yrs to RA 10 yrs</p> <p>Student E: RA 8.5 yrs to 10 yrs</p> <p>YEAR SIX TARGET STUDENT:</p> <p>Student A: RA 7 yrs to 9.5 yrs</p> <p>YEAR SEVEN TARGET STUDENTS:</p> <p>Student A: RA 9yrs to RA 11 yrs</p> <p>Student B: ICS Level 1 Learner</p> <p>Student C: RA 10 yrs to RA 12 yrs</p> <p>Student D: RA 10 yrs to RA 12 yrs</p> <p>Student E: ICS Level 1 Learner</p> <p>Student F: RA 10 yrs to RA 11 yrs</p> <p>Student G: RA 10 yrs to 11.5 yrs (APD - learner support)</p> <p>YEAR EIGHT TARGET STUDENTS:</p> <p>Student A RA 8 yrs to RA 11 yrs</p> <p>Student B: RA 9 yrs to 12 yrs</p>	
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- relevant and engaging. \$8,000 spent on reading material.

Planning for next year:

2019:

Further focus and continued monitoring of those students who have not reached curriculum expectations

Continue with PD

Continue with Reading Recovery Programme and also ALL Programme

Purchasing further reading material to target areas of weakness and also engage boys in reading

Continue PD on making Professional Teacher Judgements focused on across curricular reading

Reading for a purpose.

Analysis of Variance Reporting



School Name:		Bombay School	School Number: 1234
Strategic Aim:	All students are able to access the "New Zealand Curriculum" as evidenced in relation to New Zealand Curriculum Levels.		
Annual Aim:	ALL STUDENTS TO WRITE AT APPROPRIATE NZC LEVELS AT BOMBAY SCHOOL.		
Target:	<p>A focus for 2018 will be to increase the number of students in Year Four, Five, Six, and Seven to achieve National Standards through accelerated progress. It will also mean a focus on writing to engage and accelerate boys. There will be an intense focus on spelling in 2018.</p> <p>Over the last 4 years we have seen a shift in writing from 76.2% to 80%. Noting all the variables, (eg. Inconsistency of OTJ data, different cohorts of students, changes in staff, year 1 data etc), the growth has not been at the level we would want, yet. More work needs to be done in supporting students with special needs to reach standard. More work needs to be done to ensure planning and teaching consistency across all teachers. More professional development will need to be offered - specifically in helping reluctant male writers and writers with specific learning needs. We will be participating in the ALL Programme - Accelerated Literacy Learning.</p>		
Baseline Data:	<p>2018 Writing Goal :</p> <p>We aim to target the following groups of students (in Year Four, Five, Six, and Seven who were not at expected levels at the end of 2017), for accelerated progress in 2018, as follows:</p> <ul style="list-style-type: none"> 11 students, (who will be at school for 2 years at the end of 2018) to be at 1P-1A; 6 students (who will be at school for 3 years at the end of 2018) to be at 2B-2P; 13 year 4 students to be 2P-3A; 12 year 5 students to be at 3B-3P; 8 year 6 students to be at 3P-3A; 		

10 year 7 students to be at 4B-4P and
5 year 8 students to be at 4P-4A, by the end of 2018.
It will also mean a focus on writing to engage and accelerate boys. We will focus on spelling.

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>1. The target students to be monitored.</p> <p>2. Target students will be discussed at Weekly Team meetings and notes made as to their progress and work in class.</p> <p>3. Professional Development continues with work continuing on Sheena Cameron's "The Writing Book", "The Oral Language Book" and Joy Alcock's spelling programme.</p> <p>4. Professional Development is to be taken by the AP and DP - understanding and unpacking the Assessment Rubric.</p> <p>5. School wide moderation of writing samples will continue to take place.</p> <p>6. Accelerated groups targeted with an extra session of writing each day for each teams target group. ALL INITIATIVE</p> <p>7. Choice given for student writing - this is linked to action plans, teachers planning and Appraisal.</p> <p>8. A focus on male writers featuring in the writing programme - inviting outside role models in to speak and model writing.</p> <p>9. As part of the Pukekohe Kahui</p>	<p>Of the nine Year One students: Student A: 1B (787) to 1B (1122) (Health and Learning difficulties) Student B: 1B (736) to 1B (1192) (Anger issues / Domestic violence) Student C: 1B (1027) to 1P (1283) Student D: 1B (1027) to 1B (1192) Student E: 1B (897) to 1B (1224) (Hearing issues - now has hearing aids) Student F: 1B (736) to 1B (1122) (Behaviour and learning issues) Student G: Student left Bombay School Student H: 1B (736) to 1B (1244) Student I: 1B (897) to 1B (1026) Year Two students: Student A: 1B (897) to 1B (1224) (ISF, Psychologist, RTLB intervention. Anger / violent behaviour) Student B: 1B (1159) to 1B (1158) Student C: 1B (736) to 1B (1158) Student D: 1B (1082) to 1B (1122) Student E: Left Bombay School Student F: 1B (897) to 1B (1192) Student G: 1B (736) to 1B (1158) Student H: 1B (1124) to 1P (1258) Student I: 1B (897) to 1B (1122) Student J: 1B (1159) to 1B (1122)</p>	<p>We focused on PD for existing staff and PD catered to new staff and PRTI.</p> <p>We monitored our target students at each team meeting - working collaboratively to lift their achievement.</p> <p>We increased the use of ICT to support reading rotations/activities.</p> <p>We focused on boys writing and engaging them in the writing process - materials, mentors (males who came to support and mentor them), made writing relevant - bringing in 'hands on' equipment and supporting reading material e.g 'how an engine works'</p> <p>Students were supported by ALL programme</p> <p>Teachers discussed the progress of these students at weekly Team meetings</p> <p>Teachers built relational trust with students but also parents</p> <p>Parents participated in target and goal setting</p> <p>Male role models worked with students throughout the school either individually or in small groups</p>	<p>The switch from measuring student achievement in terms of National Standards to curriculum levels will require more professional development for staff.</p> <p>A continued focus on inducting new teachers.</p> <p>Continued focus on target students during team meetings.</p> <p>Better control of resources. Buying a broader range of topics.</p> <p>Shared writing principles to be implemented in junior classes</p> <p>Joy Alcock spelling to be consistently applied across all classes.</p> <p>Internal PD to focus on teaching strategies that are working within the school.</p> <p>PD focus on strategies for managing ASD spectrum children + APD and Dyslexia.</p> <p>Continue to work on relational building.</p> <p>We will continue to work on moderation and how teachers make overall judgements about student achievement. Are we marking too harshly?</p>

<p>Ako writing is a focus for all schools. PD delivered by COL experts.</p> <p>19. Work with other schools in our COL on an agreed Inquiry</p> <p>11. Work with FLAG to raise teacher practice.</p> <p>12. Review and improve writing moderation processes</p> <p>13. Teaching as Inquiry - Target student needs to be focussed on during team meetings</p> <p>14/Recorded in Google docs for sharing and monitoring by Principal and Team Leaders, Senior Management.</p> <p>15. Targeted Professional Development : based on Dempsey and Cameron's work.</p> <p>16. "Next steps" are incorporated into teacher's appraisal.</p> <p>17. Research ways to motivate boys into writing.</p> <p>18. Student voice is fostered.</p> <p>19. Giving student more options to write about relating to topics of study.</p> <p>Professional development for teachers to improve their teaching of spelling. Joy Allcock workshop.</p>	<p>(ESOL)</p> <p>Student K: 1B (1082) to 1P (1283) (ESOL)</p> <p>Student L: 1B (1283) to 1B (1224)</p> <p>Year Three Students:</p> <p>Student A: 1B (1027) to 1B (1031) (Processing disorder - RTLB Intervention)</p> <p>Student B: 1B (1027) to 1B (1229)</p> <p>Student C: 1B (1244) to 1A (1321)</p> <p>Student D: 1B (1123) to 1B (1209)</p> <p>Student E: 1P (1255) to 2B (1395)</p> <p>Student F: 1B (1123) to 1P (1288)</p> <p>Year Four Students:</p> <p>Student A: 1B (1224) to 1P (1235)</p> <p>Student B: 1B (1082) to 1P (1235) (ESOL / Autistic)</p> <p>Student C: 1B (1193) to 1B (797) (Dyslexic/ Overseas holidays (extended periods)</p> <p>Student D: 1B (897) to 1A (1341)</p> <p>Student E: Left Bombay School</p> <p>Student F: 1B (1159) to 1B (1179) (APD / RTLB Intervention)</p> <p>Student G: 1P (1283)) to 2B (1366) (ESOL)</p> <p>Student H: 1P (1255) to 2B (1372)</p> <p>Student I: 1A (1337) to 1A (1347)</p> <p>Student J: Left Bombay School</p> <p>Student K: 1B (1193) to 1B (1170) (Autistic /Counsellor / RTLB / STAND Intervention)</p> <p>Student L: 1B (1193) to 2B (1372) (APD , Health Issues)</p>	<p>New material was bought targeting boys (high interest)</p>	<p>Using NZC Rubrics rather than asttle - further understanding of the NZC</p> <p>We will continue to engage in ALL PD in 2019 - the focus will continue to be on accelerating students</p>
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YEAR FIVE:

Student A: 1B (1224) to 2B (1397)
 Student B: 1P (1255) to 2P (1442)
 (ESOL)

Student C: Left Bombay School

Student D: 2A (1473) to 3B (1504)
 Student E: 1A (1311) to 2P (1420)
 Student F: 1B (1124) to 2B (1397)
 Student G: 2P (1431) to 2A (1463)
 Student H: 1A (1377) to 2B (1372)
 Student I: 1B (1224) to 2B (1397)
 Student J: 1A (1311) to 1A (1327)
 Student K: 1A (1311) to 2P (1420)

YEAR SIX:

Student A: 3B (1512) to 3B (1504)
 Student B: 2A (1473) to 2P (1420)
 (ESOL)

Student C: 2P (1409) to 3B (1397)
 Student D: 1A (1311) to 3B (1523)
 Student E: 2B (1386) to 2A (1483)
 Student F: 2P (1409) to 3P (1541)
 Student G: 2B (1386) to 3P (1541)

YEAR SEVEN:

Student A: Left Bombay School

Student B: 2B (1407) to 2A (1484)
 Student C: 1A (1537) to 3B (1523)
 Student D: 2A (1447) to 2B (1372)
 (Dyslexic / Extended periods
 overseas on holidays)

Student E: 1A (1353) to 2B (1397)
 (ICS Funding)

Student F: 2A (1357) to 2B (1442)
 (Learning Difficulties)

		<p>Student G: ICS Funded – Level One Learner</p> <p>YEAR EIGHT:</p> <p>Student A: 1B (736) to 2B (1397)</p> <p>Student B: 2A (1489) to 4P (1631)</p> <p>Student C: 2P (1425) to 3P (1541)</p> <p>Student D: 2B (1402) to 3A (1579) (ESOL)</p>	
Planning for next year:			
Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.			

Kiwisport Report 2018

Kiwisport is a Government funding initiative to support students' participation in organised sport. We received a total of \$4931 for Kiwisport in 2018.

The funding was spent on [Franklin school sports subs, balls, various sports equipment from several retailers, school swimming sports fees, bus travel, cricket balls, entry fees to Aims games and part cost of stadium hire.] Expenditure included but is not limited to:

- Franklin Primary School Sport Subs
- Year 7 & 8 Sports Levy
- Buses to Swimming Sports
- Subsidy for bus travel to Rugby
- Entry Fees for Aims Games
- Payment for St Johns attendance at Tackle Day.
- Buses to netball games.
- Entry fee for Franklin Gym Competition
- Field hire for North Group

The number of students participating in organised sport increased in 2018.

Paul Petersen

Principal

Bombay School www.bombay.school.nz

09 2361012