

GLENAVON SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

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GLENAVON SCHOOL

Financial Statements - For the year ended 31 December 2017

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Glenavon School

Statement of Responsibility

For the year ended 31 December 2017

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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Deborah Taker.

Full Name of Board Chairperson

Philip Toomer

Full Name of Principal

D. Taker.

Signature of Board Chairperson

PJ

Signature of Principal

24.5.2018

Date:

23.5.2018.

Date:

Glenavon School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,823,567	2,207,930	2,645,786
Locally Raised Funds	3	121,247	44,156	83,517
Interest Earned		8,795	6,000	6,691
		<u>2,953,609</u>	<u>2,258,086</u>	<u>2,735,994</u>
Expenses				
Locally Raised Funds	3	47,435	-	44,240
Learning Resources	4	1,378,031	1,193,810	1,330,349
Administration	5	113,956	119,651	114,260
Finance Costs		1,200	386	1,387
Property	6	1,172,157	836,321	1,047,746
Depreciation	7	100,855	91,000	91,042
Loss on Disposal of Property, Plant and Equipment		-	-	4,574
		<u>2,813,634</u>	<u>2,241,168</u>	<u>2,633,598</u>
Net Surplus / (Deficit)		139,975	16,918	102,396
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>139,975</u>	<u>16,918</u>	<u>102,396</u>

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

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

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>730,067</u>	<u>730,067</u>	<u>627,671</u>
Total comprehensive revenue and expense for the year	139,975	16,918	102,396
Capital Contributions from the Ministry of Education			
Equity at 31 December	<u>870,042</u>	<u>746,985</u>	<u>730,067</u>
 Retained Earnings	870,042	746,985	730,067
Equity at 31 December	<u>870,042</u>	<u>746,985</u>	<u>730,067</u>

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

Glenavon School
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	40,066	231,447	225,698
Accounts Receivable	9	92,909	91,223	70,473
GST Receivable		7,823	7,298	1,234
Prepayments		7,337	5,212	6,449
Inventories	10	15,840	10,901	11,447
Investments	11	255,633	-	132,116
		<u>419,608</u>	<u>346,081</u>	<u>447,417</u>
Current Liabilities				
Accounts Payable	13	122,522	119,905	199,753
Provision for Cyclical Maintenance	14	31,039	15,000	35,143
Finance Lease Liability - Current Portion	15	11,711	6,544	10,730
Funds held for Capital Works Projects	16	13,229	-	66,344
		<u>178,501</u>	<u>141,449</u>	<u>311,970</u>
Working Capital Surplus/(Deficit)		<u>241,107</u>	<u>204,632</u>	<u>135,447</u>
Non-current Assets				
Property, Plant and Equipment	12	683,263	628,731	654,608
		<u>683,263</u>	<u>628,731</u>	<u>654,608</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	52,421	86,378	47,249
Finance Lease Liability	15	1,907	-	12,739
		<u>54,328</u>	<u>86,378</u>	<u>59,988</u>
Net Assets		<u>870,042</u>	<u>746,985</u>	<u>730,067</u>
Equity		<u>870,042</u>	<u>746,985</u>	<u>730,067</u>

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

Glenavon School
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		651,931	606,200	658,487
Locally Raised Funds		121,971	44,156	86,141
Goods and Services Tax (net)		(6,589)	-	6,064
Payments to Employees		(253,617)	(312,300)	(274,606)
Payments to Suppliers		(344,029)	(182,164)	(158,485)
Cyclical Maintenance Payments in the year		(11,500)	-	(29,589)
Interest Paid		(1,200)	(386)	(1,387)
Interest Received		8,197	6,000	5,103
Net cash from / (to) the Operating Activities		165,164	161,506	291,728
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	4,931
Purchase of PPE (and Intangibles)		(136,610)	(95,000)	(84,920)
Purchase of Investments		(151,661)	-	(102,115)
Proceeds from Sale of Investments		-	-	20,000
Net cash from / (to) the Investing Activities		(288,271)	(95,000)	(162,104)
Cash flows from Financing Activities				
Finance Lease Payments		(9,410)	-	(9,853)
Funds Administered on Behalf of Third Parties		78,727	-	(78,727)
Funds Held for Capital Works Projects		(131,842)	-	120,535
Net cash from Financing Activities		(62,525)	-	31,955
Net increase/(decrease) in cash and cash equivalents		(185,632)	66,506	161,579
Cash and cash equivalents at the beginning of the year	8	225,698	164,941	64,119
Cash and cash equivalents at the end of the year	8	40,066	231,447	225,698

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.

Glenavon School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

Glenavon 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 2017 to 31 December 2017 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 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 section 28 of schedule 6 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:

Leased assets are depreciated over the life of the lease.

l) 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 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.

m) 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.

n) 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.

o) 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.

p) 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).

q) 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.

r) 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.

s) Budget Figures

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

t) 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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	524,577	539,000	537,648
Teachers' salaries grants	1,179,235	962,865	1,114,297
Use of Land and Buildings grants	985,481	638,865	865,953
Other MoE Grants	119,134	67,200	118,449
Other government grants	15,140	-	9,439
	<u>2,823,567</u>	<u>2,207,930</u>	<u>2,645,786</u>

3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	46,043	4,000	908
Fundraising	9,900	10,000	9,851
Trading	24,410	-	21,141
Activities	40,894	30,156	51,617
	<u>121,247</u>	<u>44,156</u>	<u>83,517</u>
Expenses			
Activities	20,116	-	20,499
Trading	25,357	-	22,194
Fundraising (costs of raising funds)	1,962	-	1,547
	<u>47,435</u>	<u>-</u>	<u>44,240</u>
Surplus for the year Locally raised funds	<u>73,812</u>	<u>44,156</u>	<u>39,277</u>

4. Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	46,713	43,045	38,513
Library resources	1,032	1,100	897
Employee benefits - salaries	1,318,873	1,137,165	1,273,133
Staff development	10,917	12,500	17,616
Minor Equipment	496	-	190
	<u>1,378,031</u>	<u>1,193,810</u>	<u>1,330,349</u>

5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,340	6,340	6,240
Board of Trustees Fees	3,555	3,500	2,800
Board of Trustees Expenses	1,339	1,600	2,523
Communication	6,980	14,400	10,153
Consumables	9,821	8,600	7,970
Operating Lease	3,145	3,301	4,812
Other	16,287	17,950	12,082
Employee Benefits - Salaries	50,180	47,000	51,437
Insurance	6,253	7,000	6,283
Service Providers, Contractors and Consultancy	10,056	9,960	9,960
	<u>113,956</u>	<u>119,651</u>	<u>114,260</u>

6. Property

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	32,648	13,600	21,921
Cyclical Maintenance Expense	12,568	29,686	24,976
Grounds	9,117	10,200	12,910
Heat, Light and Water	26,766	28,500	23,995
Rates	193	150	165
Repairs and Maintenance	36,732	17,820	24,357
Use of Land and Buildings	985,481	638,865	865,953
Security	6,207	6,500	5,892
Employee Benefits - Salaries	62,445	91,000	67,577
	<u>1,172,157</u>	<u>836,321</u>	<u>1,047,746</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

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements	36,508	35,387	35,403
Furniture and Equipment	33,349	27,633	27,647
Information and Communication Technology	25,387	22,429	22,439
Leased Assets	4,452	4,524	4,526
Library Resources	1,159	1,027	1,027
	<u>100,855</u>	<u>91,000</u>	<u>91,042</u>

8. Cash and Cash Equivalents

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	52	-	63
Bank Current Account	34,303	181,447	170,574
Bank Call Account	5,711	-	5,061
Short-term Bank Deposits	-	50,000	50,000
Cash equivalents and bank overdraft for Cash Flow Statement	<u>40,066</u>	<u>231,447</u>	<u>225,698</u>

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

Of the \$40,066 Cash and Cash Equivalents, \$14,422 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	3,604	7,086	4,361
Interest Receivable	2,186	647	1,588
Teacher Salaries Grant Receivable	87,119	83,490	64,524
	<u>92,909</u>	<u>91,223</u>	<u>70,473</u>
Receivables from Exchange Transactions	5,790	7,733	5,949
Receivables from Non-Exchange Transactions	87,119	83,490	64,524
	<u>92,909</u>	<u>91,223</u>	<u>70,473</u>

10. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Stationery	115	105	125
Uniforms	15,725	10,796	11,322
	<u>15,840</u>	<u>10,901</u>	<u>11,447</u>

11. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	255,633	-	132,116

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	410,080	-	-	-	(36,508)	373,572
Furniture and Equipment	167,148	111,839	-	-	(33,349)	245,638
Information and Communication Tech	63,886	14,817	-	-	(25,387)	53,316
Leased Assets	9,557	1,136	-	-	(4,452)	6,241
Library Resources	3,937	1,718	-	-	(1,159)	4,496
Balance at 31 December 2017	654,608	129,510	-	-	(100,855)	683,263

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	709,090	(335,518)	373,572
Furniture and Equipment	419,135	(173,497)	245,638
Information and Communication	201,787	(148,471)	53,316
Leased Assets	23,211	(16,970)	6,241
Library Resources	31,456	(26,960)	4,496
Balance at 31 December 2017	1,384,679	(701,416)	683,263

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building Improvements	416,813	28,671	-	-	(35,403)	410,081
Furniture and Equipment	149,342	47,896	(2,444)	-	(27,647)	167,147
Information and Communication Tech	79,357	14,030	(7,062)	-	(22,439)	63,886
Leased Assets	1,438	12,645	-	-	(4,526)	9,557
Library Resources	4,781	183	-	-	(1,027)	3,937
Balance at 31 December 2016	651,731	103,425	(9,506)	-	(91,042)	654,608

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building Improvements	709,089	(299,008)	410,081
Furniture and Equipment	309,896	(142,749)	167,147
Information and Communication	186,970	(123,084)	63,886
Leased Assets	22,075	(12,518)	9,557
Library Resources	29,738	(25,801)	3,937
Balance at 31 December 2016	1,257,768	(603,160)	654,608

13. Accounts Payable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	20,068	27,049	106,910
Accruals	6,340	-	6,240
Capital accruals for PPE items	-	-	9,470
Banking staffing overuse	-	-	2,258
Employee Entitlements - salaries	87,119	83,490	64,524
Employee Entitlements - leave accrual	8,995	9,366	10,351
	<u>122,522</u>	<u>119,905</u>	<u>199,753</u>
Payables for Exchange Transactions	122,522	119,905	197,495
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	2,258
	<u>122,522</u>	<u>119,905</u>	<u>199,753</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	82,392	111,692	87,005
Increase to the Provision During the Year	12,568	29,686	24,976
Use of the Provision During the Year	(11,500)	(40,000)	(29,589)
Provision at the End of the Year	<u>83,460</u>	<u>101,378</u>	<u>82,392</u>
Cyclical Maintenance - Current	31,039	15,000	35,143
Cyclical Maintenance - Term	52,421	86,378	47,249
	<u>83,460</u>	<u>101,378</u>	<u>82,392</u>

15. Finance Lease Liability

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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	11,846	6,544	11,116
Later than One Year and no Later than Five Years	1,907	-	12,874
Future finance charges	(135)	-	(521)
	<u>13,618</u>	<u>6,544</u>	<u>23,469</u>

16. 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:

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2017	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
Hall Upgrade	<i>completed</i>	(3,277)	-	-	(3,277)	-
School Fire System Upgrade	<i>in progress</i>	7,903	-	1,976	-	5,927
Block 1 ILE Upgrade - Phase 1	<i>in progress</i>	61,718	63,434	116,657	-	8,495
Unforeseen Drainage Project	<i>in progress</i>	-	-	1,193	-	(1,193)
Totals		66,344	63,434	119,826	(3,277)	13,229

Represented by:

Funds Held on Behalf of the Ministry of Education	14,422
Funds Due from the Ministry of Education	(1,193)
	13,229

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2016	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
Boiler Replacement	<i>completed</i>	(134)	5,098	4,964	-	-
Plumbing Upgrade	<i>completed</i>	(1,859)	-	-	(1,859)	-
Hall Upgrade	<i>in progress</i>	(3,277)	-	-	-	(3,277)
School Fire System Upgrade	<i>in progress</i>	29,806	-	21,903	-	7,903
Windows Relacement Block 1	<i>completed</i>	-	17,361	17,361	-	-
Roofing Block 1, Block 7, Hall	<i>completed</i>	-	18,844	18,844	-	-
Electrical Upgrade Blk 1, Blk 7, Dental	<i>completed</i>	-	16,793	16,793	-	-
Drainage Repair Works Oaklynn	<i>completed</i>	-	22,084	22,084	-	-
Block 1 ILE Upgrade - Phase 1	<i>in progress</i>	-	169,086	107,368	-	61,718
Totals		24,536	249,266	209,317	(1,859)	66,344

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	3,555	2,800
Full-time equivalent members	0.08	0.04
<i>Leadership Team</i>		
Remuneration	326,749	292,444
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	330,304	295,244
Total full-time equivalent personnel	3.08	3.04

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:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
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	2017 FTE Number	2016 FTE Number
100 - 110	-	-
	0.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017 (Capital commitments at 31 December 2016: nil).

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	786	1,342
Later than One Year and No Later than Five Years	-	785
Later than Five Years	-	-
	<u>786</u>	<u>2,127</u>

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but "attempts" to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	40,066	231,447	225,698
Receivables	92,909	91,223	70,473
Investments - Term Deposits	255,633	-	132,116
Total Loans and Receivables	<u>388,608</u>	<u>322,670</u>	<u>428,287</u>

Financial liabilities measured at amortised cost

Payables	122,522	119,905	199,753
Borrowings - Loans	-	-	-
Finance Leases	13,618	6,544	23,469
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>136,140</u>	<u>126,449</u>	<u>223,222</u>

24. Events After Balance Date

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

25. Comparative Figures

Some comparative figures have been restated to ensure compliance with the Ministry of Education's Kiwi Park School model financial statements. Compliance with the model is compulsory. This change does not materially alter the financial statements.



Glenavon School

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MEMBERS OF GLENAVON BOARD OF TRUSTEES 2017

NAME	POSITION	HOW POSITION ON BOARD GAINED	OCCUPATION	TERM EXPIRED/ EXPIRES
Debbie Taka	Chairperson	Re-elected June 2016	Programme Assistant	June 2019
Mary Phipps	Parent Rep	Elected June 2016	Home Executive	June 2019
Sophia Dhanda	Parent Rep	Elected June 2016	Administrator	June 2019
Tanya Tapatuetoa	Parent Rep	Elected June 2016	Social Worker	June 2019
Luisa Hansell	Parent Rep	Elected June 2016	Administrator	June 2019
Maila Alastassi	Parent Rep	Co-opted July 2016	Assistant Principal	June 2019
Paul Pirihi	Staff Rep	Elected June 2016	Deputy Principal	March 2017
John Hunte	Staff Rep	Elected April 2017	Teacher/Acting DP	June 2019
Phil Toomer	Principal	Appointed	Principal	



Glenavon School

Analysis of Variance 2017

RAISING STUDENT ACHIEVEMENT

	2016	2017	2018
1.1	To raise students achievement by increasing teacher awareness of their classroom talk and how it makes a difference for learning and subsequent achievement	Share this knowledge across schools - Innovative learning fund - ed gazette. Community of Learning	Share this knowledge across schools - Innovative learning fund - ed gazette. Community of Learning
1.2	To raise the Literacy and Numeracy levels of achievement over the next 3 years, particularly for priority learners	To raise the Literacy and Numeracy levels of achievement over the next 3 years, particularly for priority learners	To raise the Literacy and Numeracy levels of achievement over the next 3 years, particularly for priority learners
1.3	Review and improve curriculum delivery across the school. Embedding – Writing Focusing on – Maths Preparing for - Reading	Review and improve curriculum delivery across the school. Embedding – Maths Focusing on – Reading Reviewing - Writing	Review and improve curriculum delivery across the school. Embedding – Reading Focusing on – Writing Reviewing – Maths
1.4	Develop robust assessment procedures and timetables to ensure rich information is used to measure student progress and achievement.	Fully embed robust assessment procedures and timetables.	Review the school wide assessment procedures and timetables.
1.5	Further develop the consistency of overall teacher judgements school wide. Focus – within school	Further develop the consistency of overall teacher judgements school wide. Focus – Across local schools	Further develop the consistency of overall teacher judgements school wide. Focus – across regions.
	Share Glenavon achievements with the wider school community. Newsletters, electronic signs, meetings Websites /Blogs, newsletter, electronic sign, meetings, Education publications	As previous year – in addition, hosting teachers from the local area.	Share Glenavon achievements with the wider school community. Newsletters, electronic signs, meetings

CURRICULUM TARGET ACTION PLAN FOR 2017 READING

Annual Aim: To increase the number of students achieving at or above the National Standard for Reading.	
Baseline Data: Analysis of school-wide reading data in November 2016 identified concerns in the "after 1 year at school" students who are well below other year levels. Data showed that only 8/20 (32%) of these students were achieving at or above the National Standard. This data is consistent with the results that we gain through our 5.1 testing on enrolment and 6 year nets after one year.	
Assessment tool: Probe, PM Benchmark, 5.1, 6yr net	
Targets	
To raise and accelerate the achievement of our 2017 Year 2 students so that 70% of these students are achieving at or above the National Standard.	
Special Needs and Gifted and Talented	
To closely monitor and track those who are well below the standard and provide structured planning around transitions that support continuous progress towards IEP goals (See Special Needs Action Plan)	
To identify and provide group support for those achieving well above the National Standard.	

Action Required	When	Who	Indicators of progress	Analysis of Variance
Carefully review assessment data with staff to determine learning needs of target students.	Early T1 Ongoing	All staff	Baseline achievement report to the BOT and mid year report to the BOT.	At this point in time 69% of our 2017 Year 2 students are achieving at or above the National Standard in reading.
Junior School to continue with Barbara Bran PD. (Becki to lead in Rooms 1-3).	Ongoing	Rooms 1-3	Building Blocks Programme is used by all in Awa with special focus in Rooms 1-3.	This has increased from 48% at the beginning of 2017 which represents acceleration of 21% within this year group.
Continue maintaining/embedding 'Step Up the Talk' in Te Whanau Moana	Ongoing	Te Whanau Moana	Observations show the 'Step Up the Talk' PD is being maintained within these classes.	The Building Blocks programme has been used within Awa alongside their reading programme.
Teacher acceleration group with target students as identified through class data analysis.	Ongoing	All staff	Tracking these 'target' students and regular monitoring of their progress.	Awa teachers have improved their quality of guided reading sessions by upskilling in phonics, reading with all of their students daily, introducing daily big book to teach language and text features.
Provide opportunities for all staff to observe specialist reading teachers in action.	Ongoing	All staff R/R teachers	All staff to observe the Reading Recovery teachers and to reflect on their learning.	Step up the Talk has been further embedded into Moana's reading programme. Teachers are unpacking learning intentions and teaching cognitive skills through modelling books and digital medias.
Continue with Reading Recovery allocation	Ongoing	Reading Recovery Teachers	These students to be supported 1-1 in Reading Recovery and full support in transition back to the classroom.	Mutukaroa is embedded within Awa. Teachers connect with families on a regular basis. CDAs are comprehensive and analytical. These are discussed at lengths at termly DP checkpoints.
Continue to embed Mutukaroa programme and provide rich home resources for junior parents to use.	Terms 1-4	Te Whanau Awa	Parents meet with teachers at Anniversary points and feel well connected and informed about their child's next steps.	Reading recovery teachers have modelled big book and guided reading lessons with staff.
Teachers to complete "Classroom Data Analysis" evaluations in Reading each term based on class data.	Terms 1-4	All teachers Deputy Principal Principal	Classroom teachers are fully aware of their students' progress and are able to reflect on and articulate the success of their interventions.	Reading Recovery has played a part in accelerating reading progress in our junior classes. Informal and formal moderation has occurred at a staff level and within inquiry teams.
Up skill in consistent assessment procedures and moderate to ensure accurate data collection	Terms 1-4	All teachers Deputy Principal	Student levels are closely monitored and tracked regularly and moderated within teams to ensure greater accuracy.	

CURRICULUM TARGET ACTION PLAN FOR 2017 WRITING

Annual Aim: To raise the rate of progress for all students deemed at risk of not achieving the National Standard for Writing. Baseline Data: Analysis of school-wide overall teacher judgements for writing indicate that there is a group of writers in our middle school who are not currently meeting the standard. 6/13 (46%) of Year 3's and 3/16 (19%) of Year 4's are currently below or well below. This equates to 20/29 (69%) of current Year 3 and 4 boys who are at or above the National Standard.				
Assessment tool: e Asttle, exemplars				
Targets		Special Needs and Gifted and Talented		
To raise and accelerate the achievement of our 2017 Year 4 and 5 male students so that 85% of these students are achieving at or above the Standard.		To closely monitor and track those who are well below the standard and provide structured planning around transitions that support continuous progress towards IEP goals (See Special Needs Action Plan). To provide opportunities for gifted writers to excel across the curriculum.		
Action Required	When	Who	Indicators of progress	Analysis of Variance
Carefully review assessment data with staff to determine learning needs of target students.	Early Term 1 Ongoing	All staff	Baseline achievement report to the BOT and mid year review to BOT	At this point in time 23/30 (77%) of our Year 4 and 5 male students are achieving at or above the National Standard. This has increased from 69% at the end of 2016 and represents an 8% cohort acceleration.
Consolidate 'Step Up the Talk' PD within class writing programme.	Ongoing	Te Whanau Awa	Continue to ensure 'student voice' is being heard within writing lessons - using the What? How? etc.	Writing goals were shared and discussed during parent conferences
To bring the principles of Mutukaroa further up the school, particularly in writing for the target groups.	Ongoing	All staff	Teachers in higher age classes understanding the importance of Mutukaroa and ensuring parents are feeling connected to their child's learning.	Target students surveyed at beginning and end of the year.
Survey target group students to gain their interests to inform writing topics.	Terms 1-4	Teachers	Ensuring that target group students interests are assisting in informing the writing topics within classrooms.	"See Colab Inquiry" "See Colab Inquiry for observation notes and reflections"
Utilise the resource : Success for Boys on TKI, including Story Starters and 48 Hour Slam.	Terms 1-4	All staff	All teaching staff are aware of this resource and are utilising it within their classrooms.	This took place each term followed up by discussion with SM team.
Provide opportunities for all staff to observe other teachers in action.	Terms 1-4	All staff	All staff to spend some CRT time observing other teachers in their writing programme.	New learning has taken place during term 4 around the literacy learning progression and teachers are now structuring their teaching around specific progressions and next steps for students - this will continue into 2018.
Teachers to complete "Classroom Data Analysis" evaluations in writing each term based on class data.	Terms 1-4	All Teachers Deputy Principal	Classroom teachers are fully aware of their students progress and are able to reflect on and articulate the success of their interventions.	Step up the talk is use in all classrooms at these year levels.
Year 4-6 teachers to inquire into their writing programme to help raise achievement levels in this area of the school.	Terms 1-4	Rooms 6-8	Teachers to work together, inquiring into their practice to assist in raising writing levels (COL) focus.	
Up skill in consistent assessment procedures and moderate to ensure accurate data collection	Terms 1-4	All teachers Senior Management	Student levels are closely monitored and tracked regularly and moderated within teams to ensure greater accuracy.	

CURRICULUM TARGET ACTION PLAN FOR 2017 MATHS

Annual Aim: To increase the number of students achieving at or above the National Standard for Mathematics

Baseline Data: Analysis of the school-wide Mathematics data in November 2016 showed that 13/24 (54%) of Year 7 students (2016) are achieving at or above the National Standard for Mathematics. Other cohorts across the school are achieving 75% or above achieving at or above the National Standard for Mathematics.

Assessment tool: GloSS, JAM, IKAN, e Asttle

Targets

To raise and accelerate the achievement of Year 8 (2017) students so that 18/24 (75%) of the students achieve at or above the National Standard for Mathematics

Special Needs and Gifted and Talented

Provide opportunities for gifted mathematicians to extend their learning through the Otago Problem Solving Challenge and targeted problem solving groups
Targeted booster groups to help accelerate students with special needs and cater to their specific needs

Action Required	When	Who	Indicators of progress	Analysis of Variance
Undertake targeted PD through ALIM 2 (Focus Year 8 Students)	Terms 1-3	Rochelle, Grant and Tim	Target students have accelerated programmes in place to support their learning	At this point in time 22/25 (88%) of the year 8 students who were here at the beginning of the year are working at or above the National Standard. This is a 44% rise since the beginning of the year. This is largely due to the Alim intervention.
Undertake co planning and co teaching within school, with mixed ability problem solving as the focus.	On going	All Staff	Teachers to work with maths team to co-plan and co-teach mixed ability problem solving lessons	Mixed ability problem solving was introduced to some of the new teachers. Teachers who have previously done this with Te Ti Topu have continued using this as part of their maths programme.
Carefully review assessment data with staff to determine learning needs of school wide target students and create class target students	On going	Rochelle All staff	Baseline achievement report to the BOT, mid-year and end of year review to BOT	Teachers reported students progress in CDA's each term and OTJs mid and end of year. Teachers used different sources of evidence to reach their conclusions. Observations did not happen due to time constraints. PD has been done around strand and assessment.
Teachers to complete "Inquiry into Practice" evaluations each term based on class data.	On going	All staff	Classroom teachers are able to show evidence of student's progress, reflect on and articulate the success of their intervention	Otago problem solving challenge completed by group of year 6, 7 and 8 students with one student achieving Merit in the competition. Maths week was a huge success, finishing with the mathex house competition. Next year we will look at promoting it more via social media. Classes have had resources topped up and new resources have been bought. A 'wish list' will be completed for 2018.
Release Maths Lead Teacher and math team to observe teachers to ensure school wide consistency.	On going	Rochelle Veeninder	Maths Lead Teacher is able to use observations to inform targeted PD interventions with teams	Observations did not happen due to time constraints. PD has been done around strand and assessment.
Continue Otago Problem Solving challenge for Year 7 and 8 students	On going	Rochelle	Otago Problem Solving Challenge to be completed by Year 7 and 8 students working above the standard	Otago problem solving challenge completed by group of year 6, 7 and 8 students with one student achieving Merit in the competition.
Maths week and Mathex competition	Term 3	Rochelle	Maths week activities for junior and senior school, week concluded with house challenge of Mathex competition	Maths week was a huge success, finishing with the mathex house competition. Next year we will look at promoting it more via social media.
Ensure each class has the maths resources required	On going	Rochelle	Each class will have the resources required to effectively teach maths	Classes have had resources topped up and new resources have been bought. A 'wish list' will be completed for 2018.
Continue to consolidate the new pedagogy learnt over the last two years, and induct new staff, documenting expected pedagogy and observing teachers regularly based on agreed standards.	On going	Rochelle Teaching staff	Teachers regularly observe each other and are observed by maths leader to ensure that teaching standards are being met	Observations did not happen due to time constraints.
Familiarise staff with 'Maths at Glenavon' document	Term 1 then revise	Rochelle	Staff become familiar with this working document and use it to inform their planning, assessment and practice	Document has been gone through at teacher only days and added to Glenavon Online

ENCOURAGING CULTURAL IDENTITY

	2017	2018
1.1	All students feel proud of their cultural identity and this has a real and authentic impact on their learning	All students feel proud of their cultural identity and they are agents of advocates of this identity at school
1.2	To increase the engagement, progress and Achievement of Maori students . Maori students are succeeding as Maori	To increase the engagement, progress and Achievement of Maori students . Maori students are succeeding as Maori
1.3	To increase the engagement, progress and achievement of Pasifika students	To increase the engagement, progress and achievement of Pasifika students

ANNUAL PLAN					
Action Required	When	Who	Budget	Indicators of progress	Analysis of Variance
Belonging Concept Unit is taught school wide during term 1. Cultural Groups are prioritised during class time Term 1. Cultural Night Term 1	Term 1 April	Full School Full School	Classroom Consumables Learning Resources Budget Events	Students actively engage in term ones learning inquiry on the topic of "belonging" The cultural performance night builds on the successful 2016 night and strengthens the sense of identity for all learners. There is a flag for every culture in our school hanging in the school hall.	The belonging unit was taught right across the school and the cultural night was our biggest one yet. The large majority of students were in a cultural group.
Maintain the flags in the hall that represent the different cultures at Glenavon	Ongoing	Phil	Signage upgrade		The flag system has been maintained and we have purchased a new flag for any new student
Powhiri processes well and truly embedded.	Ongoing	Grant Teachers	Cultural learning budget	School confidently participates in powhiri for guests, visitors and events.	Limited opportunity for powhiri this year- this needs to be reviewed for 2018
Ensure BOT represents the perspectives of the different cultures across the school	Ongoing	BOT	nil	The BOT has representation from a range of cultures across the school	Continues
Maintain and further strengthen cultural resources across the school	Term 2 audit Term 3 purchase	Teams	Learning Budgets	There are a range of cultural resources which teachers and students can access as needed	Pasifika resources were purchased out of the literacy budget this year.
Survey student groups to collect student voice to inform next steps	Term 2	Paul	nil	Students take an active role in shaping and actioning the strategic goal	Student council has been used to gain voice in this area.

GROWING EXCEPTIONAL TEACHERS

	2015	2016	2017
3.1	To raise student achievement by increasing teacher awareness of their classroom talk and how it makes a difference for learning and subsequent achievement.	Sharing this learning across CoL and schools	Sharing this learning across CoL and schools
3.2	All teachers to be sharing their class learning on class blogs via the website. All teachers using digital technologies effectively as tools to enhance learning. 1:1 devices in intermediate.	Digital technologies will be embedded into classroom practice and seen as everyday tools.	School is seen as a model school in the use of digital technology.
3.3	Develop an effective and robust appraisal system that meets the needs of individual staff and relates to the charter and to student outcomes.	Develop an effective and robust appraisal system that meets the needs of individual staff and relates to the charter and to student outcomes.	Develop an effective and robust appraisal system that meets the needs of individual staff and relates to the charter and to student outcomes.

ANNUAL PLAN

Action Required	When	Who	Budget	Indicators of progress	Analysis of Variance
Establish collaborative Inquiry Teams which fully integrate with the CoL theory of practice and structure.	Term 1 - 4	CoL Leaders SL	Within School Teacher Allowances	The CoL and school vision and actions are reflected in systemic inquiry processes within school	Collaborative inquiry teams fully embedded and engaged. Presentations at the end of the year showed excellence collaboration. A more robust coaching process in 2018 will ensure the group's inquiry is making the maximum impact.
Embed the "Step up the talk" PD and revisit with staff	Term 1 - 4	Teachers	Release for teachers	Teachers continue to work in communities of practice to embed skilful teacher talk	Step up the talk 2.0 is a strategic focus for 2018.
Participate in LSF programme in the area of middle school boys writing motivation.	Term 1 - 4	John and team	\$3584	Middle school teachers work with RTL and pD providers to raise boys motivation of writing.	LSF project was totally integrated with the middle school collab inquiry project. Communication was not good enough this year from RTL for milestone reporting.
Introduce ILE practice in the new Rooms 1 and 2 classes - visit other schools as necessary	Ongoing	Becki / Rach / Sophie	Resources Staffing	Room 1 and 2 run a flexible programme which caters for the dynamic needs of the NE and Year 1 children.	See Collab inquiry presentations.
Embed Senior Leadership structure and work with external appraiser to work with SL team	Term 2 and 4	Phil, SL team	\$2000	SL team continue as a high performing team and appraiser probes for deeper team learning.	We did not get an external appraiser as Paul moved on to principal role and new team set up. Structure working very well.
The use of digital technologies is a focus and feature of collaborative inquiries.	Ongoing	CoL Leaders SL	nil	ICT ideas shared regularly across teams.	This was not evident. A strategic focus now for 2018

DEVELOPING POWERFUL CONNECTIONS

	2016	2017	2018
6.1	Mutukaroa is embedded into Glenavon practice. Meetings with parents are 'natural' and true partnerships are formed.	Parents are fully involved in their children's learning. The have a direct influence on school programmes.	Parents are fully involved in their children's learning. The have a direct influence on school programmes.
6.2	Maori and Pasifika consultation groups meet regularly and have a strong voice in the school	Maori and Pasifika consultation groups meet regularly and have a strong voice in the school	Maori and Pasifika consultation groups meet regularly and have a strong voice in the school
6.3	Effective transition to school systems are in place and fully implemented	Effective transition to school systems are in place and fully implemented	Effective transition to school systems are in place and fully implemented
6.4	Glenavon School is well connected with Lynfield CoL, community networks – Te Arahau, local clusters, early childhoods	Glenavon School is well connected with Lynfield CoL, community networks – Te Arahau, local clusters, early childhoods	Glenavon School is well connected with Lynfield CoL, community networks – Te Arahau, local clusters, early childhoods

ANNUAL PLAN

Action Required	When	Who	Indicators of progress	Analysis of Variance
Active part of the Lynfield Community of Schools – making progress on the shared achievement challenges	Term 1 – 4	Phil Within School Teachers	The School works collaboratively within the CoL to raise achievement across the cluster of schools.	We continue to be an active member of the Lynfield CoL.
School to host regular community events (See events timetable)	Ongoing	Various	Parents feel connected to the school and events are sell outs!	Events have been hugely successful and very well attended
Principal to continue to work as a ECE committee member establish school links with their Heroes programme	Ongoing	Phil	Transitions from ECE and school continue to be strengthened	Phil continues to be an active member of the Glenavon ECE committee and strong partnership between the Centre and school continues
Maintain connections with local ECE and attend their parent nights	Term 2 and 3	Rach Phil	Transition processes are reviewed and findings are implemented.	Rach has been connecting with Local ECE. Really good attendance at the transition to school meeting
Continue school liaison person to work closely with Te Arahau unit to ensure further integration	Term 1	Rach	Te Ara Hou unit integrates and feels a part of Glenavon School life.	Rach has continued in this role and we are slowly increasing our connection and organisation with Te Ara Hau
Continue to consult both informally and formally with Maori / Pasifika / CWSN groups throughout the year.	Ongoing	Phil	Parent voice is valued and parents feel welcome within school	Regular hui and we have recently started
Develop partnerships with CoL, WAPA, NZPF, APPA to promote school as a best practice leader in primary education	Ongoing	Phil	The school is known to be high performing and connections are strong between schools	Strong connection developed this year with Springboard.

STRATEGIC DIRECTION –CREATING INSPIRING ENVIRONMENTS

	2016	2017	2018
4.1	Implement the 5Ya priorities as per 10YPP (see agreement)	Implement the 5Ya priorities as per 10YPP (see agreement)	Implement the 5Ya priorities as per 10YPP (see agreement)
4.2	Introduce 1:1 devices in Year 7 and 8 classes and undertake ICT upgrade. 1:2 devices in all other classes	Review ICT resourcing	REview ICT resourcing
4.3	The school environment is a bright, vibrant and inspiring place. Classrooms displays are purposeful, engaging and high quality.	The school environment is a bright, vibrant and inspiring place. Classrooms displays are purposeful, engaging and high quality.	The school environment is a bright, vibrant and inspiring place. Classrooms displays are purposeful, engaging and high quality.
4.4	Develop architectural plans for Innovative Learning SPaces Rooms 1 and 2	Construction to commence	

ANNUAL PLAN

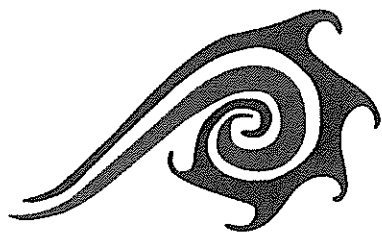
Action Required	When	Who	Budget	Indicators of progress	Analysis of Variance
Complete Phase 1 ILE upgrade over the christmas holidays	Term 1 complete	Phil BOT	\$196,000	New ILE will be an exceptional space for junior learners.	ILE upgrade is complete - all classes have been in all year and all is working really well.
Upgrade the Admin block to tie in with new Room 1 and 2 classes	Term 1 complete	Phil BOT	\$25,000	Admin block upgrade looks world class.	Upgrade of the admin area was completed over the summer break - very good feedback regarding the environment.
Upgrade furniture in the classrooms as classes move to new locations	Term 1 complete	Phil	\$25000	Old furniture is replaced across the school.	Complete
Maintain an expectation for classroom environments for teachers and share good quality displays across teams.	Ongoing	Teachers	\$1500	Teachers are constantly working on creating a vibrant atmosphere in their classes.	Walkthroughs completed twice throughout the year. This needs constant maintenance of the expectation.
Continue to review and upgrade IT equipment as necessary	Term 3	Phil Matt	\$12000	Chromebooks are purchased and 3 year purchase plan completed.	Ongoing
Purchase and organise equipment and resources for new technology programme	Ongoing	Intermediate teachers	15000	Technology is well resourced and organised.	Technology equipment has been purchased more needed in 2018 budget

2017 OPERATIONAL PLAN

	Term One	Term Two	Term Three	Term Four
Professional Development	<p>School wide</p> <p>Step up the talk, embed School tasks / Sports</p> <p>Team wide</p> <p>Transitions (NE, Y1 Reading (Y2 - 4) Boys writing (Y4 - 6) Maths (ALIM) (Y7 - 8)</p> <p>Appraisal Process</p> <p>Senior Leader Monitoring</p> <p>DP observations and coaching</p> <p>P in appointments</p> <p>DP checkpoints</p>			
Targeted Teacher Development				
Assessment Timetable / Curriculum Self Review				
School Events wide				
School				
Awa				
Moana				
Student voice				
Parent Voice				
Property / Finance/ Resourcing				
Sports				

BOT STRATEGIC SELF REVIEW - 2017 ANNUAL PLAN

		Meeting Dates									
		Feb	March	May	July	Aug	Sep	Nov	Dec		
Strategic Review	Charter	Confirm Charter approved and sent to Mod								Analysis of Variance Annual plan draft	
	Strategic aims		Strategic Aim 1	Strategic Aim 2	Strategic Aim 3	Strategic Aim 4	Strategic Aim 5	Strategic Aim 6			
Regular Review	Policy		Governance	Nat 1	Nat 2	Nat 3	Nat 4	Nat 5 and 6		Role of the Chair	
	Learner progress and achievement		Reg Year NS Baseline data			Target Groups NS data				National Stds	
	HR	Performance Agreement Approved				Informal review				Formal review report	
	Curriculum				Inc Arts		Integrate curricula				
	Budget	Approved	Monitor	Monitor	Mid year review	Monitor		2015 draft			
Emergent Review	Six Dimensions										
	New govt. initiatives local										
	initiatives										
Board Process	Charter	Appoint chair Delegation	Accounts to Auditor	Annual Report approved to Mod	Nat Stds. Parent Reporting RS		Health Curriculum Consultation	Succession planning		Nat Stds. Parent Reporting	



Glenavon School

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Kiwisport is a government funded initiative to support students participation in organised sport. In 2015, the school received Kiwisport funding of \$3501.69 (excluding GST). This funding was used to pay for our subscription to the South West Sports Cluster.