

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF OCEANVIEW HEIGHTS SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of Oceanview Heights School (the School). The Auditor-General has appointed me, Derily MacLean, using the staff and resources of Martin Wakefield, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2017; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 2 May 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The

Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included after pages 19 to 28, but does not include the financial statements, and our auditor's report thereon.


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

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

Independence

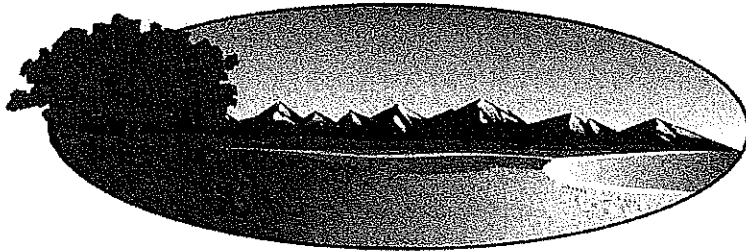
We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing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

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


Derily MacLean
Martin Wakefield
On behalf of the Auditor-General
Timaru, New Zealand

OCEANVIEW HEIGHTS SCHOOL

OCEANVIEW HEIGHTS SCHOOL



'Looking Ahead ~ Leading The Way'

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	241 Selwyn Street, Marchwiell, Timaru
School Postal Address:	241 Selwyn Street, Marchwiell, Timaru 7910
School Phone:	03 687 9235
School Email:	cwelch@ovh.school.nz
Ministry Number:	2110

OCEANVIEW HEIGHTS SCHOOL

Financial Statements - For the year ended 31 December 2017

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Oceanview Heights 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.

Phillipa Watson

Full Name of Board Chairperson

Sandi Abel

Full Name of Principal

Phillipa G Watson

Signature of Board Chairperson

Sandi Abel

Signature of Principal

1/5/18

Date:

1.5.18

Date:

Oceanview Heights 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	948,254	849,282	749,286
Locally Raised Funds	3	29,811	19,415	55,391
Interest Earned		13,435	8,000	13,851
Gain on Sale of Property, Plant and Equipment		2,000	-	16,665
		<u>993,500</u>	<u>876,697</u>	<u>835,193</u>
Expenses				
Locally Raised Funds	3	10,481	9,365	9,064
Learning Resources	4	470,484	425,350	508,448
Administration	5	61,703	82,600	77,644
Finance Costs		1,137	-	319
Property	6	366,736	314,300	210,811
Depreciation	7	41,293	50,000	32,087
		<u>951,834</u>	<u>881,615</u>	<u>838,372</u>
Net Surplus / (Deficit)		41,666	(4,918)	(3,179)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>41,666</u>	<u>(4,918)</u>	<u>(3,179)</u>

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



Oceanview Heights 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	738,283	738,283	669,398
Total comprehensive revenue and expense for the year	41,666	(4,918)	(3,179)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	10,000	72,063
Equity at 31 December	779,949	743,365	738,283
Retained Earnings	779,949	743,365	738,283
Equity at 31 December	779,949	743,365	738,283

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



Oceanview Heights School Statement of Financial Position

As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	8	332,435	322,447	262,562
Accounts Receivable	9	22,918	37,365	37,365
GST Receivable		15,481	21,038	21,038
Prepayments		1,054	2,023	2,023
Investments	10	351,401	348,753	348,753
		<u>723,289</u>	<u>731,626</u>	<u>671,741</u>
Current Liabilities				
Accounts Payable	12	44,272	45,374	45,374
Revenue Received in Advance	13	38	13	13
Finance Lease Liability - Current Portion		11,741	10,935	10,935
Funds for RTLB services	15	150,629	144,527	139,724
Funds Held on Behalf of RTLit Cluster	16	27,283	26,041	26,041
		<u>233,963</u>	<u>226,890</u>	<u>222,087</u>
Working Capital Surplus/(Deficit)		489,326	504,736	449,654
Non-current Assets				
Property, Plant and Equipment	11	312,856	271,768	321,768
		<u>312,856</u>	<u>271,768</u>	<u>321,768</u>
Non-current Liabilities				
Finance Lease Liability		22,233	33,139	33,139
		<u>22,233</u>	<u>33,139</u>	<u>33,139</u>
Net Assets		<u>779,949</u>	<u>743,365</u>	<u>738,283</u>
Equity		<u>779,949</u>	<u>743,365</u>	<u>738,283</u>

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



Oceanview Heights 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		263,527	229,542	201,965
Locally Raised Funds		32,260	12,769	48,745
Goods and Services Tax (net)		5,557	(8,795)	(8,795)
Payments to Employees		(102,951)	(105,353)	(144,162)
Payments to Suppliers		(113,943)	(101,234)	(134,085)
Interest Received		17,542	7,091	12,942
Net cash from / (to) the Operating Activities		101,992	34,020	(23,390)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		2,000	-	-
Purchase of PPE (and Intangibles)		(31,183)	(68,349)	(6,458)
Purchase of Investments		(2,648)	-	-
Proceeds from Sale of Investments		-	14,280	14,280
Net cash from / (to) the Investing Activities		(31,831)	(54,069)	7,822
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	10,000	72,063
Finance Lease Payments		(12,435)	12,354	(35,278)
Funds Administered on Behalf of Third Parties		12,147	57,580	52,777
Net cash from Financing Activities		(288)	79,934	89,562
Net increase/(decrease) in cash and cash equivalents		69,873	59,885	73,994
Cash and cash equivalents at the beginning of the year	8	262,562	262,562	188,568
Cash and cash equivalents at the end of the year	8	332,435	322,447	262,562

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.



Oceanview Heights School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 11.



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 14.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

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

1.5. Operating Lease Payments

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

1.6. Finance Lease Payments

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

1.7. Cash and Cash Equivalents

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



1.8. Accounts Receivable

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

1.9. 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.

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

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

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

1.10. Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$250 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:

Building improvements	40 years
Furniture and equipment	6-10 years
Information and communication technology	3-6years
Motor vehicles	5 years
Leased Assets	3 years
Library resources	10 years

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

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

Non cash generating assets

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

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

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

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

1.12. Accounts Payable

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

1.13. Employment Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

1.14. 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.



1.15. Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.16. Provision for Cyclical Maintenance

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

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

1.17. Financial Assets and Liabilities

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

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

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

1.18. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

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

1.20. 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 (Unaudited)	Actual
	\$	\$	\$
Operational grants	181,427	179,887	161,908
Teachers' salaries grants	391,889	360,000	408,512
Use of Land and Buildings grants	292,838	250,000	129,068
Other MoE Grants	81,057	49,000	48,059
Other government grants	1,043	10,395	1,739
	<u>948,254</u>	<u>849,282</u>	<u>749,286</u>

3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	22,111	8,700	13,383
Fundraising	942	400	391
Other revenue	3,569	3,500	39,055
Trading	61	-	311
Activities	3,036	6,815	2,250
Curriculum Recoveries	92	-	-
	<u>29,811</u>	<u>19,415</u>	<u>55,391</u>
Expenses			
Activities	10,481	9,365	6,830
Trading	-	-	1,221
Other Locally Raised Funds Expenditure	-	-	1,013
	<u>10,481</u>	<u>9,365</u>	<u>9,064</u>
Surplus for the year Locally raised funds	<u>19,330</u>	<u>10,050</u>	<u>46,327</u>

4. Learning Resources

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	12,403	1,050	15,709
Information and communication technology	436	600	894
Library resources	-	-	163
Employee benefits - salaries	445,439	405,000	479,597
Resource/attached teacher costs	8,775	17,500	10,188
Staff development	3,431	1,200	1,897
	<u>470,484</u>	<u>425,350</u>	<u>508,448</u>



5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,420	3,600	3,369
Board of Trustees Fees	2,795	4,500	2,630
Board of Trustees Expenses	1,267	1,000	1,836
Communication	5,843	7,100	7,287
Consumables	1,126	2,100	2,525
Operating Lease	1,015	10,500	6,474
Other	4,387	3,700	5,373
Employee Benefits - Salaries	30,800	38,600	38,798
Insurance	5,866	6,000	5,733
Service Providers, Contractors and Consultancy	5,184	5,500	3,620
	<u>61,703</u>	<u>82,600</u>	<u>77,644</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	108	1,000	5,661
Consultancy and Contract Services	17,648	15,000	-
Grounds	3,205	2,100	6,291
Heat, Light and Water	22,504	20,000	25,763
Rates	2,929	3,000	2,970
Repairs and Maintenance	5,399	3,200	7,865
Use of Land and Buildings	292,838	250,000	129,068
Security	3,559	2,000	2,707
Employee Benefits - Salaries	18,546	18,000	30,486
	<u>366,736</u>	<u>314,300</u>	<u>210,811</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	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	5,121	9,050	5,122
Furniture and Equipment	9,194	12,000	8,220
Information and Communication Technology	6,009	9,900	6,442
Motor Vehicles	1,999	4,000	1,999
Leased Assets	18,930	15,000	10,258
Library Resources	40	50	46
	<u>41,293</u>	<u>50,000</u>	<u>32,087</u>



9. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on Hand	52	52	52
Bank Current Account	290,555	322,395	262,510
Bank Call Account	41,828	-	-
Cash equivalents and bank overdraft for Cash Flow Statement	<u>332,435</u>	<u>322,447</u>	<u>262,562</u>

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

9. Accounts Receivable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	4,110	6,534	6,534
Interest Receivable	-	4,107	4,107
Teacher Salaries Grant Receivable	18,808	26,724	26,724
	<u>22,918</u>	<u>37,365</u>	<u>37,365</u>
Receivables from Exchange Transactions	4,110	10,641	10,641
Receivables from Non-Exchange Transactions	18,808	26,724	26,724
	<u>22,918</u>	<u>37,365</u>	<u>37,365</u>

10. Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	351,401	348,753	348,753



Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	187,288	-	-	-	(5,121)	182,167
Furniture and Equipment	43,569	20,645	-	-	(9,194)	55,020
Information and Communication	18,777	10,537	-	-	(6,009)	23,305
Motor Vehicles	3,498	-	-	-	(1,999)	1,499
Leased Assets	68,315	1,199	-	-	(18,930)	50,584
Library Resources	321	-	-	-	(40)	281
Balance at 31 December 2017	321,768	32,381	-	-	(41,293)	312,856

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	256,076	(73,909)	182,167
Furniture and Equipment	244,337	(189,317)	55,020
Information and Communication	64,524	(41,219)	23,305
Motor Vehicles	9,995	(8,496)	1,499
Leased Assets	85,112	(34,528)	50,584
Library Resources	41,824	(41,543)	281
Balance at 31 December 2017	701,868	(389,012)	312,856

The net carrying value of equipment held under a finance lease is \$50,584 (2016: \$68,315)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building Improvements	192,410	-	-	-	(5,122)	187,288
Furniture and Equipment	28,395	33,168	(9,774)	-	(8,220)	43,569
Information and Communication	56,880	-	(31,661)	-	(6,442)	18,777
Motor Vehicles	5,497	-	-	-	(1,999)	3,498
Leased Assets	-	78,573	-	-	(10,258)	68,315
Library Resources	236	131	-	-	(46)	321
Balance at 31 December 2016	283,418	111,872	(41,435)	-	(32,087)	321,768

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building Improvements	256,076	(68,788)	187,288
Furniture and Equipment	228,447	(184,879)	43,569
Information and Communication	53,987	(35,210)	18,777
Motor Vehicles	9,995	(6,497)	3,498
Leased Assets	83,913	(15,598)	68,315
Library Resources	41,824	(41,503)	321
Balance at 31 December 2016	674,243	(352,475)	321,768



12. Accounts Payable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	7,662	10,217	10,217
Accruals	13,298	3,874	3,874
Employee Entitlements - salaries	21,169	29,807	29,807
Employee Entitlements - leave accrual	2,143	1,476	1,476
	<u>44,272</u>	<u>45,374</u>	<u>45,374</u>
Payables for Exchange Transactions	44,272	45,374	45,374
	<u>44,272</u>	<u>45,374</u>	<u>45,374</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	38	13	13
	<u>38</u>	<u>13</u>	<u>13</u>

14. Finance Lease Liability

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	12,434	14,638	14,638
Later than One Year and no Later than Five Years	22,437	37,173	37,173
Later than Five Years	-	-	-
	<u>34,871</u>	<u>51,811</u>	<u>51,811</u>



15. Funds for R/L/B Services

Oceanview Heights School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds held at beginning of the year	139,724	139,724	87,040
<i>Revenue</i>			
Teachers' Salary Grant	905,068	905,068	825,495
Administration Grant	37,586	43,224	37,214
Learning Support Funding	82,330	94,679	82,330
Year 11-13 Funding	44,466	51,136	44,466
Travel Grant	89,931	4,803	95,291
Other Revenue	7,222	1,202,331	8,119
	<u>1,166,603</u>	<u>2,404,662</u>	<u>1,092,915</u>
Total funds available	<u>1,306,327</u>	<u>2,544,386</u>	<u>1,179,955</u>
<i>Expenses</i>			
Employee Benefit - Salaries	952,660	905,068	825,495
Administration	64,858	80,680	25,597
Learning Support	27,189	99,679	98,502
Year 11-13	26,265	51,136	39,344
Travel	46,852	60,965	36,925
Other Expenses	6,339	-	19,301
	<u>1,124,163</u>	<u>1,197,528</u>	<u>1,045,164</u>
Purchase of Assets	31,535	-	749
Funds Held at Year End	<u>150,629</u>	<u>144,527</u>	<u>139,724</u>

16. Funds Held on Behalf of R/L/B Cluster

Oceanview Heights School is the lead school and holds funds on behalf of the Kiwi Park cluster, a group of schools funded by the Ministry of Education to improve literacy.

	2017 Actual \$	2017 Budget \$	2016 Actual \$
Funds Held at Beginning of the Year	26,041	26,041	25,948
Funds Received from MoE	15,213	-	14,964
Funds Spent on Behalf of the Cluster	(13,971)	-	(14,871)
Funds Held at Year End	<u>27,283</u>	<u>26,041</u>	<u>26,041</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principal, Cluster Manager and Executive Officer.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	2,795	2,630
Full-time equivalent members	0.09	0.12
<i>Leadership Team</i>		
Remuneration	326,511	367,195
Full-time equivalent members	4.00	5.00
Total key management personnel remuneration	329,306	369,825
Total full-time equivalent personnel	4.09	5.12

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

Principal

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

	2017 Actual \$	2016 Actual \$
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	0 - 0	0 - 0
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$	2017 FTE Number	2016 FTE Number
110 - 120	-	-
100 - 110	-	-
	-	-

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

19. Compensation and Other Benefits Upon Leaving

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

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



20. Contingent Liabilities

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

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The School is currently being demolished and re-built as part of the Ministry's plan to remediate leaky buildings. At present there is significant uncertainty over how the re-build will affect the BOT's maintenance obligations. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the School will be required to maintain all existing and new buildings.

The Board of Trustees has planned to provide a new 10 Year Property Plan in 2018 when the Board and the Ministry can more accurately gauge the ongoing maintenance liabilities.

21. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has not entered into any contract agreements for capital works.

(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 a photocopier;

	2017 Actual \$	2016 Actual \$
No later than One Year	10,440	10,440
Later than One Year and No Later than Five Years	16,530	26,970
Later than Five Years	-	-
	<u>26,970</u>	<u>37,410</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	332,435	322,447	262,562
Receivables	22,918	37,365	37,365
Investments - Term Deposits	351,401	348,753	348,753
Total Loans and Receivables	<u>706,754</u>	<u>708,565</u>	<u>648,680</u>

Financial liabilities measured at amortised cost

Payables	44,272	45,374	45,374
Finance Leases	33,974	44,074	44,074
Total Financial Liabilities Measured at Amortised Cost	<u>78,246</u>	<u>89,448</u>	<u>89,448</u>

24. Events After Balance Date

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

BOARD OF TRUSTEES

OCEANVIEW HEIGHTS SCHOOL

Members of the Board of Trustees 2017

NAME	POSITION	HELD
Phillipa Watson	Chairperson	2019
Lisa Hanright	Elected Member	2019
Shontal Williams	Elected Member	2019
Kerry Burton	Elected Member	2019
Binesh Shukul	Elected Member	2019
Janice Carter	Staff Rep	2019
Sandi Abel	Principal	

OCEANVIEW HEIGHTS SCHOOL



Navigating learning through the tides of change

KIWI SPORTS FUNDING 2017

We have used this funding to have children play out of school sports i.e. netball, rugby, touch rugby. We have also used this for a Top Team event with St Joseph's school.

Seniors also had several outdoor education trips with ARA and purchased some sports gear such as balls etc.

Oceanview Heights School
241 Selwyn Street
Marchwiell
Timaru 7910
Phone: 03 6879235 or 0272658877
Email: office@ovh.school.nz

Oceanview Heights School, Timaru Analysis of Variance for the 2017 year: February 2018

Curriculum Area	Level	Target Group	Personnel Involved
Strategic Plan link: NAG 1 (Curriculum) Te reo me nga tikanga Maori	Years 1 - 8	Years 1 - 8 Maori students	Sandi Abel (Tumuaki & Lead Kaiako), Grant Hambleton (Deputy Principal, Wendy Mehrtens (Co-lead Teacher), Janice Carter, Pikimai Okinader (Kaiarahi Reo).
Targets / Actions to achieve targets			Evaluation
<p><u>Targets</u></p> <ul style="list-style-type: none"> Maori students are fully and successfully engaged in their learning across all curriculum areas and show pride in their unique identity. 50% of Maori students are achieving at or above National Standards levels in Mathematics. 50% of Maori students are achieving at or above National Standards levels in Reading and 70% in Writing. Teacher confidence continues to grow in teaching Te Reo Maori. <p><u>Actions to achieve targets</u></p> <ul style="list-style-type: none"> Develop a continuum of progress for our tamariki in Te Reo Maori. Work with families and whanau to continue to support expected levels of achievement across curriculum areas. Employ a Te Reo / kapahaka tutor to support the Te Reo / Tikanga learning and achievement in the school. 			<p>End -year results in Maths showed that Maori children were <u>62% At / Above</u>, in Reading <u>70% At / Above</u> and in Writing <u>69% At / Above</u>.</p> <p>We reported these results to the BoT in our December National Standards Report. We met all our NS targets. These results are our greatest improvement since 2015 – e.g. 2015 they were 58% at/above and in 2016 they were 33% at /above and also in July 2017 they were 58% at / above and now we have 70% at /above in Reading. In Writing e.g. 2015 there were 50% at/above and in 2016 there were 60% at /above and also in July 2017 there were 67% at / above and now we have 69% at /above. Also in Maths e.g. 2015 there were 42% at/above and in 2016 there were 33% at /above and also in July 2017 there were 67% at / above and now we have 62% at /above.</p> <p>We continued to employ Pikimai as our Kaiarahi Reo and she is teaching Te Reo and Kapahaka during teacher's CRT. Each class got 1 hour a week subject to timetabling. We will conduct a Maori Consultation Survey and Student Voice Hui early in the 2018 to gain feedback on the programme.</p>

Curriculum Area	Level	Target Group	Personnel Involved
Strategic Plan link: NAG 1 (Curriculum) Physical Education	Years 1 - 8	Years 1 - 8	Grant Hambleton, (Lead Teacher), Sandi Abel (Principal), Janice Carter, Wendy Mehrstens, and other personnel associated with SSC.
Target / Actions to achieve target			Evaluation
<p><u>Targets</u></p> <ul style="list-style-type: none"> Levels of fitness & engagement in physical activity will continue to increase. <p><u>Actions to achieve targets</u></p> <ul style="list-style-type: none"> Timetabled, regular, targeted physical activity programmes will be implemented in all classes, with a focus on Fundamental Skills - on a Thursday afternoon. Selected out of school activities will be provided to enhance and extend skills learned. 			<p>A range of activities have contributed to physical activity increases within the school:</p> <ul style="list-style-type: none"> Gymnastics / entries in the SC Gymnastics Competition Netball teams – increased to 4 teams in 2017 - out of school competition for over 10 weeks Ara PolyTech Outdoor Education programme for senior class including kayaking, orienteering, outdoor education skills at Peel forest, as well as rock climbing and abseiling. Cross Country training at Tweedy Park followed up by our school Cross Country @ Ashbury Park Professional Swimming programme for 2 weeks at CBay PCT Challenge / APA Day at Stadium Touch Rugby competition Netball coaching for all classes Fundamental Skills programme Annual Athletics programme and school competition Top Teams Day with St Josephs Timaru at our school <p>We reported on this curriculum area (including work samples /celebrations in the end of year portfolios) to parents/caregivers in December. Our programme of Fundamental Skills continues to be maintained and I have met with the Sport South Canterbury person to get support for our coaches for 2017. Grant has been to the SCPSPA meeting and continues to ensure that we have a voice at these meetings in-line with our Physical Activities Annual Target.</p> <p>NB: Kiwisport Funding was used to increase students participation in the following organised sports.</p>

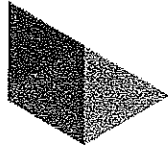
NAG 5: Health & Safety - Positive Behaviour Management / Pastoral Care

Goal	Personnel Involved
<ul style="list-style-type: none"> All children/tamariki, including those with special learning needs, are able to maintain expected levels of engagement and success in learning programmes 	<p>Sandi Abel (Principal & SENCO), Grant Hambleton (Deputy Principal), Janice Carter, Wendy Mehrtens and Annabel Duffield (Classroom Teachers), Wendy Mehrtens - Reading Recovery Teacher, Liz Sakimura, Stacey Hawthorne, Maree Campbell (Teacher Aides) and personnel from all agencies involved with children. See Special Needs Spreadsheet.</p>
Actions to achieve goal	Evaluation
<ul style="list-style-type: none"> Start of 2017 year data updated, collated, analysed and interpreted to determine level and nature of behaviour modification needed across school. Pastoral care data gathered and analysed regularly via Principal's Special Needs database. IEP / IBPs written as and when required. Social Worker In Schools role continued. Principal attends SWIS regional meetings and liaises with SWIS (ongoing). Breakfast Club continues daily between 8.15 & 9.00 am. Kids' lunch (hot meal) operates every Wednesday using school community volunteers – now extended to local kindergarten. Kiwican (Values) programme provided for 2 classes. Principal to attend all relevant Strengthening Families Meetings. Principal to attend all relevant Family Group Conferences. 	<p>End-year results showed that our top tier Special Needs children (11) were achieving at Below / Well Below in the National Standards. Programmes were put in place to support their progress in the NZ Curriculum e.g. RTLB, In-Class Support (MoE funded) and Teacher Aide support, as well as the school's SEG and TFEA funds.</p> <p>For our next tier Special Needs children (9) we had additional programmes that were implemented during 2017 e.g. Reading Recovery, ALL Reading programme, STEPs Literacy Support and a modified ALL programme funded by the RTLB, as well as classroom Teacher Aide support – funded through SEG funding.</p> <p>For our next tier ESOL (17) only (10) 59% were underachieving in the National Standards. We have provided additional programmes during 2017 e.g. ESOL Teacher Aide support in Oral Language, Written Language and Reading funded through ESOL (MoE) funding.</p> <p>We continued to have a term by term Special Needs Register, as many of our children have complex learning / behaviour needs, as well as external areas that impact on their schooling. We will start an ESOL register in 2018 to track our ESOL children's progress.</p> <p>Our SWIS (Angela) worked with a number of referred children and their families on a Monday and Thursday.</p> <p>All of our other programmes that support our children's ability to be at school on a daily basis, and be ready to learn were implemented with the generous support of outside providers e.g. WAVE, KidsCan, the Lye Foundation, our local church / community members and parents/whanau.</p> <p>Our KiwiCan programme operated for Rooms 3 and 4 due to timetable constraints with another school.</p> <p>The Principal attends all SF and FGC etc to support families and children in the school and home.</p>

NAG 4: Finance & Property

Goals	Personnel Involved
<ul style="list-style-type: none"> The school's financial position continues to be positive and sustainable. The Board of Trustees monitors and manages the school's finance and property portfolios effectively. Property development, including modernisation of existing buildings, is realistic and appropriate to the size, nature and needs of the school. The MLE buildings will be enhanced by an MLE philosophy in the classroom's curriculum. 	<p>Board of Trustees Principal (Sandi Abel) Office Manager (Christine Welch) Caretaker (Chris Butler) Solution and Services personnel Ministry of Education Property Adviser Logic</p>
Actions to achieve goals	Evaluation
<ul style="list-style-type: none"> The 2017 budget is developed by the Board, and is carefully adhered to. Property works are actioned as determined by the Board with MoE support – with Stage 2 upgrade of Administration block and Library areas as a focus. Use the services of a professional fundraiser (Thea Mikell) to assist in providing specific curriculum needs, and ensure that the education of our children is not compromised by a lack of funds. 	<p>Results to date showed that we are in a very sound financial position for 2017 / 2018. We have invested \$41,000.00 into a term investment for 120 days maturing in March 2018. We have a term investment of \$129,724.00 for 240 days, which is maturing in March 2018. We have also just put into a new term investment \$180,677.00 with a term of 240 days maturing in May 2018. This is approx. \$351,401.00 of funds in investments.</p> <p>In the on - call account we have a working capital of \$101,815.00 and \$67,688.00 in our cheque account. (This is including our RTLB funds - surplus and working capital, but is excluding any RTLB funds held by the school). In the RTLB account as of the October accounts there is \$251,555.00. We are on track for an unqualified Audit Report for 2017.</p> <p>We received Community Funds and resources from various sources including the local churches and private people. We have also received in 2017 \$9,000.00 from Pub Charities for Art Supplies, Swimming lessons and a bus for transport to Clay and PE and playground equipment through the Thea Mikell Fundraising Programme. Property Development continues to be an on-going process with the Stage 2 being considerably delayed due to the re-scoping of the project. Still being discussed is 50% of our 10 YPP (approx. \$300,000.00) going towards the weather tightness remediation, with the Ministry topping up any other funds needed to remediate the weather tightness issues.</p> <p>The other 50% of the 10 YPP (approx. \$300,000.00) will go towards refurbishing old Rooms 1 and 2 into a library and another MLE classroom. This work is still being scoped, with work possibly starting in 2018. We are in the process of having a revised 5 YPA and 10 YPP with revised Condition Assessment being carried out by Logic and Foleys.</p> <p>Special Education and RTLB buildings – still in discussion with MoE on future direction – possibly they will take over all the maintenance and capital works component of the building and we don't receive that portion of maintenance in our Ops Grant and only charge the two blocks for operation costs e.g. power, caretaking, cleaning, etc or the MoE take over the whole of both blocks completely. Discussion was held on who would do the Property Occupancy Documents with the other users of the SE block, as these are very out of date at present. A revised Condition Assessment will be carried out by Logic and Foleys for these 2 blocks. The DP and I will be meeting on the 18th December with Logic and the MoE to ensure that we get some traction on these property areas, as we have been very patient to date.</p>

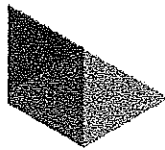
Analysis of Variance Reporting



School Name:	Oceanview Heights School	School Number: 2110
Strategic Aim:	Students/tamariki at Oceanview Heights are able to successfully access the New Zealand Curriculum, as evidenced by achievement and progress in relation to New Zealand Curriculum standards, taking into consideration the academic level at which each individual child starts school.	
Annual Aim:	To improve the achievement levels in the National Standards of Mathematics for the Years 1 and 8 Underachievers (except Year 5 cohort).	
Target	<ul style="list-style-type: none"> 50% of Years 1- 8 (except Year 5 cohort) will be at or above National Standards in Mathematics. 	
Baseline Data:	<p>High levels of consistency in delivering effective Mathematics programmes across the school are evident. Classroom instruction is evidence-based.</p> <p>Data analysis shows that the End - year results showed that :</p> <p>The Year 2 - 23% - 3/13 were At / Above and 77% - 10/13 were Below / Well Below.</p> <p>The Years 4 - 25% - 1/4 were At / Above and 75% - 3/4 Below / Well Below.</p> <p>The use of JAM and PAT Mathematics as a tool for specific analysis of achievement and needs were used in 2016.</p> <p>The whole school participated in intensive PD with an advisor from UCoL and gains made in "teaching as inquiry" initiated in 2015 were consolidated and enhanced in 2016. Consolidation will continue in 2017.</p> <p>Teachers will continue to use the Mathematics Curriculum Number strand model to work on improving achievement in the other strands.</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>
<ul style="list-style-type: none"> Teachers will improve and develop strategies to assist children to reach the 2017 achievement target. Teachers will set goals for learning, with next steps for all children not achieving at or above the Mathematics National Standard. Children targeted for intervention will be part of differentiated / learning support programmes. Previous PD in Mathematics will be consolidated by teachers during the year to support the interventions. Targetted learning goals, strategy development and intervention programmes will be part of each teacher's appraisal process. 	<p>End-year results showed</p> <p>Year 8 – <u>57% were At / Above</u>,</p> <p>Year 7 – <u>22% were At / Above</u>,</p> <p>Year 6 – <u>50% were At / Above</u>,</p> <p>Year 5 – <u>29% were At / Above</u>,</p> <p>Year 4 – <u>29% were At / Above</u>,</p> <p>Year 3 – <u>44% were At / Above</u></p> <p>Year 2 – <u>91% were At / Above</u>,</p> <p>Year 1 – <u>100% were At / Above</u>.</p>	<p>4/8 or 50% of the levels achieved this. The results in the middle and senior part of the school are disappointing and will be addressed in 2018.</p> <p>However in our junior school the results are great, so in the future these children should go through the school more able to maintain this accelerated progress.</p> <p>The children who are underachieving (11) include the In - Class Support / RTLB / Special Needs children and (9) are our ESOL children. Other children (9) have delays in mathematics learning that will be addressed within the class environment next year. These middle and senior children will be the focus for teachers in 2018.</p>	<p>In Mathematics 2 of the main underachievers will receive In - Class support for 2018.</p> <p>The Year 7 – going into Year 8, the Year 5 – going into Year 6 and the Year 4 – going into Year 5 next year will be focus groups in 2018.</p> <p>Ensuring that the Years 1 and 2 maintain this high standard will also be a focus for teachers.</p>
Planning for next year			
<p>50% of the Year 7 children – going into Year 8, the Year 5 children – going into Year 6 and the Year 4 children – going into Year 5 will be at or above their age level / Numeracy Stages in Mathematics.</p> <p>Teachers will improve and develop strategies to assist children to reach the 2018 achievement targets.</p> <p>Teachers will set goals for learning, with next steps for all children not achieving at or above their Mathematics Numeracy Stages.</p> <p>Children targeted for intervention will be part of differentiated / learning support programmes.</p> <p>Previous PD in Mathematics will be consolidated by teachers during the year to support the interventions.</p> <p>These targeted learning goals, strategies development and intervention programmes will be part of each teacher's appraisal process to ensure that continual monitoring and interventions are put in place to achieve our target.</p>			

Analysis of Variance Reporting



School Name:	Oceanview Heights School	School Number: 2110
Strategic Aim:	Students/tamariki at Oceanview Heights are able to successfully access the New Zealand Curriculum, as evidenced by achievement and progress in relation to New Zealand Curriculum standards, taking into consideration the academic level at which each individual child starts school.	
Annual Aim:	To improve the achievement levels in the National Standards of Reading for the Years 1, 2, 3, 4 and 6 Underachievers	
Target:	<ul style="list-style-type: none"> 50% of Years 1, 2, 3 and 4 and 6 cohort will be at or above National Standards in Reading. 	
Baseline Data:	<p>In 2011 - 2015 Oceanview Heights was part of the Accelerated Literacy Learning project, funded by the Ministry of Education. In 2013 Oceanview Heights funded this programme from its own funding.</p> <p>In 2016 a small group of Years 3 - 5 students, whose progress and achievement in reading was not meeting expectations, worked in intensive daily intervention sessions in – class with teachers.</p> <p>End - year results showed that for Reading: The Year 2 - 38% - 5/13 were At / Above and 62% - 8/13 were Below / Well Below. The Years 4 – 25% - 1/4 were At / Above and 75% - 3/4 Below / Well Below.</p> <p>We have found that the ALL in - class programme was not as successful as previous year's withdrawal programme. Most of the children have made progress however not the accelerated progress that we have had in previous years. Progress against standardised assessments doesn't show clearly the progress that these children have made in reading levels.</p> <p>We have also received hours for Reading Recovery 2017 and 6 children will benefit from this intervention.</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>
<ul style="list-style-type: none"> Teachers will improve and develop strategies to assist children to reach the 2017 achievement target. Teachers will set goals for learning, with next steps for all children not achieving at or above the Reading National Standards. Children targeted for intervention will be part of differentiated / learning support programmes. Previous PD in Reading / ALL will be consolidated by teachers during the year to support the interventions. Stephen Graham PD in Reading will be undertaken in 2017. These targeted learning goals, strategies development and intervention programmes will be part of each teacher's appraisal process to ensure that continual monitoring and interventions are put in place to achieve our target. 	<p>End -year results showed</p> <p>Year 1 - <u>20% were At / Above,</u></p> <p>Year 2 - <u>64% were At / Above ,</u></p> <p>Year 3 - <u>67 % were At / Above,</u></p> <p>Year 4 - <u>56% were At / Above,</u></p> <p>Year 6 - <u>67% were At / Above.</u></p>	<p>We met all our NS targets except the Year 1's. Of these Year 1's 3 who did not meet the NS have attendance issues and 1 has Special Needs.</p> <p>3 children were on Reading Recovery in the 2nd half of the year. 3 children were referred to RTLB for support when the RTLT programme wasn't suitable for them and this will be transferred through to 2018 as a "systems" review for our Reading programmes.</p> <p>We implemented a Literacy Support programme for 5 children with special learning difficulties – this was a STEPs Literacy programme. 3 of these children then carried on into a Withdrawal ALL programme supported by the RTLB service. The STEPs programme will continue next year with some of the identified underachieving children.</p> <p>Altogether 6 children have gone through the Reading Recovery programme this year to date. We will not be continuing with Reading Recovery in 2018.</p>	<p>2 of these underachieving children will receive In - Class support for 2018.</p> <p>The Year 1 children – going into Year 2 next year will be a priority focus group in 2018.</p> <p>Identified outside the scope of the 2017 targets, we saw the Year 7 children dropped to - 20% At / Above – they will be a priority target group for 2018 too.</p> <p>We will focus on raising the Years 2, 3, 4, 5 and 6 cohort - going into Years 3, 4, 5, 6 and 7 to be at least 70 % at and above their reading levels in 2018, as most of them have the ability to reach this target in Reading, with support.</p>
<p>Planning for next year</p> <p>70% of Years 3, 4, 5, 6 and 7 cohort will be at or above their Reading level in Reading. Priority focus will be on the 2018 Year 2 and Year 8 children.</p> <p>Teachers will improve and develop strategies to assist children to reach the 2018 achievement targets.</p> <p>Teachers will set goals for learning, with next steps for all children not achieving at or above their Reading levels.</p> <p>Children targeted for intervention will be part of differentiated / learning support programmes.</p> <p>Previous PD in Reading / ALL will be consolidated by teachers during the year to support these interventions. Strategies from the 2017 Stephen Graham PD will be reinforced in lessons and the Stephen Graham PD in Reading Comprehension will be undertaken in 2018.</p> <p>These targeted learning goals, strategies development and intervention programmes will be part of each teacher's appraisal process to ensure that continual monitoring and interventions are put in place to achieve our targets.</p>			