

RENWICK SCHOOL



LEARNING IS STRENGTH
BE THE BEST YOU CAN BE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	2978
Principal:	Simon Heath
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RENWICK SCHOOL

Annual Report - For the year ended 31 December 2019

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Renwick School

Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflect the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Anthony Bowson

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

20/5/2020.

Date:

SIMON HEANT

Full Name of Principal

[Signature]
Signature of Principal

20.05.2020

Date:

Renwick School

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How Position Gained	Held Until
Anthony Bowron	Chairperson	Elected	May 2022
Simon Heath	Principal	ex Officio	
Kate Duncan	Parent Rep	Elected	May 2022
Scott Randall	Parent Rep	Elected	May 2022
Richard Thompson	Parent Rep	Elected	May 2022
Amy Murphy	Parent Rep	Elected	May 2022
Tineka Smith	Te Pa Wananga Rep	Co-Opted	May 2022
Lee Mason	Omaka Marae Rep	Co-Opted	May 2022
Rowena Ferguson	Staff Rep	Elected	May 2022
Anthony Mullen	Chairperson	Elected	May 2019
Sonya Sutherlan	Parent Rep	Elected	May 2019
Andrew Nation	Parent Rep	Elected	May 2019
Laura Steen	Parent Rep	Elected	May 2019
Deb Craig	Staff Rep	Elected	May 2019

Renwick School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	4,223,841	4,112,274	3,845,870
Locally Raised Funds	3	219,406	38,000	258,625
Interest Income		12,975	3,000	6,760
International Students	4	5,083	-	4,583
		<u>4,461,305</u>	<u>4,153,274</u>	<u>4,115,838</u>
Expenses				
Locally Raised Funds	3	92,776	-	113,761
International Students	4	1,928	-	487
Learning Resources	5	3,030,426	2,849,483	2,732,115
Administration	6	154,588	225,350	135,609
Finance Costs		4,524	-	5,180
Property	7	1,033,006	1,007,499	974,402
Depreciation	8	131,803	60,942	128,626
Loss on Disposal of Property, Plant and Equipment		2,116	-	981
		<u>4,451,167</u>	<u>4,143,274</u>	<u>4,091,161</u>
Net Surplus		10,138	10,000	24,677
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>10,138</u></u>	<u><u>10,000</u></u>	<u><u>24,677</u></u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



Renwick School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	647,976	647,976	621,299
Total comprehensive revenue and expense for the year	10,138	10,000	24,677
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	12,299	-	2,000
Equity at 31 December	670,413	657,976	647,976
Retained Earnings	670,413	657,976	647,976
Equity at 31 December	670,413	657,976	647,976

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Renwick School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	495,563	528,690	457,748
Accounts Receivable	10	198,631	260,769	260,769
Prepayments		16,002	8,025	8,025
Inventories	11	3,158	2,018	2,018
Investments	12	850,600	136,074	136,074
		<u>1,563,954</u>	<u>935,576</u>	<u>864,634</u>
Current Liabilities				
GST Payable		216,960	44,209	44,209
Accounts Payable	14	235,049	197,599	197,599
Revenue Received in Advance	15	450,143	18,842	18,842
Provision for Cyclical Maintenance	16	9,234	9,234	9,234
Painting Contract Liability - Current Portion	17	14,876	25,649	25,649
Finance Lease Liability - Current Portion	18	25,374	30,936	30,936
Funds held for Capital Works Projects	19	408,556	368,095	368,095
Funds Held on Behalf of the Piritahi COL Cluster	20	(383)	39,498	39,498
		<u>1,359,809</u>	<u>734,062</u>	<u>734,062</u>
Working Capital Surplus/(Deficit)		204,145	201,514	130,572
Non-current Assets				
Property, Plant and Equipment	13	525,456	523,250	584,192
		<u>525,456</u>	<u>523,250</u>	<u>584,192</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	51,054	36,739	36,739
Painting Contract Liability	17	-	4,104	4,104
Finance Lease Liability	18	8,134	25,945	25,945
		<u>59,188</u>	<u>66,788</u>	<u>66,788</u>
Net Assets		<u>670,413</u>	<u>657,976</u>	<u>647,976</u>
Equity		<u>670,413</u>	<u>657,976</u>	<u>647,976</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



Renwick School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		972,460	874,992	892,760
Locally Raised Funds		757,523	38,000	135,397
International Students		5,083	-	4,583
Goods and Services Tax (net)		172,751	-	49,982
Payments to Employees		(562,315)	(349,400)	(479,944)
Payments to Suppliers		(488,369)	(495,650)	(493,868)
Cyclical Maintenance payments in the Year		(10,773)	-	(10,773)
Interest Received		11,059	3,000	6,434
Net cash from Operating Activities		857,419	70,942	104,571
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(87,803)	-	(71,514)
Purchase of Investments		(714,526)	-	(48,276)
Net cash from Investing Activities		(802,329)	-	(119,790)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,299	-	2,000
Finance Lease Payments		(15,277)	-	(34,948)
Painting contract payments		(14,877)	-	(14,876)
Funds Administered on Behalf of Third Parties		(39,881)	-	39,498
Funds held for Capital Works Projects		40,461	-	336,329
Net cash from Financing Activities		(17,275)	-	328,003
Net increase/(decrease) in cash and cash equivalents		37,815	70,942	312,784
Cash and cash equivalents at the beginning of the year	9	457,748	457,748	144,964
Cash and cash equivalents at the end of the year	9	495,563	528,690	457,748

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 which form part of these financial statements.



Renwick School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

1.1. Reporting Entity

Renwick 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 2019 to 31 December 2019 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 29.

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 is disclosed at note 13.



Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

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. 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.

1.6. 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.



1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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.

1.8. 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.

1.9. Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Prior Year Policy

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 of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment 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 \$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.



Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10–75 years
Furniture and equipment	10 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

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.

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.

1.15. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions 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 at any time.

1.16. 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 Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.17. 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).

1.18. 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.19. 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.

1.20. Budget Figures

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

1.21. 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	804,321	739,592	729,415
Teachers' salaries grants	2,488,783	2,488,783	2,286,205
Use of Land and Buildings grants	748,499	748,499	681,004
Other MoE Grants	161,238	135,400	149,246
Other government grants	21,000	-	-
	<u>4,223,841</u>	<u>4,112,274</u>	<u>3,845,870</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	21,966	20,000	49,685
Fundraising	400	-	4,355
Bequests & Grants	1,500	-	-
Other revenue	32,085	-	48,480
Trading	20,344	-	22,675
Activities	143,111	18,000	133,430
	<u>219,406</u>	<u>38,000</u>	<u>258,625</u>
Expenses			
Activities	82,716	-	99,712
Trading	10,060	-	9,126
Fundraising (costs of raising funds)	-	-	4,923
	<u>92,776</u>	<u>-</u>	<u>113,761</u>
<i>Surplus for the year Locally raised funds</i>	<u>126,630</u>	<u>38,000</u>	<u>144,864</u>

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	1	0	1
Revenue			
International student fees	5,083	-	4,583
Expenses			
Other Expenses	1,928	-	487
	<u>1,928</u>	<u>-</u>	<u>487</u>
<i>Surplus for the year International Students</i>	<u>3,155</u>	<u>-</u>	<u>4,096</u>



5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	75,077	88,500	44,295
Equipment repairs	1,275	700	823
Information and communication technology	19,290	26,000	27,141
Extra-curricular activities	20,246	-	20,980
Library resources	2,631	5,500	1,465
Employee benefits - salaries	2,895,760	2,694,283	2,621,491
Staff development	16,147	34,500	15,920
	<u>3,030,426</u>	<u>2,849,483</u>	<u>2,732,115</u>

6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,306	4,700	4,102
Board of Trustees Fees	3,630	5,700	3,960
Board of Trustees Expenses	6,433	2,000	985
Communication	9,543	8,100	9,570
Consumables	31,383	96,400	34,455
Operating Lease	-	11,000	-
Other	23,215	21,000	7,366
Employee Benefits - Salaries	63,622	59,600	60,759
Insurance	9,916	13,000	10,612
Service Providers, Contractors and Consultancy	2,540	3,850	3,800
	<u>154,588</u>	<u>225,350</u>	<u>135,609</u>

7. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	7,360	6,500	7,749
Consultancy and Contract Services	58,109	57,800	51,912
Cyclical Maintenance Provision	25,088	-	25,088
Grounds	8,489	8,000	9,398
Heat, Light and Water	33,648	39,000	43,536
Rates	2,355	2,000	2,486
Repairs and Maintenance	56,735	59,400	62,256
Use of Land and Buildings	748,499	748,499	681,004
Security	3,261	2,000	4,209
Employee Benefits - Salaries	89,462	84,300	86,764
	<u>1,033,006</u>	<u>1,007,499</u>	<u>974,402</u>

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

8. Depreciation of Property, Plant and Equipment

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements	35,020	20,000	36,827
Furniture and Equipment	33,573	20,000	34,751
Information and Communication Technology	25,766	10,000	17,504
Leased Assets	33,690	10,000	35,778
Library Resources	3,754	942	3,766
	<u>131,803</u>	<u>60,942</u>	<u>128,626</u>

9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	313,382	528,690	457,748
Short-term Bank Deposits	182,181	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	495,563	528,690	457,748

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

Of the \$495,563 Cash and Cash Equivalents, \$408,556 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$495,563 Cash and Cash Equivalents, \$447,671 of unspent grant funding is held by the School on behalf of the New Zealand Lotteries Grant Board. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	26,415	119,132	119,132
Interest Receivable	2,490	574	574
Teacher Salaries Grant Receivable	169,726	141,063	141,063
	198,631	260,769	260,769
Receivables from Exchange Transactions	28,905	119,706	119,706
Receivables from Non-Exchange Transactions	169,726	141,063	141,063
	198,631	260,769	260,769

11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	1,565	2,018	2,018
School Uniforms	1,593	-	-
	3,158	2,018	2,018

12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset	\$	\$	\$
Short-term Bank Deposits	850,600	136,074	136,074
Total Investments	850,600	136,074	136,074



13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Building Improvements	296,161	4,407	-	-	(35,020)	265,548
Furniture and Equipment	142,690	17,863	(418)	-	(33,573)	126,562
Information and Communication	63,577	39,026	(1,698)	-	(25,766)	75,139
Leased Assets	55,404	10,202	-	-	(33,690)	31,916
Library Resources	26,360	3,685	-	-	(3,754)	26,291
Balance at 31 December 2019	584,192	75,183	(2,116)	-	(131,803)	525,456

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Building Improvements	724,249	(458,701)	265,548
Furniture and Equipment	552,400	(425,838)	126,562
Information and Communication	238,999	(163,860)	75,139
Leased Assets	97,516	(65,600)	31,916
Library Resources	77,465	(51,174)	26,291
Balance at 31 December 2019	1,690,629	(1,165,173)	525,456

The net carrying value of equipment held under a finance lease is \$31,916 (2018: \$55,404)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	332,988	-	-	-	(36,827)	296,161
Furniture and Equipment	166,687	10,754	-	-	(34,751)	142,690
Information and Communication	30,769	51,293	(981)	-	(17,504)	63,577
Leased Assets	54,905	36,277	-	-	(35,778)	55,404
Library Resources	26,533	3,593	-	-	(3,766)	26,360
Balance at 31 December 2018	611,882	101,917	(981)	-	(128,626)	584,192

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	725,342	(429,181)	296,161
Furniture and Equipment	563,942	(421,252)	142,690
Information and Communication	368,305	(304,728)	63,577
Leased Assets	110,136	(54,732)	55,404
Library Resources	73,779	(47,419)	26,360
Balance at 31 December 2018	1,841,504	(1,257,312)	584,192

14. Accounts Payable

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Operating creditors	37,936	34,999	34,999
Accruals	12,625	4,521	4,521
Employee Entitlements - salaries	170,325	143,603	143,603
Employee Entitlements - leave accrual	14,163	14,476	14,476
	235,049	197,599	197,599
Payables for Exchange Transactions	235,049	197,599	197,599
	235,049	197,599	197,599

The carrying value of payables approximates their fair value.



15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Grants in Advance - Ministry of Education	-	14,099	14,099
Other	450,143	4,743	4,743
	<u>450,143</u>	<u>18,842</u>	<u>18,842</u>

16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	45,973	45,973	31,658
Increase/ (decrease) to the Provision During the Year	25,088	-	25,088
Use of the Provision During the Year	(10,773)	-	(10,773)
Provision at the End of the Year	<u>60,288</u>	<u>45,973</u>	<u>45,973</u>
Cyclical Maintenance - Current	9,234	9,234	9,234
Cyclical Maintenance - Term	51,054	36,739	36,739
	<u>60,288</u>	<u>45,973</u>	<u>45,973</u>

17. Painting Contract Liability

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Liability	14,876	25,649	25,649
Non Current Liability	-	4,104	4,104
	<u>14,876</u>	<u>29,753</u>	<u>29,753</u>

In 2007 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering a twelve year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2007, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

18. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	27,510	33,689	33,689
Later than One Year and no Later than Five Years	8,700	27,752	27,752
	<u>36,210</u>	<u>61,441</u>	<u>61,441</u>



19. Funds Held for Capital Works

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

		2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution	Closing Balances
			\$	\$	\$		\$
Hall Modernisation	In Progress		34,948	434,713	(61,105)	-	408,556
Block B Rm 11 & 12, Senior Toilets	Completed		333,147	-	(333,147)	-	-
Totals			368,095	434,713	(394,252)	-	408,556

Represented by:

Funds Held on Behalf of the Ministry of Education

408,556
<u>408,556</u>

		2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution	Closing Balances
			\$	\$	\$		\$
Hall Modernisation	In Progress		76,239	-	(41,291)	-	34,948
Rooms 15 - 16	Completed		(41,928)	40,337	(1,163)	2,754	-
Modifications Room 9 - 12	Completed		(2,545)	-	(10,166)	12,711	-
Block B Rm 11 & 12, Senior Toilets	In Progress		-	352,852	(19,705)	-	333,147
Totals			31,766	393,189	(72,325)	15,465	368,095

20. Funds Held on Behalf of the Piritahi COL Cluster

Renwick School is the lead school and holds funds on behalf of the Piritahi COL cluster, a group of schools funded by the Ministry of Education to share professional development.

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	39,498	39,498	-
Funds Received from Cluster Members	29,775	-	59,990
Funds Received from MoE	14,000	-	-
Funds Spent on Behalf of the Cluster	(83,656)	-	(20,492)
Funds Held at Year End	<u>(383)</u>	<u>39,498</u>	<u>39,498</u>

21. 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.



22. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,630	3,960
Full-time equivalent members	0.22	0.12
<i>Leadership Team</i>		
Remuneration	362,563	457,508
Full-time equivalent members	3.00	4.00
Total key management personnel remuneration	366,193	461,468
Total full-time equivalent personnel	3.22	4.12

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160-170	170-180
Benefits and Other Emoluments	0 - 10	0 - 10
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 \$000	2019 FTE Number	2018 FTE Number
100 -110	2.00	1.00
	2.00	1.00

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

23. 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:

	2019 Actual \$	2018 Actual \$
Total	-	-
Number of People	-	-



24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

25. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into the following contract agreements for capital works.

(a) The school has signed contracts for the completion of essential infrastructure & strengthening work on the Renwick Community Memorial Hall. The total estimated contract value is \$924,869. This is to be funded from Ministry project funds, up to \$477,459 and a third party contribution of \$447,671 from the New Zealand Lotteries Grants Board (via the Department of Internal Affairs). It should be noted that there is no financial contribution by the Board.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating contracts.

26. 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.

27. Financial Instruments

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

Financial assets measured at amortised cost

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	495,563	528,690	457,748
Receivables	198,631	260,769	260,769
Investments - Term Deposits	850,600	136,074	136,074
Total Financial assets measured at amortised cost	<u>1,544,794</u>	<u>925,533</u>	<u>854,591</u>

Financial liabilities measured at amortised cost

Payables	235,049	197,599	197,599
Finance Leases	33,508	56,881	56,881
Painting Contract Liability	14,876	29,753	29,753
Total Financial liabilities measured at amortised Cost	<u>283,433</u>	<u>284,233</u>	<u>284,233</u>

28. Events After Balance Date

Impact from COVID-19

On the 11th March 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on the 26th March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed until 18 May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

29. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.



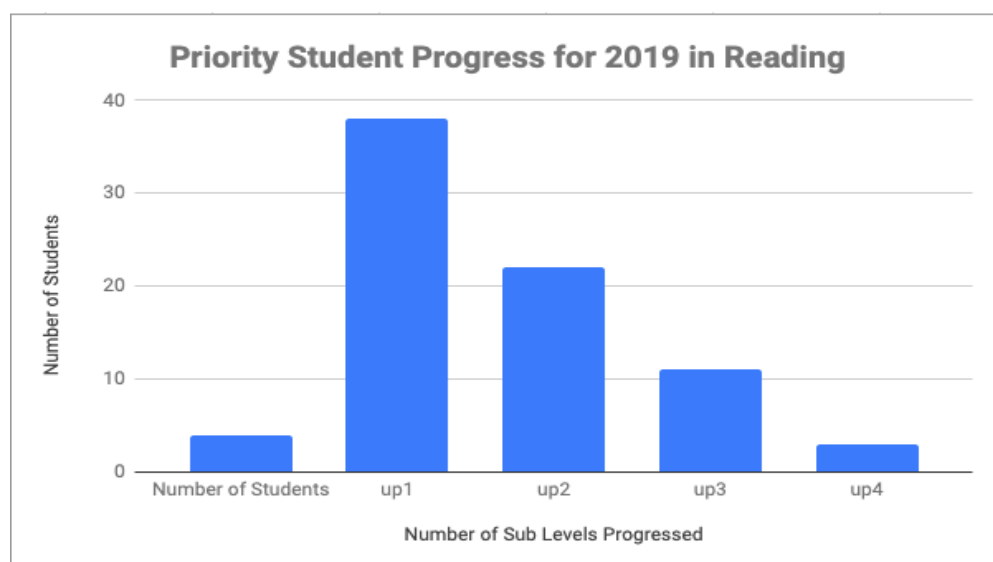
Renwick School Reading Variance Report 2019

Focus Area:	Reading
Strategic Goal:	<ul style="list-style-type: none"> All learners make expected progress in Reading, Writing and Mathematics
Target:	<ul style="list-style-type: none"> Equity - All priority learners make accelerated progress in Reading

Historical Position and Analysis:	<ul style="list-style-type: none"> In Term 4, 78.9% of students are working At or Above the New Zealand Curriculum Expectations for Reading. In Term 4 of 2017 83.1% of students were working At or Above the New Zealand National Standards for Reading. There is a 4.2% decrease. The Renwick School Charter target of 90% has not been met. In 2015 we met the 90% Charter Target. There is a deficit of 11.1%. In Term 4 72.1% of Boys are working At or Above the New Zealand Curriculum Expectations for Reading. In Term 4 2017 78% of Boys were working At or Above the New Zealand National Standards for Reading. That is a decrease of 5.9%. There is a significant deficit of 17.9% below the Renwick School Charter target of 90%. In Term 4, 85.5% of Girls are working At or Above the New Zealand Curriculum Expectations for Reading. In Term 4 2017 88% of Girls were working At or Above the New Zealand National Standards for Reading. That is a decrease of 2.5%. They did not achieve the Renwick School Charter target of 90% with a deficit of 4.5%. In 2015 Girls' achieved 94% In Term 4, 76.5% of Maori are working At or Above the New Zealand Curriculum Expectations for Reading. In Term 4 2017 79.8% of Maori were working At or Above the New Zealand National Standards for Reading. That is an decrease of 3.3% . There is a deficit of 13.5% below the Renwick School Charter target of 90%. In Term 4, 50.1% of Pacifica are working At or Above the New Zealand Curriculum Expectations for Reading. In Term 4 2017 50% of Pacifica were working At or Above the New Zealand National Standards for Reading. That is an increase of 0.1%.(2016-73.8%). There is a deficit of 49.9% below the Renwick School Charter target of 90%.
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Assessment data gathered using Literacy Language Progressions, PACT, P.A.T. Comprehension and Vocabulary (Years 4-8), Running Records and O.T.J.s.

Our focus in 2019 is to target our priority learners across the school



Analysis:

- 4/78 stayed the same: 0.5%
- 38/78 moved up 1 sub level: 48%
- 22/78 moved up 2 sub levels: 28%
- 11/78 moved up 3 sub levels: 14%
- 3/78. Moved up 4 sub levels: 5%

	<ul style="list-style-type: none"> • Assessment data gathered using Literacy Language Progressions, PACT, Running Records and O.T.J.s over the year comparing Term 1 with Term 4 assessments to show progress
<p>Our Actions:</p>	<ul style="list-style-type: none"> • Followed Piritahi Kahui Ako guidelines • Know your student as a person as well as a learner • All teams worked collaboratively on Spirals of Inquiries investigating areas of new learning in Reading • Some staff development at staff and team level on instructional reading • Regular Instructional Reading lessons using guided, shared, reciprocal approaches • Daily reading quality books to students • Improved understanding and use of L.L.P.s • Careful monitoring of Priority Students • Moderation in line with Piritahi • Students knowing where they are at, what their next steps are and how they are going to get there • Explicit teaching of metacognitive skills through Reciprocal Reading for Year 3 up. • Same number of Reading Recovery children- 6 children now • Knowing their students as learners and as people • Use of mixed ability grouping in older classes • Expectations that teachers carry out explicit teaching of comprehension and processing skills in all classes following guidelines in Effective Literacy Practice • Sharing ideas and resources at Whanau meetings • Use of S.L.A.s (Student Learning Assistants) –teachers had more time to spend on Below and Well Below students in some classes but they are still being used for our hardest to teach students- against policy • Good variety of instructional readers and on-line resources for older readers • Use of Rainbow Reading kits for struggling readers • Use of Early Words Program and Phonics programme, in some whanau • Use of Mel to provide support for Dyslexic students • Phonics groups in some teams • Use of R.T.Lit to support students and teachers • Integration of Literacy with other curriculum areas in some whanau • Teachers are expected to carry out regular assessing and monitoring • Planning formats and expectations to be followed- found in Staff online Book and Literacy Tool Kit • Library still a place for books and knowledge retrieval- not a learning hub where children can create and celebrate learning.
<p>Next Steps:</p>	<ul style="list-style-type: none"> • Some staff development at team level on instructional Reading • Further explore methods and programmes to help Dyslexic students • Include the “reading and comprehension” of visual texts in programmes. • Continue to embed higher order thinking skills when responding to texts • Explore purchase of E-Books • Continue to update reading material throughout school • Recognise the inextricable link between Reading, Writing and Oral Language • Convert library into a learning hub where children can create and celebrate learning using a variety of technologies as well as being a place for reading hard copy books • Ensure all teachers are using Renwick School’s effective teacher pedagogy • Continue with Spirals of Inquiry, but across teams and focusing on effective teacher pedagogy instead of one curriculum area • Have reading role models reading in the library • Identify priority learners for 2020

Renwick School Writing Variance Report 2019

Focus Area:	Writing												
Strategic Goal:	<ul style="list-style-type: none"> All learners make expected progress in Reading, Writing and Mathematics 												
Target:	<ul style="list-style-type: none"> Equity - All priority learners make accelerated progress in Writing 												
Historical Position and Analysis:	<ul style="list-style-type: none"> 73.3% of students are at or above New Zealand Curriculum Expectations in Writing in Term 4 compared with 72.5% in Term Four 2017. That is a increase of 0.8% this year and a deficit against the target of 11.7%. The goal was 85% so we have not met the target! We met the target in 2015. 62.3% of Boys are at or above New Zealand Curriculum Expectations in Writing in Term 4 compared with 63% in Term Four 2017. That is a decrease of 0.7%; a 22.7% deficit from our Charter target of 85%. 84% of Girls are at or above New Zealand Curriculum Expectations in Writing in Term 4 compared with 83.5% in Term One. That is a gain of 0.5%. Girls in 2015 superseded the Charter target of 85% by 6%. This year there is a deficit of 1.0% 73.7% of Maori students are at or above New Zealand Curriculum Expectations in Writing in Term 4 compared with 67.5% in Term One. That is an increase of 6.2%, and a 11.3% deficit from our Charter target of 85%. <p>Information gathered using Literacy Learning Progressions , PACT, AsTTLe, teacher observations, student voice, unassisted samples, pieces of writing in books/on devices that had some assistance, work across the curriculum, , National Standards to inform O.T.J.s.</p> <p>Our focus in 2019 is to target our priority learners across the school</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Priority Student Progress in Writing 2019</caption> <thead> <tr> <th>Number of Sub levels Progressed</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Down 1</td> <td>2</td> </tr> <tr> <td>same</td> <td>8</td> </tr> <tr> <td>up1</td> <td>44</td> </tr> <tr> <td>up2</td> <td>24</td> </tr> <tr> <td>up3</td> <td>3</td> </tr> </tbody> </table> </div> <p>Analysis:</p> <ul style="list-style-type: none"> 2/78 moved down 1 sub level: 2.5% 5/78 stayed the same: 6.6% 44/78 moved up 1 sub level: 56.4% 24/78 moved up 2 sub levels: 30.7% 3/78 moved up 3 sub levels: 3.8% <p>Information gathered using Literacy Learning Progressions , PACT, teacher observations, student voice, unassisted samples, pieces of writing in books/on devices that had some assistance, work across the curriculum, , National Standards to inform O.T.J.s.</p>	Number of Sub levels Progressed	Number of Students	Down 1	2	same	8	up1	44	up2	24	up3	3
Number of Sub levels Progressed	Number of Students												
Down 1	2												
same	8												
up1	44												
up2	24												
up3	3												
Our Actions:	<ul style="list-style-type: none"> Followed Piritahi Kahui Ako guidelines Know your student as a person as well as a learner All teams worked collaboratively on Spirals of Inquiries with flow on effect on Writing achievement Regular Instructional Writing lessons using guided, shared and independent approaches Daily reading quality books to students to increase students vocabularies Improved understanding and use of L.L.P.s Careful monitoring of Priority Students Moderation in line with Piritahi Students knowing where they are at, what their next steps are and how they are going to get there 												

	<ul style="list-style-type: none"> • Teachers provide meaningful contexts through integration of curriculum areas • Teachers use a variety of avenues for students to share their work • Use of devices from Year 4 up, which many teachers felt has led to a decline in the standard of writing in the senior school
<p>Next Steps:</p>	<ul style="list-style-type: none"> • Continue to explore what makes the biggest difference to Writing achievement • Some staff development at team level on instructional Writing • Continuing to develop moderation using PACT • Students to use books/paper to plan, draft and edit their written work and devices for searching, proofreading, publishing and sharing their work. • Whānau to ensure the explicit teaching of writing skills and features is embedded as they embrace an integrated curriculum. • Provide meaningful contexts, an audience and opportunities to share using a variety of media • Share individual student achievement with parents and students with options for reciprocal feedback, using Seesaw. • Promote quality writing through competitions and creation of a writers' walkway and other creative ideas • Ensure all teachers are using Renwick School's effective teacher pedagogy • Identify priority learners for 2020

Renwick School Maths Variance Report 2019

Focus Area:	Maths												
Strategic Goal:	<ul style="list-style-type: none"> All learners make expected progress in Reading, Writing and Mathematics 												
Target:	<ul style="list-style-type: none"> Equity - All priority learners make accelerated progress in Reading 												
Historical Position and Analysis:	<ul style="list-style-type: none"> 77.6 % of students are at or above in Maths in Term 4 75.4% of Boys are at or above in Maths in Term 4 79.7% of Girls are at or above in Maths in Term 4 64% of Māori students are at or above in Maths in Term 4 Assessment data gathered through IKAN's, Gloss and OTJ. <p>Our focus in 2019 is to target our priority learners across the school</p> <div data-bbox="502 645 1388 1131" data-label="Figure"> <table border="1"> <caption>Priority Student Progress in Maths: 2019</caption> <thead> <tr> <th>Number of Sub levels Progressed</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>Down 1</td> <td>3</td> </tr> <tr> <td>same</td> <td>21</td> </tr> <tr> <td>up 1</td> <td>31</td> </tr> <tr> <td>up 2</td> <td>21</td> </tr> <tr> <td>up 3</td> <td>2</td> </tr> </tbody> </table> </div> <p>Analysis:</p> <ul style="list-style-type: none"> 3/78 stayed the same: 3.8% 21/78 moved up 1 sub level: 27% 31/78 moved up 2 sub levels: 39.7% 21/78 moved up 3 sub levels: 27% 2/78. Moved up 4 sub levels: 2.5% <p>Assessment data gathered through IKAN's, Gloss and OTJ.</p>	Number of Sub levels Progressed	Number of students	Down 1	3	same	21	up 1	31	up 2	21	up 3	2
Number of Sub levels Progressed	Number of students												
Down 1	3												
same	21												
up 1	31												
up 2	21												
up 3	2												
Our Actions:	<ul style="list-style-type: none"> Followed Piritahi Kahui Ako guidelines Know your student as a person as well as a learner Careful monitoring of Priority Students Students knowing where they are at, what their next steps are and how they are going to get there Knowing their students as learners and as people Use of mixed ability grouping Sharing ideas and resources at Whanau meetings Teachers implementing programmes based on PD from Dinah Harvey Identified students learning needs and focused programming go raise progress 												
Next Steps:	<ul style="list-style-type: none"> Staff PD – DMIC – Developing Maths Inquiry Communities – Piritahi Initiative Continue to update Maths resources throughout school Ensure all teachers are using Renwick School's effective teacher pedagogy Continue with Spirals of Inquiry, but across teams and focusing on effective teacher pedagogy instead of one curriculum area Identify priority learners Continue to implement the teaching of strategies and knowledge through rich tasks Ensure there is time for children to practise knowledge gained, apply using a variety of strategies and engage in rich tasks. Continue to provide opportunities for Staff to observe / co-teach with colleagues, time for discussion and sharing ideas as well as revisiting documents such as Active Learner, 												

Key Indicators, curriculum document, Strategy and Numeracy Framework and Effective Pedagogy.

- Explore Visible Learning through Mathematics teaching
- Upskill new staff in the Teaching of Mathematics

RENWICK SCHOOL
KIWISPORT
2019

Students participated in organised sport. In 2019 the school received Kiwisport funding of \$5,000. (2018: \$6,000). The funding will be used to assist with a Swimming Programme for Years 0 to 6 and providing 10 swimming lessons per child.