

# FRUITVALE SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

<b>Ministry Number:</b>	1281
<b>Principal:</b>	Donal McLean
<b>School Address:</b>	9 Croydon Road, New Lynn, Auckland 0600
<b>School Postal Address:</b>	9 Croydon Road, New Lynn, Auckland 0600
<b>School Phone:</b>	09 827 2752
<b>School Email:</b>	principal@fruitvale.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>How Position Gained</b>	<b>Position</b>	<b>Term Expires</b>
Poata Eruera	Elected	Chair Person	May-19
Donal McLean	Current	Principal	Current
Denise Hall	Elected	Parent Rep	May-19
Maine Samuel	Elected	Parent Rep	May-19
Christine Story	Elected	Parent Rep	May-19
Liam Kelly	Elected	Staff Rep	May-19

#### Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

# FRUITVALE SCHOOL

Annual Report - For the year ended 31 December 2018

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# Fruitvale School

## Statement of Responsibility

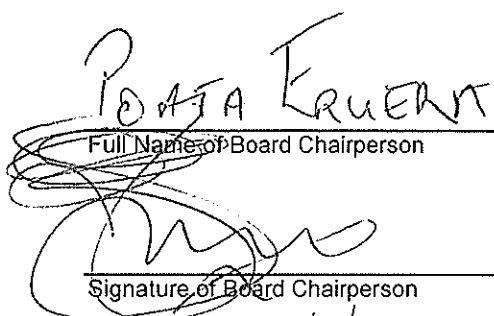
For the year ended 31 December 2018

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

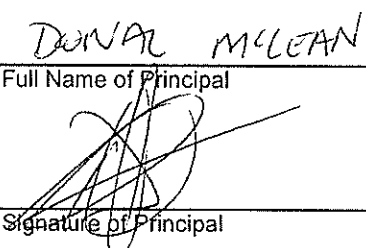
The School's 2018 financial statements are authorised for issue by the Board.

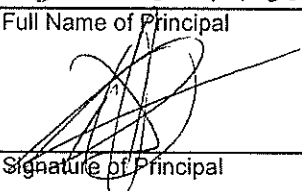
  
Full Name of Board Chairperson

  
Signature of Board Chairperson

Date:

27/5/19

  
Full Name of Principal

  
Signature of Principal

Date:

27/5/19

## Fruitvale School

# Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	2,657,819	2,055,387	2,557,735
Locally Raised Funds	3	153,788	60,150	110,579
Interest Earned		7,515	6,500	6,456
International Students	4	-	-	10,678
		<u>2,819,122</u>	<u>2,122,037</u>	<u>2,685,448</u>
<b>Expenses</b>				
Locally Raised Funds	3	53,469	22,300	36,090
International Students	4	103	-	3,123
Learning Resources	5	1,573,632	1,361,341	1,466,860
Administration	6	152,604	142,300	141,055
Finance		4,052	3,800	3,283
Property	7	858,786	537,056	809,655
Depreciation	8	98,642	71,000	91,849
Loss on Disposal of Property, Plant and Equipment		3,551	-	2,856
		<u>2,744,839</u>	<u>2,137,797</u>	<u>2,554,771</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>74,283</b>	<b>(15,760)</b>	<b>130,677</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>74,283</u></u>	<u><u>(15,760)</u></u>	<u><u>130,677</u></u>

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

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

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>695,444</u>	<u>695,443</u>	<u>564,767</u>
Total comprehensive revenue and expense for the year	74,283	(15,760)	130,677
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	5,096	-	-
<b>Equity at 31 December</b>	<u>774,823</u>	<u>679,683</u>	<u>695,444</u>
 Retained Earnings	774,823	679,683	695,444
Reserves	-	-	-
<b>Equity at 31 December</b>	<u>774,823</u>	<u>679,683</u>	<u>695,444</u>

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

**Fruitvale School**  
**Statement of Financial Position**  
As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	222,082	267,416	250,177
Accounts Receivable	10	104,399	109,818	109,818
Funds due for Capital Works Projects	18	91,528	39,389	39,389
GST Receivable		10,259	8,699	8,699
Prepayments		4,199	4,843	4,843
Inventories	11	1,779	449	449
Investments	12	105,005	53,310	53,310
		<u>539,251</u>	<u>483,924</u>	<u>466,684</u>
<b>Current Liabilities</b>				
Accounts Payable	14	136,556	145,729	145,729
Revenue Received in Advance	15	5,000	-	-
Provision for Cyclical Maintenance	16	45,000	-	-
Finance Lease Liability - Current Portion	17	16,579	14,435	14,435
Funds held on behalf of RT Lits	19	32,188	25,245	25,245
		<u>235,323</u>	<u>185,409</u>	<u>185,409</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>303,928</u>	<u>298,515</u>	<u>281,275</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	508,796	451,843	484,844
		<u>508,796</u>	<u>451,843</u>	<u>484,844</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	16,583	53,342	53,342
Finance Lease Liability	17	21,318	17,333	17,333
		<u>37,901</u>	<u>70,675</u>	<u>70,675</u>
<b>Net Assets</b>		<u>774,823</u>	<u>679,683</u>	<u>695,444</u>
<b>Equity</b>		<u>774,823</u>	<u>679,683</u>	<u>695,444</u>

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

**Fruitvale School**  
**Statement of Cash Flows**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		601,023	561,075	525,066
Locally Raised Funds		160,541	54,577	105,006
International Students		-	(3,895)	6,783
Goods and Services Tax (net)		(1,560)	11,356	11,356
Payments to Employees		(220,310)	(179,705)	(156,988)
Payments to Suppliers		(359,325)	(292,283)	(293,506)
Cyclical Maintenance Payments in the year		-	(7,716)	-
Interest Paid		(4,052)	(3,800)	(3,283)
Interest Received		7,399	7,349	7,305
Net cash from / (to) the Operating Activities		183,718	146,958	201,739
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE		10,473	1,242	2,144
Purchase of PPE		(104,547)	(55,477)	(86,754)
Purchase of Investments		(51,695)	99,851	-
Proceeds from Sale of Investments		-	-	99,851
Net cash from / (to) the Investing Activities		(145,769)	45,616	15,241
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		5,096	-	-
Finance Lease Payments		(25,940)	(12,460)	(13,790)
Funds Administered on Behalf of Third Parties		6,943	6,664	6,664
Funds Held for Capital Works Projects		(52,137)	(3,878)	(3,878)
Net cash from Financing Activities		(66,038)	(9,674)	(11,004)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(28,089)</b>	<b>182,900</b>	<b>205,976</b>
Cash and cash equivalents at the beginning of the year	9	250,177	84,516	44,201
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>222,082</b>	<b>267,416</b>	<b>250,177</b>

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 excluded.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

# **Fruitvale School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2018**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

###### ***Reporting Period***

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

###### ***Basis of Preparation***

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

###### ***Financial Reporting Standards Applied***

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

###### ***PBE Accounting Standards Reduced Disclosure Regime***

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

###### ***Measurement Base***

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

###### ***Presentation Currency***

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

###### ***Specific Accounting Policies***

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

###### ***Critical Accounting Estimates And Assumptions***

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

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

###### ***Useful lives of property, plant and equipment***

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.



### ***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 17.

#### ***Recognition of grants***

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

#### ***Other Grants***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

### **d) Use of Land and Buildings Expense**

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

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

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

#### **i) Inventories**

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

#### **j) Investments**

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

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.

#### **k) Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Leased Assets**

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

### **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 to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

### **l) Intangible Assets**

#### *Software costs*

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

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

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

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

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

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

#### *Non cash generating assets*

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

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

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

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

### **n) Accounts Payable**

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

### **o) Employee Entitlements**

#### *Short-term employee entitlements*

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

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

**p) Revenue Received in Advance**

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

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

**q) Funds Held in Trust**

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

**r) 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.

**s) Provision for Cyclical Maintenance**

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

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

**t) Financial Assets and Liabilities**

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

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

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

**u) Borrowings**

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

**v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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

## 2. Government Grants

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	453,306	408,649	417,007
Teachers' salaries grants	1,371,119	1,176,834	1,313,004
Use of Land and Buildings grants	698,622	392,196	662,522
Resource teachers learning and behaviour grants	22,212	4,000	7,008
Other MoE Grants	82,010	73,708	154,471
Other government grants	30,550	-	3,722
	<b>2,657,819</b>	<b>2,055,387</b>	<b>2,557,735</b>

## 3. Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	17,825	23,700	44,408
Activities	15,334	15,050	27,538
Trading	16,012	13,100	18,765
Fundraising	104,617	8,300	19,868
	<b>153,788</b>	<b>60,150</b>	<b>110,579</b>
<b>Expenses</b>			
Activities	24,694	14,200	26,438
Trading	9,199	7,600	8,415
Fundraising costs	19,576	500	1,237
	<b>53,469</b>	<b>22,300</b>	<b>36,090</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>100,319</b>	<b>37,850</b>	<b>74,489</b>

## 4. International Student Revenue and Expenses

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	Number	Number	Number
International Student Roll	0	0	2
	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
International student fees	-	-	10,678
<b>Expenses</b>			
International student levy	103	-	373
Other Expenses	-	-	2,750
	<b>103</b>	<b>-</b>	<b>3,123</b>
<i>Surplus/ (Deficit) for the year International Students'</i>	<b>(103)</b>	<b>-</b>	<b>7,555</b>

## 5. Learning Resources

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	69,560	67,007	49,725
Equipment repairs	920	5,000	2,313
Library resources	411	500	621
Employee benefits - salaries	1,479,812	1,252,834	1,378,112
Staff development	22,929	36,000	36,089
	<u>1,573,632</u>	<u>1,361,341</u>	<u>1,466,860</u>

## 6. Administration

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	5,820	6,200	5,330
Board of Trustees Fees	3,150	3,500	3,095
Board of Trustees Expenses	14,606	6,950	11,827
Communication	9,406	9,300	9,075
Consumables	15,694	18,600	19,045
Other	11,078	17,450	8,464
Employee Benefits - Salaries	74,715	61,500	66,156
Insurance	6,343	8,000	6,393
Service Providers, Contractors and Consultancy	11,792	10,800	11,670
	<u>152,604</u>	<u>142,300</u>	<u>141,055</u>

## 7. Property

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	36,520	38,400	35,420
Cyclical Maintenance Expense	8,241	10,000	2,284
Grounds	13,442	12,500	19,520
Heat, Light and Water	25,712	22,500	21,024
Rates	88	60	157
Repairs and Maintenance	38,275	25,100	30,960
Use of Land and Buildings	698,622	392,196	662,522
Security	5,828	4,000	5,448
Employee Benefits - Salaries	32,058	32,300	32,320
	<u>858,786</u>	<u>537,056</u>	<u>809,655</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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	4,939	3,555	4,939
Furniture and Equipment	37,334	26,872	30,894
Information and Communication Technology	34,159	24,587	32,567
Motor Vehicles	3,416	2,458	5,220
Leased Assets	14,622	10,525	14,111
Library Resources	4,172	3,003	4,118
	<u>98,642</u>	<u>71,000</u>	<u>91,849</u>

## 9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	250	250	250
Bank Current Account	190,105	236,000	218,761
Bank Call Account	31,727	31,166	31,166
Cash and cash equivalents for Cash Flow Statement	<u>222,082</u>	<u>267,416</u>	<u>250,177</u>

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

## 10. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,750	5,503	5,503
Receivables from the Ministry of Education	-	-	16,500
Interest Receivable	321	205	205
Teacher Salaries Grant Receivable	100,328	104,110	87,609
	<u>104,399</u>	<u>109,818</u>	<u>109,818</u>
Receivables from Exchange Transactions	4,071	5,708	5,708
Receivables from Non-Exchange Transactions	100,328	104,110	104,109
	<u>104,399</u>	<u>109,818</u>	<u>109,818</u>

## 11. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,778	449	449
	<u>1,778</u>	<u>449</u>	<u>449</u>

## 12. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	105,005	53,310	53,310
Non-current Asset			
Long-term Bank Deposits	-	-	-

## 13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2018</b>						
Building Improvements	119,545	3,934			(4,939)	118,540
Furniture and Equipment	238,274	70,781	(3,549)		(37,334)	268,172
Information and Communication	63,777	25,324			(34,159)	54,942
Motor Vehicles	3,985	-			(3,416)	569
Leased Assets	30,435	32,032	(10,476)		(14,622)	37,369
Library Resources	28,828	4,548			(4,172)	29,204
<b>Balance at 31 December 2018</b>	<b>484,844</b>	<b>136,619</b>	<b>(14,025)</b>	<b>-</b>	<b>(98,642)</b>	<b>508,796</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2018</b>			
Building Improvements	201,499	(82,961)	118,540
Furniture and Equipment	529,719	(261,547)	268,172
Information and Communication	305,009	(250,068)	54,941
Motor Vehicles	44,137	(43,567)	570
Leased Assets	61,959	(24,590)	37,369
Library Resources	92,321	(63,117)	29,204
<b>Balance at 31 December 2018</b>	<b>1,234,644</b>	<b>(725,850)</b>	<b>508,796</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2017</b>						
Building Improvements	124,484	-	-	-	(4,939)	119,545
Furniture and Equipment	209,294	61,892	(2,017)	-	(30,894)	238,274
Information and Communication Technology	81,289	15,894	(839)		(32,567)	63,777
Motor Vehicles	9,205				(5,220)	3,985
Leased Assets	43,216	1,331			(14,111)	30,435
Library Resources	26,121	6,825			(4,118)	28,828
<b>Balance at 31 December 2017</b>	<b>493,609</b>	<b>85,942</b>	<b>(2,856)</b>	<b>-</b>	<b>(91,849)</b>	<b>484,844</b>



<b>2017</b>	<b>Cost or Valuation \$</b>	<b>Accumulated Depreciation \$</b>	<b>Net Book Value \$</b>
Land	-	-	-
Buildings	-	-	-
Building Improvements	197,566	(78,021)	119,545
Furniture and Equipment	467,003	(228,729)	238,274
Information and Communication Technology	288,973	(225,196)	63,777
Motor Vehicles	44,137	(40,152)	3,985
Leased Assets	51,364	(20,929)	30,435
Library Resources	87,773	(58,945)	28,828
<b>Balance at 31 December 2017</b>	<b>1,136,816</b>	<b>(651,972)</b>	<b>484,844</b>

#### 14. Accounts Payable

	<b>2018 Actual \$</b>	<b>2018 Budget (Unaudited) \$</b>	<b>2017 Actual \$</b>
Operating creditors	29,205	43,187	43,188
Accruals	5,820	5,330	5,330
Banking staffing overuse	-	-	3,555
Employee Entitlements - salaries	101,531	97,212	87,609
Employee Entitlements - leave accrual	-	-	6,047
	<b>136,556</b>	<b>145,729</b>	<b>145,729</b>
Payables for Exchange Transactions	136,556	145,729	145,729
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>136,556</b>	<b>145,729</b>	<b>145,729</b>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	<b>2018 Actual \$</b>	<b>2018 Budget (Unaudited) \$</b>	<b>2017 Actual \$</b>
Other	5,000	-	-
	<b>5,000</b>	<b>-</b>	<b>-</b>

## 16. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	53,342	53,342	51,058
Increase/ (decrease) to the Provision During the Year	8,241	-	2,284
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	61,583	53,342	53,342
Cyclical Maintenance - Current	45,000	-	-
Cyclical Maintenance - Term	16,583	53,342	53,342
	61,583	53,342	53,342

## 17. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	20,729	14,435	14,435
Later than One Year and no Later than Five Years	24,310	17,333	17,333
Later than Five Years	-	-	-
	45,039	31,768	31,768

## 18. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Area 1 & 10 Modernisation	<i>Completed</i>	(39,389)	43,912	4,523	-	-
Toilet Upgrade	<i>In Progress</i>	-	-	87,876	-	(87,876)
Library Conversion	<i>In Progress</i>	-	37,738	41,389	-	(3,651)
Totals		(39,389)	81,650	133,788	-	(91,528)

### Represented by:

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

-  
(91,528)

(91,528)

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Area 1 & 10 Modernisation	<i>in progress</i>	(35,511)	-	3,878	-	(39,389)
Totals		(35,511)	-	3,878	-	(39,389)

## 19. Funds Held on Behalf of RTLit Cluster

Fruitvale Primary School is the lead school and holds funds on behalf of the RTLit cluster, a group of schools funded by the Ministry.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	25,245	25,245	18,581
Funds Received from MoE	169,901	139,800	164,700
Funds Spent on Behalf of the Cluster	(162,958)	(140,700)	(158,036)
Funds Held at Year End	<u>32,188</u>	<u>24,345</u>	<u>25,245</u>

## 20. 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.

## 21. Remuneration

### *Key management personnel compensation*

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,150	3,095
Full-time equivalent members	0.13	0.16
<i>Leadership Team</i>		
Remuneration	353,804	350,309
Full-time equivalent members	3	4
Total key management personnel remuneration	<u>356,954</u>	<u>353,404</u>
Total full-time equivalent personnel	<u>3.13</u>	<u>4.16</u>

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

### Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110-120	1.00	1.00
0	0.00	0.00
	<u>1.00</u>	<u>1.00</u>

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

## 22. 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:

	2018 Actual	2017 Actual
Total		-
Number of People		-

## 23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

### Holidays Act Compliance – schools payroll

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

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

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

## 24. Commitments

### (a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements  
(Capital commitments at 31 December 2017: nil)

### (b) Operating Commitments

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

(a) operating lease of a EFTPOS Machine;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>-</u>

## 25. 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.

## 26. Financial Instruments

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

### Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	222,082	267,416	250,177
Receivables	104,399	109,818	109,818
Investments - Term Deposits	105,005	53,310	53,310
Total Loans and Receivables	<u>431,486</u>	<u>430,544</u>	<u>413,305</u>

### Financial liabilities measured at amortised cost

Payables	136,556	145,729	145,729
Finance Leases	37,897	31,768	31,768
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>174,453</u>	<u>177,497</u>	<u>177,497</u>

2018

# Analysis of Variance

BASED ON 2018 OTJ'S

**Donal Mclean**



<b>School Name:</b>	Fruitvale School	<b>School Number</b> 1281
<b>Strategic Aim:</b>	In collaboration, the BOT and staff will provide the highest possible learning outcomes for our students.	
<b>Annual Aim:</b>	To increase the number of students achieving at the level they should or above for Reading, Writing and Maths	
<b>Baseline Data:</b>	<p><b>READING:</b>            At or Above National Standards 82.6% for 2015            At or Above National Standards 80.3% for 2016            At or Above National Standards 81.4% for 2017            At or Above National Standards 78.2% for 2018</p> <p>Slight decrease of 1.7% of students reading at or above since 2017 EOY data</p> <p><b>WRITING:</b>            At or Above National Standards 70.00% for 2015            At or Above National Standards 73.2% for 2016            At or Above National Standards 70 % for 2017            At or Above National Standards 73.5% for 2018</p> <p>Notable increase of 3.5% of students writing at or above since 2017 EOY data</p> <p><b>MATHS:</b>            At or Above National Standards 68.5% for 2015            At or Above National Standards 74.9% for 2016            At or Above National Standards 81.6% for 2017            At or Above National Standards 73.0% for 2018</p> <p>Decrease of 8.6% of students achieving in Maths at or above since 2017 EOY data</p>	

Reading all levels	Well below		Be low		At		Above		Total	Total At and Above	Total At or Above
	Number	%	Number	%	Number	%	Number	%	No.	2018	2017
All students	19	7.00%	40	14.80%	142	52.60%	69	25.60%	277	78.2%	83.0%
Maori	6	10.50%	8	14.00%	30	52.60%	13	22.80%	57	75.4%	81.6%
Pasifika	3	3.80%	19	24.10%	42	53.20%	15	19.00%	79	72.2%	80.9%
Male	13	9.20%	27	19.00%	70	49.30%	32	22.50%	142	71.8%	77.7%
Female	6	4.70%	13	10.20%	72	56.30%	37	28.90%	128	85.2%	83.2%

## 2018 National Standards Report



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>We continue to use, track and manage wedge graphs in the juniors. We follow our target students and Maori students. Every 5 weeks we reflect on the strategies we are using, what works and where to next.</p>	<p>Monitor reading progress every 5 weeks. Shirley creates an analysis of the data every 5 weeks. We look at the analysis of below, at and above.</p> <p>We have been running steadily at 70- 80 per cent throughout the year.</p> <p>Y1 is where the children are lower than expectation</p> <p>In the Y4/5/6 areas the children are running closer to expectation.</p>	<p>Consistency of monitoring and tracking.</p> <p>Identifying gaps and the whys regarding data.</p> <p>Reflective practice.</p> <p>Target groups for reading recovery and discussion between teachers. Sharing of practice. Growing the cycles of inquiry to more closely align to what is most effective to grow, change, stop</p>	<p>Continue with wedge graphs, as it is a great way to track individuals, classes and cohorts progress.</p> <p>A very good record of strategies used, and why and when they are successful.</p>
<p>We continue with reading recovery.</p>	<p>14 children gone through RR, only 4 not discontinued and the rest have achieved at NS levels</p>	<p>We are getting larger numbers in the juniors particularly NE classes and there is are wide levels of new entrant readiness. Each year level is higher in the reading levels 'at and above', as the ones below</p>	<p>Keeping to one reading recovery teacher (The capacity of 6 at a time). Financially cannot afford more</p>
<p>Across all years/levels a focus on vocabulary, talking in grammatically correct sentences and Text structures</p>	<p>Seniors align reading and writing programmes more closely. Greater focus on</p>		<p>Continue to align reading and writing in literacy programmes.</p>

<p>(PD focus and links closely to writing)</p>	<p>vocabulary development and oral language strategies. Juniors include a lot of discussion in reading time. Difficult texts are often reread 2 or 3 times to aid comprehension. 4/12 teachers have been in RTLit program, 4 have attended analysis of running records with RTLitts.</p>	<p>Investigate closer tracking of information gathered from assessment tool. Particularly target students or PROBE tests as we do not use this resource to its full capacity.</p>
<p>Using PROBE when assessing from level 21 up.</p> <p>L15-20- PM Benchmarks, and analyse comprehension and vocabulary into more depth.</p> <p>L3-14- running records, with a focus on retelling a story.</p>	<p>Has enabled more targeted teaching around inferential comprehension. Specific areas are targeted and consolidation skills.</p>	<p>We need to investigate why boys are so far behind girls in this area. What there is to lift this achievement and resource it. If we get some answers for this we may well lift achievement in academic curriculum across the school</p> <p>All below and Well below boys are being given an IEP and with each we will look carefully through this process to determine need</p>





<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>All teachers focused on writing as the context for their teacher inquiries.</p> <p>Teachers share formally and informally pedagogies and practices around teaching writing.</p> <p>Introduced and refined our knowledge of Eastle as a tool for assessing writing,</p>	<p>Teacher/ student video observations made.</p> <p>Observation tool used to analyse practice within the writing lesson. Giving feedback/ using a wide range of instructional activities. And teachers seeking feedback from students are areas of identified weaknesses in writing lessons. Student interactions have improved across all classes.</p> <p>Teachers presented their inquiries across 3 afternoons (term 4), sharing practice and pedagogies and evidence of learner progress.</p> <p>All teachers have oral language components in literacy teaching. These will be strengthened by Yolanda Sorrels work on Phonics.</p>	<p>Some videoed lessons did not maximize opportunities to capture good examples or diversity of interaction in the lesson.</p> <p>Lack of knowledge of strategies for teachers to seek feedback from students about their teaching.</p> <p>Viewing feedback as something that is not only structured deliberately in lessons but viewing all learning tasks as opportunities to provide high level feedback.</p> <p>Developing strategies to move students well below.</p> <p>Teachers understand the 'whys' of oral language teaching and are now exploring the 'hows' relevant to their own level and learner needs.</p>	<p>Continue to use the Observation Tool to identify teacher needs and develop goals for teacher Inquiry.</p> <p>Develop and grow understanding of feedback: What, when, and who.</p> <p>The rubrics are becoming more deeply understood and will remain as a focus. The newest members of staff will need to be brought up to speed with what is involved in their use.</p>

<p>Moderated assessments term 1 and 3.</p> <p>In depth analysis of writing data of seniors identified below or well below.</p>	<p>Teachers are becoming more fluent and confident in implementing a range of oral language strategies. Teachers have deeper understanding and belief in the importance of oral language with a more developed focus on vocabulary development and grammar emerging.</p> <p>Writing samples are analysed with more accuracy and more comprehensively using the 7 lens of Eastle.</p> <p>Having a more targeted approach to writing lessons. Learner gaps are more visible when using the eastle rubrics. The rubrics are becoming more deeply understood and will remain as a focus. The newest members of staff will need to be brought up to speed with what is involved in their use.</p> <p>Teachers are becoming more confident in their marking of writing samples. Level went up in the first term of using Eastle, and have dropped in the following term</p>	<p>Teachers are being active in seeking strategies and pedagogies to grow vocabulary and grammar, as these are the barriers for students to progress through and beyond level 3 curriculum.</p> <p>We had 4 BTs needing integration into our systems and processes. Three of them are doing really well</p> <p>Growing understanding of the levels in each of the rubric continues to need moderation especially at the higher levels in the senior school.</p> <p>Understanding of writing curriculum and analysis of writing samples has been a development of BT work</p>	<p>Continue to assess with Eastle writing tool. Look for opportunities to moderate across schools.</p> <p>Hine and Shirley continue to do checks of marking of writing samples and monitor data, particularly at the senior end of the school.</p> <p>Classroom observations and in depth look at writing levels and marking for specific classes.</p> <p>All below and Well below boys are being given an IEP and with each we will look carefully through this process to determine need</p>
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	after inconsistencies were noticed.		
	We retested a group of students who show decreased progress or no progress		
Planning for next year:			
Continue with professional development around growing/supporting oracy in the classroom. The rubrics are becoming more deeply understood and will remain as a focus. The newest members of staff will need to be brought up to speed with what is involved in their use.			
Compare Eastle marking, particularly at level 3.			
Continue to strengthen teacher pedagogy through observational tool, appraisal processes, learning conversations and coaching.			
PD in Phonics will grow both Reading and writing instructional and feedback knowledge for teachers.			
Investigating Play and Maker pedagogies with the intention of lifting particularly male engagement in all curriculum areas			



Mathematics all levels	Well below		Be low		At		Above		Total	Total	Total
	Number	%	Number	%	Number	%	Number	%	No.	2018	2017
All students	11	4.00%	64	23.00%	154	55.40%	49	17.60%	278	73.00%	81.60%
Maori	5	8.60%	9	22.40%	34	58.60%	6	10.30%	58	68.90%	85.00%
Pasifika	2	2.50%	29	35.80%	43	53.10%	7	8.60%	81	61.7%	75.00%
Male	9	6.10%	41	27.70%	69	46.60%	29	19.60%	148	46.20%	69.90%
Female	2	1.50%	23	17.70%	85	65.40%	20	15.40%	130	79.80%	71.60%
Actions What did we do?	Outcomes What happened?			Reasons for the variance Why did it happen?			Evaluation Where to next?				

<p>We taught the curriculum We strengthened Maths Mentor teachers knowledge with PD sessions</p>	<p>The results are disappointing. The input above in Reading and writing should have some transference to Math. Large drop in Maori and Pasifika and Boys.</p>	<p>Large drop in Maori and Pasifika and Boys. We are seeing Boys learning suffering currently and are urgently working to try and address this.</p>	<p>More science and hands on working, better integration of STEAM and STEM Innovative practices around these things Learning from those who are doing it well</p> <p>All below and Well below boys are being given an IEP and with each we will look carefully through this process to determine need</p>
<p><b>Planning for next year:</b></p>			
<p>Numeracy pick up course available to teachers Beginning teachers program (1<sup>st</sup> and 2<sup>nd</sup> year) for all BT's Investigating the opportunities for training further staff in the ALIM model</p>			





# Fruitvale School

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## Kiwisport 2018

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$5881.06 (excluding GST). The funding was spent on employment of a Kiwisport Activator (Hamish)

This has been a joint initiative with 9 other local schools over the past three years. These schools have contributed their Kiwisport funding along with the Sport Waitakere Kiwi activator fund. Hamish is managed through Greenbay High School which acts as the fundholder for this initiative. The number of students participating in organised sport has always been high but the activator's presence has supplemented efforts and inspired increased enjoyment and activity across the school. 100% of the school roll are actively involved across the school week. Fruitvale Staff are actively encouraged to involve their students in Sporting activities across the day, week and year. Term 1 and 4 are focused on swimming and this has had very high participation rates 80+% and this is supplemented by the Kiwisport activator initiative. Each term the school focuses its sporting efforts around the sports that the local cluster is involved with through interschool competition. Fruitvale School often punches above its weight in terms of its successes and participation and this is largely due to the dedication of its staff and their commitment to a rounded education for all of our students. Particular thanks to our new PE coordinator who is Lucas Campbell.

Donal McLean

Principal