

Financial Statements

Cardinal McKeefry School

For the year ended 31 December 2017

Contents

3	Directory
4	Statement of Responsibility
5	Statement of Comprehensive Revenue and Expense
6	Statement of Changes in Net Assets/Equity
7	Statement of Financial Position
8	Statement of Cash Flows
9	Notes to the Financial Statements
20	Members of the Board of Trustees
21	Analysis of Variance
34	Kiwisport Statement
35	Independent Auditor's Report

Directory

Cardinal McKeefry School For the year ended 31 December 2017

School Postal Address

66 Albemarle Road
Northland
Wellington

School Phone

04 475 3262

School Email

office@cardinalmckeefry.school.nz

Ministry Number

2819

Statement of Responsibility

Cardinal McKeefry School For the year ended 31 December 2017

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

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


Duncan Scott - Board Chairperson



Signature of Board Chairperson

Date: 31 MAY 2018 .

Tania Savage - Principal



Signature of Principal

Date: 31 May 2018

Statement of Comprehensive Revenue and Expense

Cardinal McKeefry School For the year ended 31 December 2017

	NOTES	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
Revenue				
Government Grants	2	588,728	171,579	687,378
Locally Raised Funds	3	62,684	35,820	39,614
Use of Land and Buildings		260,413	-	260,413
Interest Earned		4,747	3,000	4,132
Other Revenue		9,811	-	-
Total Revenue		926,382	210,399	991,537
Expenses				
Locally Raised Funds	3	21,264	13,300	19,429
Learning Resources	4	490,243	70,675	563,581
Administration	5	74,647	82,150	76,613
Finance		86	-	-
Property	6	310,062	53,484	313,282
Depreciation	7	20,056	14,600	20,465
Loss on Scrapping Asset		956	-	217
Total Expenses		917,314	234,209	993,587
Net Surplus / (Deficit) for the year		9,068	(23,810)	(2,050)
Other Comprehensive Revenue and Expenses				
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expenses		9,068	(23,810)	(2,050)

MOORE
STEPHENS

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

Statement of Changes in Net Assets/Equity

Cardinal McKeefry School
For the year ended 31 December 2017

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
Equity			
Balance at 1 January	120,067	120,067	122,117
Total comprehensive revenue and expenses for the year	9,068	(23,810)	(2,050)
Equity at 31 December	129,136	96,257	120,067

MOORE
STEPHENS

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

Statement of Financial Position

Cardinal McKeefry School

For the year ended 31 December 2017

	NOTES	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
Current Assets				
Cash and Cash Equivalents	8	17,168	53,522	62,732
Accounts Receivable	9	29,746	26,099	26,099
Prepayments		3,598	3,273	3,273
Investments	10	141,745	74,290	74,290
Total Current Assets		192,257	157,184	166,394
Current Liabilities				
Accounts Payable	12	54,841	40,676	40,676
GST Payable		3,215	5,202	5,203
Revenue Received in Advance	13	-	275	276
Provision for Cyclical Maintenance	14	-	28,042	28,042
Finance Lease Liability - Current Portion	15	425	-	-
Total Current Liabilities		58,482	74,195	74,196
Working Capital Surplus / (Deficit)		133,775	82,989	92,198
Non-Current Assets				
Property, Plant & Equipment	11	23,146	23,564	38,164
Total Non-Current Assets		23,146	23,564	38,164
Non-Current Liabilities				
Provision for Cyclical Maintenance	14	23,350	8,399	8,399
Finance Lease Liability	15	591	-	-
Funds held in Trust	16	3,844	1,896	1,896
Total Non-Current Liabilities		27,785	10,295	10,295
Net Assets		129,136	96,258	120,067
	NOTES	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
Equity				
Equity		129,136	96,258	120,067
Total Equity		129,136	96,258	120,067

MOORE
STEPHENS

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

Statement of Cash Flows

Cardinal McKeefry School

For the year ended 31 December 2017

	NOTES	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
Cash Flows from Operating Activities				
Government Grants		183,051	171,579	188,493
Locally Raised Funds		51,314	35,820	37,469
Goods and Services Tax (net)		(1,962)	-	3,094
Payments to Employees		(79,380)	(35,012)	(33,065)
Payments to Suppliers		(130,796)	(184,597)	(166,625)
Cyclical Maintenance		(11,967)	-	-
Interest Paid		(86)	-	-
Interest Received		4,747	3,000	4,132
Net Cash from Operating Activities		14,920	(9,210)	33,498
Cash Flows from Investing Activities				
Purchase of PPE		(5,993)	-	(18,748)
Purchase of Investments		(67,456)	-	(42,873)
Net Cash from Investing Activities		(73,449)	-	(61,621)
Cash Flows from Financing Activities				
Finance Lease Payments		1,017	-	-
Funds Administered on Behalf of Third Parties		11,948	-	-
Net Cash from Financing Activities		12,965	-	-
Net Increase/(decrease) in Cash and Cash Equivalents		(45,564)	(9,210)	(28,123)
Cash and Cash Equivalents at the beginning of the year		62,732	62,732	90,854
Cash and Cash Equivalents at the end of the year		17,168	53,522	62,731

MOORE
STEPHENS

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

Notes to the Financial Statements

Cardinal McKeefry School For the year ended 31 December 2017

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification

of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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.

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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 Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

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) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

j) Property Plant and Equipment

MOORE
STEPHENS

Land and buildings owned by the Proprietor 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 Proprietor 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 – Proprietor - 10–75 years

Computer Equipment - 2-5 years

Grounds Improvements - 10 years

Library Books - 12.5% Diminishing value

School Equipment - 5 years

School Furniture & Equipment - 5-15 years

k) Intangible Assets

Software costs

Computer software acquired by the School is 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.

l) 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.

m) 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.

n) Revenue Received in Advance

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

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

p) Financial Assets and Liabilities

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

The School's financial liabilities comprise accounts payable, 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.

q) 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.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services Received In-kind

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

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
2. Government Grants			
Operational Grants	155,386	163,229	163,229
Teacher Salary Grants	404,659	-	498,885
Resource Teachers learning and behaviour Grants	23,333	7,350	7,350
Other MOE Grants	2,599	-	11,121
Other Government Grants	2,750	1,000	6,794
Total Government Grants	588,728	171,579	687,378
	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL

3. Locally Raised Funds

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

Revenue			
Donations	39,692	21,000	20,203
Fundraising	-	-	63
Other Revenue	2,877	-	186
Trading	2,110	1,000	2,797
Activities	18,005	13,820	16,366
Total Revenue	62,684	35,820	39,614
Expenses			
Activities	19,481	12,800	17,080
Trading	1,783	500	2,348
Total Expenses	21,264	13,300	19,429
Surplus for the year Locally Raised Funds	41,420	22,520	20,185
	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL

4. Learning Resources

Curricular	8,925	8,605	12,927
Information and Communication Technology	5,627	7,500	4,778
Library Resources	883	1,207	1,043
Employee Benefits - Salaries	412,505	9,083	505,205
Resource/attached Teacher Costs	54,027	34,280	31,084
Staff Development	8,276	10,000	8,544
Total Learning Resources	490,243	70,675	563,581
	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL

5. Administration

Auditing	6,644	7,516	6,536
Board of Trustees Expenses	1,602	7,000	2,657
Communication	4,057	3,659	3,362
Consumables	8,003	6,600	7,706
Operating Lease	11,725	13,527	12,056
Other	10,945	13,919	13,810
Admin Wages	28,365	25,929	26,475

Insurance	3,306	4,000	4,011
Total Administration	74,647	82,150	76,613
	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL

6. Property

Caretaking and Cleaning Consumables	3,650	2,000	2,707
Consultancy and Contract Services	19,106	17,400	17,461
Cyclical Maintenance Provision	(1,124)	9,656	9,283
Grounds	4,150	3,400	3,918
Heat, Light and Water	9,886	9,800	10,288
Rates	1,380	1,300	1,092
Repairs and Maintenance	11,377	8,928	7,179
Security	1,224	1,000	941
Use of Land and Buildings	260,413	-	260,413
Total Property	310,062	53,484	313,282

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

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
--	--------------------	------------------------------------	--------------------

7. Depreciation

Depreciation Leased Assets	364	-	-
Depreciation Library Books	2,770	2,600	2,854
Depreciation Furniture & Fittings	13,685	8,000	13,587
Depreciation Office Equipment	2,703	4,000	4,024
Depreciation - Assistive Technology	534	-	-
Total Depreciation	20,056	14,600	20,465

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
--	--------------------	------------------------------------	--------------------

8. Cash and Cash Equivalents

Bank Current Account	16,508	21,621	30,831
Bank Call Account	661	659	659
Short-term Bank Deposits	-	31,242	31,242
Total Cash and Cash Equivalents	17,168	53,522	62,732

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
--	--------------------	------------------------------------	--------------------

9. Accounts Receivable

Accounts Receivable	1,094	401	401
Teacher Salary Grant	28,652	25,698	25,698
Total Accounts Receivable	29,746	26,099	26,099

MOORE STEPHENS

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
10. Investments			
ASB Term Deposit	141,745	74,290	74,290
Total Investments	141,745	74,290	74,290

11. Property, Plant and Equipment

2017	Opening Balance (NBV)	Additions \$	Disposals \$	Depreciation \$	Total (NBV) \$
Furniture & Equipment	25,412	-	-	(13,685)	11,727
Office Equipment	3,062	-	-	(2,703)	358
Library Resources	9,691	1,217	-	(2,770)	8,138
Assistive Technology	-	2,510	-	(534)	1,976
Leased Assets	-	1,310	-	(364)	946
Balance at 31/12/17	38,164	5,037	-	(20,056)	23,145

2017	Cost \$	Accumulated Depreciation \$	Net Book Value \$
Furniture & Equipment	155,696	(143,969)	11,727
Office Equipment	76,493	(76,134)	358
Library Resources	86,733	(78,596)	8,138
Assistive Technology	2,510	(534)	1,976
Leased Assets	1,310	(364)	946
Balance at 31/12/17	322,742	(299,595)	23,145

2016	Opening Balance (NBV) \$	Additions \$	Disposals \$	Depreciation \$	Total (NBV) \$
Furniture & Equipment	21,930	17,069	-	(13,587)	25,412
Office Equipment	7,086	-	-	(4,024)	3,062
Library Resources	11,083	1,462	-	(2,854)	9,691
Balance at 31/12/16	40,098	18,531	-	(20,465)	38,164

2016	Cost \$	Accumulated Depreciation \$	Net Book Value \$
Furniture & Equipment	158,418	(133,007)	25,412
Office Equipment	213,135	(210,073)	3,062
Library Resources	85,516	(75,825)	9,691
Balance at 31/12/16	457,069	(418,905)	38,164

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
12. Accounts Payable			
Operating Creditors	18,779	8,803	8,803
Accruals	6,644	5,036	5,036
Employee Entitlements - Salaries	29,419	26,837	26,837
Total Accounts Payable	54,841	40,676	40,676

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
Payables for Exchange Transactions	29,419	40,676	26,837
Payables for Non-exchange Transactions - Taxes Payable (PAYR and Rates)	-	-	-
Payables for Non-Exchange Transactions - Other	25,422	-	13,839
Total .	54,841	40,676	40,676

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
13. Revenue Received in Advance			
Income Received in Advance	-	275	276
Total Revenue Received in Advance	-	275	276

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
14. Provision for Cyclical Maintenance			
Movements in Cyclical Maintenance Provision			
Provision at the Start of the Year	36,441	36,441	27,158
Increase in Provision During the Year	-	-	9,283
Adjustment to the Provision	(11,967)	-	-
Use of the Provision During the Year	(1,124)	-	-
Provision at the End of the Year	23,350	36,441	36,441
Provision Split as:			
Current Portion	-	28,042	28,042
Non-Current Portion	23,350	8,399	8,399
Total Provision	23,350	36,441	36,441

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
15. Finance Lease Liability			
The School has entered into a number of Finance Lease agreements for computers. Minimum lease payments payable:			
No Later than One Year	425	-	-
Later than One Year and no Later than Five Years	591	-	-
Later than Five Years	-	-	-
Total	1,017	-	-

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
16. Funds held in Trust			
Funds Held in Trust on Behalf of Third Parties - Current	55	52	52
Funds Held in Trust on Behalf of Third Parties - Non-Current	3,789	1,844	1,844
Total Funds held in Trust	3,844	1,896	1,896

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

17. Related Party Transactions

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

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

The Proprietor of the School (Roman Catholic Church Bishop of Wellington) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor that are material transactions that have occurred has been disclosed appropriately.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during 2017 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

18. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	440	880
Full-time Equivalent Members	0.13	0.13
<i>Leadership Team</i>		
Remuneration	191,165	184,811
Full-time Equivalent Members	2.0	2.0
Total key management personnel remuneration	191,605	185,691
Total fill-time equivalent personnel	2.13	2.13

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

Salaries and Other Short-term Employee Benefits	2017 Actual \$000	2016 Actual \$000
Salary and Other Payments	100-110	100-110
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

Other Employees

There were no other employees with remuneration greater than \$100,000 in 2017 or 2016.

19. Contingencies

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

20. Commitments**a) Capital Commitments**

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

b) Operating Commitments

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

Operating Lease of a Photocopier, Data Projectors and Laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	3,602	13,484
Later than One Year and No Later than Five Years	267	3,869
Later than Five Years	-	-
Total	3,869	17,353

21. 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.

22. Financial Instruments

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

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
Loans and Receivables			
Cash and Cash Equivalents	17,168	53,522	62,732
Accounts Receivable	1,094	-	-
Teacher Salary Grant	28,652	26,099	26,099
Investments Term Deposits	141,745	-	74,290
Total Loans and Receivables	188,659	79,621	163,122

	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
Financial Liabilities measured at amortised cost			
Payables	18,779	8,803	8,803
Accruals	6,644	5,036	5,036
Teacher Salary Payable	29,419	26,837	26,837
Finance Leases	1,016	-	-
Total Financial Liabilities measured at amortised cost	55,857	40,676	40,676

23. Events After Balance Date

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

Board of Trustees 2017

Name	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the board date	Current Term expires
Sarah McGrath	T	Proprietor's appointee	2008	July 2017	
Janet Valentine	T	Elected	2008		Election 2019
Mary-Anne Peetz	T	Proprietor's appointee	2008	July 2017	
Brendan Reidy	T	Proprietor's appointee	June 2016		Election 2019
Duncan Scott	CH	Elected	June 2016		Election 2019
John Wilmer	T	Elected	June 2016		Election 2019
Moana Matafeo - Solia	T	Elected	June 2016		Election 2019
Bridget Wylie	Staff Rep	Staff trustee Elected	February 2017		Election 2019
Tania Savage	Principal	Principal			
Antonio Ybarra	T	Proprietor's appointee	July 2017		Election 2019
Fr Ron Bennett	T	Proprietor's appointee	July 2017		Election 2019



Cardinal McKeefry School Wilton
2017 Annual Plan and Variance Report

Area Catholic Character

Objective: To strengthen and develop	Actions
Professional Development	Marist Charism PD TOD October Attend Cluster meetings
Variance report 2017	
All staff attended the sole cluster meeting on Amoris Laetitia led by Chris Duthie Jung. Two teachers attended curriculum days run by Alan Grant. The whole staff took part in the Marist Charism teacher only day. This has been a great starting point to support our redevelopment of our school values in the future. We will have another focus day in 2019.	
Religious Education Curriculum	Parent information evening RE curriculum. Integrate the Church year focus of Laudato Si' DRS to maintain yearly action plan for curriculum and PLD delivery Develop assessment processes for Student Learning passport to reflect RE
Variance report 2017	
Successfully integrated the church focus of Laudato Si' and DRS ably managed the curriculum and PD delivery. A parent meeting was not held as with the upcoming changes to the Religious Education curriculum and the move to use the bridging document we believe that this will be best done when the new levelled curriculum is released. As we are now intending to review our reporting systems, after the step away from compulsory national standards in the national sphere, we have are yet to start working on a Student Learning passport or similar concept. that includes RE.	
Catholic Character Practices	Catholic Character Self-Review - Pastoral Care School Values Review: Incorporate Marist Charism/ Gospel Values. Community Values Consultation. Implement Values aspect of The Catholic Education of School Aged Children Students to support DRS in planning liturgies. Support younger students to participate in the mass and liturgical opportunities.
Variance report 2017	
Community consultation on values was successful. Of interest was the difference in focus between students and parents in regards to the importance of Mary. We are now in the position to further the work in this area. Students of all levels took an active part in the liturgies and senior students supported the planning of liturgies. With a new DRS in 2018 we will need to support her to make sure this continues. Our continuing focus on families and students needs at the beginning of each staff meeting enables us to be aware of the pastoral needs of our community.	
Parish/School/High School links	Sacramental Programme promoted within the school. Opportunity offered to complete Sacrament of baptism to non-preference students. Parish/School mass once a year on a Sunday. Update and maintain data base of our student's home Parishes. Class visits from parish priest – meditation. Adopt a parish member – Easter cards for the parish Grandparents day connected to St Jochaim and Anne's Day (Jesus Grandparents) Strengthen connections with St Patrick's and St Mary's Colleges through participation in Wellington Catholic Community of Learning
Variance report 2017	

During 2017 the parish priest visits to class did not continue. The Otari parish are working towards supporting this again in the future. On enrolment the current parish the student is part of is recorded and can be accessed easily. The sacramental programme is highlighted regularly however this year we only had one student complete this. This may be because of age and stage of students. We did not start a new tradition of a Sunday mass with the parish and school, however we did bring our school end of year liturgy back to the St Thomas More Church and this was a very successful event. We combined Grandparents Day with August 14 Assumption Mass, as St Jochaim feast day is August 16th. We continue to play an active part in the Wellington Catholic Community of Learning. Students also attended St Patricks experience day. St Patricks and St Mary's principals visited school. This year we also held a successful Pancake Day, Easter Liturgy,

Area Literacy Reading

Objective	Actions	
<p>TARGET Reading Reading Boys: Year 2 students' progress in reading.</p> <p>All students: To raise the number of Yr 5-8 students reading above the standard</p>	<p>To Raise the achievement of the four students in year 2 with reading recovery.</p>	Use assessment information to inform Teaching as Inquiry cycle and identify year 1- 3 students for targeted reading support through National Standards Judgements.
		Ensure students discontinued from Reading Recovery continue to maintain gains and are identified through the Reading Recovery register through eTap and SENCO procedures.
		Provide students and caregivers with clear information about their learning needs and progress. Including parent information to support home reading.
		Use a framework for depth and complexity to develop the higher order reading comprehension skills that are required to achieve above the reading standard.
		Ensure resources are purchased that allow students to practice reading comprehension skills that are required to achieve above the reading standard.

Variance report 2017

Reading recovery in 2017 had a slow beginning due the unexpected resignation of Anita Henry on day one of term 1. Access for identified students from 2016 was hampered by this and had a knock on effect as the students had a break of 11 weeks before they received lessons. One of the students found this particularly disruptive and ended up being referred to the resources teacher of literacy at the end of Term 1. This student was picked up by RTLIT at the beginning of Term 3. Sarah Ash completed Reading Recovery training in the middle of Term 1. Sarah has now been appointed as the permanent principal release teacher and will continue delivery of Reading Recovery in 2018. We have completed 3 students from Reading Recovery in 2017 and currently have 2 students receiving reading recovery for 2018..

Student groups were created in eTap to follow students' progressions after Reading Recovery. The majority of students monitored are achieving at/above. One student identified in targets from 2016 has been referred to an outside agency and is receiving support – not funded by our school. An assistive tech application has been completed for this student and further supports are being investigated for auditory processing in the future.

Action taken to support students and caregivers were term 1 Week 5/ 6 Term 3 Week 1/2 Parent/ Student/ Teacher Goal Setting interviews completed. Week 7 home learning page on Website released with specific recommendations for reading. Week 8 staff meeting on Online Learning resources sourced by teacher for use in class to extend and support. Anniversary reports are completed throughout the year. All reports include suggestions for ways to help at home. Year 4-8 reports were received at the end of term 2 and follow up interviews held in term 3. Parents seemed far more familiar and comfortable with these reports. Parent teacher interviews were optional and had a low take up.

Resources were purchased with a focus on Senior novel sets for Room 1 and 2. This was a very successful purchasing programme and the students really enjoyed the challenges of the novels. "It is more interesting than the school journals – if you read a novel you have a deeper understanding"

"I read the novel 1916 – it is shining a light on history and different to what we normally read, I liked it"

"They were not books we usually read or choose however I have enjoyed them, it has given us reading variety"

Our 2017 Data shows that of the 6 students that were identified as not achieving in 2016 we have accelerated the progress of 3 of these students.

Our 2017 data shows we have 7 students identified as not achieving. Two year 1 students (not present in the 2016 data) and four year 2 students (Two students have transferred from other schools, one student is receiving reading recovery. Of the three students included in this data who have not made accelerated progress two are now working with outside agencies to support their development. Both have an identified special education need.

To raise all students achievement in reading	We will Provide PLD and Support for staff in order that we:	Through two staff meetings per term we will focus on a variety of reading strategies, informed by the work of Alison Davies and Shenna Cameron, a particular requirement will be using modelling books that students can refer to and use to reflect on previous reading lessons.
	Build Capacity:	Review and monitor the non-negotiables of literacy teaching.
		Brain development PD Nathan Mikere Wallis Day 1 and Day 2. NZGT Framework for Depth and Complexity
	Ensure use of effective literacy practices to support students learning:	Use a framework for depth and complexity to develop the higher order reading comprehension skills that are required to achieve above the reading standard
		Through PLD, Obs and feedback, self-review processes, regular staff meetings.
Use data to inform teaching and target support to specific	Staff and BOT review Nat Standards results and set Annual Plan Targets for Reading each year in meeting between Dec - early Feb. Identify budget support for this area. Strategic plan also developed in consultation.	
	All teachers will use of the literacy progressions to monitor target students writing progress through a matrix. This matrix will be shared in child speak with students and they will be made aware of their current focus. Staff meeting focus.	

Variance report 2017

All classes have been focusing on providing higher order reading comprehension through use of Depth and Complexity Literacy Progression (Being used with students and has also been used with families when reporting and discussing progress)
 Board followed self-review cycle and with staff set Annual plan targets/strategic plan.

Area Literacy Writing

Objective	Actions	
TARGET Writing Boy Students progress in Writing	To raise the achievement of 14 male students to at or above the standard.	Support students to articulate their learning needs and development. Link to Parent/Child/Teacher conference
	Four of these students will receive reading recovery in 2017.	Target students will receive daily writing lessons within class. Use assessment information to inform Teaching as Inquiry cycle which will inform teaching focus.
	Ten remaining students will be part of the school wide focus on writing through developing staff skills in teaching as inquiry.	Staff will attend four staff meetings focused on the teaching of writing each term. In particular these will focus on the teaching strategies of Modelled/Shared/Independent and writers notebook, use of draft writing books and writing groups led by our Principal (Literacy Leader).
		Review the time given to writing and develop protected writing sessions for all students each day.
		Develop the use of models of text that are shared and unpacked with students.
		Use a framework for depth and complexity to develop the higher order writing skills that are required to achieve at/ above the writing standard.

Variance report 2017

Target interventions: Assessment gathered and discussed at staff meeting February 27th. Target group interventions begun Week 6 term 1. Teacher explanation and discussion of intervention on the 10th of April. Interventions discussed at each literacy meeting with these focused questions:

- What are you noticing?
- What are the needs of those you have identified for your teaching as inquiry - writing?
- What does your interventions look like?
- Is there anything you feel you may need help with?
- Focused on student needs – crafting paragraph, how to write a sentence, generating ideas for writing.

During Teacher Only Day a discussion highlighted that there was a perception that there was not enough time for writing. This prompted a School day reorganisation to 2 hours instruction in the morning, 70 minutes in middle block and an hour and a half in the afternoon. This has been a positive change and was to ensure writing was given a similar amount of time as reading and maths for instruction. The use of modelled text was covered but not in depth and will continue to be an ongoing focus in 2018.

Our 2017 data shows that we have been able to accelerate the progress of five of the fifteen students identified in the 2016 data. Ten students remain though we have accelerated one student from well below to below the standard.

Our 2017 data shows we have 14 students identified as not achieving. Two year 1 students (not present in the 2016 data) and four year 2-6 students (Two students have transferred from other schools, two students are receiving or have received reading recovery)

To Raise All Students Achievement in writing	We will Provide PLD and Support for staff in order that we:	Staff will attend four staff meetings focused on the teaching of writing each term. In particular these will focus on the teaching strategies of Modelled/Shared/Independent and writers notebook, use of draft writing books and writing groups led by our Principal (Literacy Leader).The content of these meetings will be sourced from Alison Davies and Gail Lone/Sally Muir resources already held in the school.
	Build Capacity:	Use a framework for depth and complexity to develop the higher order writing skills that are required to achieve at/ above the writing standard.
		Brain development PD Nathan Mikere Wallis Day 1 and Day 2. NZGT Framework for Depth and Complexity
	Ensure use of effective literacy practices to support students learning:	Through PLD, Obs and feedback, self-review processes, regular staff meetings.
		Review and monitor the non-negotiables of literacy teaching. Take an active part of developing Wellington Catholic Community of Learning and by setting achievement challenges that encompass both mathematics and literacy. One of the achievement challenges will be around the teaching of writing across the curriculum.
	Use data to inform teaching and target support to specific	Staff and BOT review Nat Standards results and set Annual Plan Targets for Writing each year in meeting between Dec - early Feb each year. Identify budget support for this area. Strategic plan also developed in consultation.
		All teachers will use of the literacy progressions to monitor target students writing progress through a matrix. This matrix will be shared in child speak with students and they will be made aware of their current focus. Staff meeting focus.

Variance report 2017

Staff meetings throughout the year focused on use of the Literacy Progression (Being used with students and has also been used with families when reporting and discussing progress) 1 May The Writing Book by Shenna Cameron Chapter 1 reading about Planning for writing: What are we doing that is mentioned in the reading? What Should I be doing more of to ensure balance in my programme? How do I intend to make sure I have a balanced programme? 2 May Writing book Sheena Cameron - Grouping children and planning for teaching writing pg 40-54. Effective Writing Instruction by Alison Davies - Chapter 3 Preparing for Writing (Planning for writing by children) Chp 4 Teaching approaches (Another explanation 30 May Effective Writing Instruction by Alison Davies Chapter 2 Assessment information to inform teaching. 15, 22 August, 4 September Literacy Self-Review Self-Review Tool For Schools: Focus On Students Achieving Below Curriculum Expectations In Literacy (Years 1 - 8)- this data was presented to the BoT in October 2017 and will help focus our annual plan in 2018

Area Mathematics and Statistics

Objective	Actions	
<p>TARGET</p> <p>Mathematics and Statistics</p> <p>Our target in 2017 will be to raise the achievement of these 7 students. The other two students will use e-ako maths with support from the teacher</p>	To raise the achievement of the 5 students between Yr 2-4 by delivering the SPRING in to maths.	<p>Support students to articulate their learning needs and development.</p> <p>Link to Parent/Child/Teacher conference</p>
	To raise the achievement of the 2 students between Yr5-8 by using the e-ako mathematics programme	<p>Students at risk will be identified in each classroom and take part in lessons daily. Target students will be included in these daily mathematics lessons within class. Use assessment information to inform Teaching as Inquiry cycle which will inform teaching focus.</p> <p>Students identified between year 5-8 to be provided guided access to E-Ako maths and target group instruction.</p> <p>Use teacher aide to work with the 5 year two-four students to implement SPRING into maths programme with group withdrawal 4 x a week for 30mins each session over and above their regular mathematics instruction.</p> <p>All five students will be assessed using the JAM/GLOSS test by the Mathematics Leader. The students will then be grouped in stage groups. The Mathematics Curriculum Leader will then work with our Teacher Aide to implement the Spring into Maths programme 4 x a week for 30 minutes targeted at these students identified need beginning Term 2.</p>

Variance report 2017

Target group interventions begun Week 6 term 1 March 21st Teacher explanation and discussion of intervention, April 4, staff meetings to support Target group interventions through focus on NZ maths units, Digi store activities, Pond collections and PAT item report analysis. Reviewed every 8 weeks. Discussed at termly SENCO and teacher as inquiry meetings.

Spring in to Maths Week 10/11 testing was carried out and this Intervention began Week 2 Term 2. This cycle continued until week 6 Term 4. Students were included or graduated in relation to testing information throughout the year. This programme continues to be successful because of the hard work of Estelle Henry and her commitment to the programme and students. First round completed and 3 students were successfully discontinued from the programme. We are finding that a number of our students are struggling with only using an algorithm to solve addition/subtraction problems which is hampering their understanding of whole numbers. This can be a big issue when moving on to understanding decimals which is an expectation during year 6/7, Estelle and I have adapted the SPRING programme to concentrate on increased use of a variety of strategy. We have purchased new resources to support the classroom programme by highlighting the different mental strategies. A new group of students from Room 4, Year 2, will begin SPRING.

Resources were purchased to support the articulation of learning needs using visual prompts.

Our 2017 data shows that we have been able to accelerate the progress of four of the seven students identified in the 2016 data. 3 students remain though we have accelerated one student from well below to below the standard.

Our 2017 data shows we have 7 students identified as not achieving between Year 2-6 (Four students have transferred from other schools, three students are receiving or have received Spring in to Maths)

<p>To Raise All Students Achievement in Mathematics and Statistics.</p>	We will Provide PLD and Support for staff in order that we:	Staff meeting on the use of Spring into Maths run by Teacher Aide
		Staff meeting on the use of E-ako maths and Study Ladder / Digi store to support mathematics development. Including words to make the numbers fly.
		2 staff meetings per term focused on Mathematics Target groups
	Build Capacity:	Use a framework for depth and complexity to develop the higher order mathematics skills that are required to achieve at/ above the mathematics standard.
		Brain development PD Nathan Mikere Wallis Day 1 and Day 2. NZGT Framework for Depth and Complexity
	Ensure use of effective mathematics practices to support students learning:	Align current practices and align with BES – Effective Pedagogy in Mathematics/Pangarau
Review use of assessment to gather information in mathematics: PAT, JAM, GLOSS, IKAN, Maths Mate, Heads Up Connected to PLD in Mathematics. Evidence of good teacher practice used as part of Appraisal process		

	Use data to inform teaching and target support to specific	Staff and BOT review Nat Standards results and set Annual Plan Targets for mathematics each year in meeting between Dec - early Feb each year. Identify budget support for this area. Strategic plan also developed in consultation.
--	--	--

Variance report 2017

Target group interventions begun Week 6 term 1 March 21st Teacher explanation and discussion of intervention, April 4, staff meetings to support Target group interventions through focus on NZ maths units, Digi store activities, Pond collections and PAT item report analysis. Reviewed every 8 weeks. Discussed at termly SENCO and teacher as inquiry meetings. Estelle Henry presented a staff meeting on SPRING so all staff were aware of the types of activities students were using and the ways they could include these in their own classes. Because we completed a Self Review of literacy we decided that we would do the same in mathematics during 2018.

Area	Objective	Actions
School Curriculum	Integrated curriculum	Embed monitoring of Curriculum Coverage and implementation focused on ensuring the richness of the NZ curriculum is enhanced through overarching concept of Connections.
		Continue Consultation on Integrated Cardinal McKeefry Curriculum.
		Strengthen Student voice in Integrated Curriculum Planning
		Professional development 2017-2018 Framework for Depth and Complexity comprising of Two teacher only days in 2017 and online learning environment.
	Special Education	All staff meetings to include opportunity to discuss Students identified as At Risk and moderate needs to ensure curriculum delivery for these students is supported by all staff.
	Sport Start	Dedicated protected Sport Start sessions for each class
Develop gymnastic Sport Start using PMP equipment due to unavailability of parent involvement.		

Variance report 2017

Monitoring of Curriculum Coverage and implementation focused on ensuring the richness of the NZ curriculum is enhanced through overarching concept of Connections was reviewed. Staff have suggested changes for the future however we will continue to use this document until the end of 2018 so we can complete the cycle and start a new way of monitoring this. Laura Thomsen has taken on this activity. Student voice is gathered during planning of school wide focus and know we need to focus on how student voice is captured during the unit of work. The first aspect of the Depth and Complexity teacher only day was successful. The second day's focus on thinking like a disciplinarian was not as helpful to daily teaching. This PD has been reviewed and will be delivered in completely face to face in 2018. We are looking forward to focusing on universal concepts that allow for deeper thinking. This will also support our redevelopment of the Cardinal McKeefry Curriculum. Embedding new SENCO practice of discussing Students identified as At Risk and moderate needs at each staff meeting. This has enabled all staff to be aware of social/emotional and learning needs of all students it also has helped to build collegial support through sharing of ideas and suggestions. Our focus on Sport Start instead of PMP was very successful and the gymnastics presentation was of a very high quality. Staff continue to ensure at least one sport start session happens each week.

LEADERSHIP	Developing our staff as leaders	Regular release for DRS and DP to support annual plan objectives provided by Principal.
		School Based PD provided by the <i>National Gifted and Talented Centre for Education</i> in the Framework for Depth and Complexity Year 1
		DP Catholic development days
		DRS termly PD and conference
		Principal conferences
		Ensure opportunities to develop staff offered to all eg Nathan Mikere Wallis, Bek Galloway
		Implement quality learning circles (QLC) to support Inquiry into own teaching practice.
		Evidence of good teacher practice used as part of Appraisal process.

Variance report 2017

Regular management release was provided by the principal and supported the work of the DRS and DP. The first aspect of the Depth and Complexity teacher only day was successful. The second day's focus on thinking like a disciplinarian was not as helpful to daily teaching. This PD has been reviewed and will be delivered in completely face to face in 2018. We are looking forward to focusing on universal concepts that allow for deeper thinking. This will also support our redevelopment of the Cardinal McKeefry Curriculum. It was not possible to implement QLC as they previously worked in 2016. Instead we ensured that staff meeting included educational reading.

LEADERSHIP	Develop our student leaders.	Develop Student Leadership Certificate for Year 7/8
		Develop school house groups connected to our Catholic Character.
		Develop school wide leadership expectations and design a CMcK Year 8 leaders certificate. Launch Year 8 leadership certificate.
		Year 8 train Year 7 leaders in Term in a variety of roles
		Review success of this WPC and confirm participation in 2018. Camp Yr 7 and 8 increased to 4 days 3 night.

Variance report 2017

William Pike review completed and confirmation of participate on 2018. Camp was very successful moving to 4 days/3 nights. We also had a roster system of supervisors which was mainly successful.

Assessment and National Standards	: Implement Assessment Procedures	Embed Assessment gathering schedule to support National Standards Judgements through assessment calendar for 6 week, 20 week, 40, 60, 80, 100, 120 week and year 4-8
		Develop process to assess each AO over students' time at school. Plan for assessment at the beginning of unit planning
		Use of assessment target for Integrated curriculum each term. Assessment targets shared with students to allow self-monitoring of progress. Assessment pieces placed in student profiles.
		Ensure students assessment data is stored with Student Learning profile and eTap
		Use of e-Tap for assessment, monitoring, moderating and reporting on identified groups – Discontinued Spring into Maths, Reading Recovery, ESOL funded, SENCO at risk and Moderate needs. .
		Use PACT to confirm judgements when assessment data is conflicting with teacher observations or between different tests at Year 1-3. At Year 4-8 Pact used with ten sample students, indicative of academic achievement within class to ensure both the breadth of the Mathematics and Statistics and English curriculum are considered when making National Standards judgements and all students are being held against the same standard of achievement by all teachers.
		Implement Teaching as Inquiry Target Groups in writing and mathematics, ensure links to assessments are evident

Variance report 2017

Assessment of unit achievement objectives embedded and sample added to student portfolios. Increasing amount of student data is being placed in e-tap and we are investigating how this can be used to populate reports for parents. E-Tap is being used to monitor intervention groups. PACT will continue to be a tool in our assessment box and it will be redeveloped to relate to the level of the New Zealand Curriculum.

Area PARENTS, PARISH AND THE WIDER COMMUNITY IN PARTNERSHIP

Objective	Actions
Strengthen connections.	Parent coordinators for each classroom to encourage social connections between cohort families and to support new families joining CMcK
	Parent School communication using Google Forms for parent response sheets and event permission.
	Maintain website with regular Updates.
	Maintain connections with early childhood centres Continue ECC visits established to CMcK in 2016

Variance report 2017

After we had enough coordinators for the different PTA activities we decided that we would not go forward with the parent coordinators for each class. Google forms have been very successful and the more we use them the more we get responses. Website has been regularly updated and is the main source of new family enrolments. Wilton Childspace and Bowen Child Care centre continue to spend time at our school with our New Entrant Class. Kindercare visited to attend a performance in December and we will look to provide these opportunities regularly in 2018.

Celebrate and work with the diverse cultures present within our school.	New families acknowledged with a picture of the whole family and names so that the community is able to identify and welcome them.
	Maori CMcK Kawa, prayers, develop whakatau protocol and kapa haka Develop Ka hikitia Strategy with Whanau group. Visit Holy Cross Powhiri.
	Greeting area in the foyer that celebrates our school cultures and diversity
	Develop Pasifika education plan with whanau group. Start Poly Club Activities.

Variance report 2017

The greeting area of in the foyer and families being acknowledged in the newsletter were very successfully. We must make a priority for 2018 the development of Maori CMCK Kawa and celebrating pasifika language weeks. These have been added to our 2018 school curriculum calendar.

Provide support for parents as first educators	Strengthen processes to introduce new families to our community – connecting parents
	Parent meetings to share PD focuses for Teaching staff
	Work with community to Implement and support ideas/address needs from Consultation Health and PE work

Variance report 2017

The greeting area of in the foyer and families being acknowledged in the newsletter were very successfully. We did not offer parent meetings to highlight PD the staff were undertaking. The Health and PE consultation feedback helped to shape our communication around and delivery of the Sexuality/Puberty unit for the senior school.

Reach out and work with our community	Hold grandparents/ parents events connected with Catholic celebrations
	Parent coordinators for each classroom to encourage social connections between cohort families and to support new families joining CMcK
	Carols at Sprot House Community Carols
Work closely with our PTA	Parent coordinators for each classroom to encourage social connections between cohort families and to support new families joining CMcK

Variance report 2017

After we had enough coordinators for the different PTA activities we decided that we would not go forward with the parent coordinators for each class. This may be readdressed in the future as our numbers fluctuate.

Area Management, Organisation And Compliance

Objective: To address organisation and compliance issues in a manageable way.	Actions
Policy and Procedures	Maintain Health and Safety Practices.
	Keep compliance checklists up to date Administration
	Practice Lockdown procedures
	Maintain EQ –Evacuation and procedures incl. food and water provisions.
	Continue to ensure Hazards recorded are brought to attention of administration/Health and Safety Checks. Develop cloud based system.
Variance report 2017	
LI procedures were followed and worked as expected. Lockdown practice has been hampered by the lack of curtains in the classrooms. This has been addressed by applying for a grant to complete these. The online system for Health and Safety and Hazards has been included in staff meetings. As we do not have a caretaker an online system does not support the day to day operation of the school as the Principal does most of these jobs anyway.	
BOT development	Implement 2017 to 2019 BOT programme of self-review and annual work plan. Revise policies/procedures as per programme.
	Analyse for clear connection between mission statements - values - strategic plan and annual plan board policy and governance. Update mission statement.
	Consult with community to update values/mission statement/charter
	Induction procedures for new BOT roles and members
	BOT to complete relevant Archdiocese of Wellington training Develop a database of BOT training
	BoT to complete relevant NZSTA training
Variance report 2017	
Self-review and annual work plan calendar had been very successful. The use of Google forms to review and adjust policy has ensured all BoT members have equal input. The consultation for Values started in Term 1 2017. The consultation for Mission and Vision started in Term 1 2018. These are big pieces of work and will need continued focus in 2018.	
Staff Appraisal	Implement appraisal processes, strengthen online evidence gathering through use of GDrive and VLN.. Redevelop Walkthrough sheet and schedule due to Increased principal teaching contact hours.
	Agreed job descriptions Self and Appraiser assessment against Practicing teacher Criteria.(PCT)
	Appraisal Processes involve peer observation, self-reflection and responses. Ensure staff are keeping portfolio evidence.
Variance report 2017	
It has been harder to have regular walkthroughs due to the nature of having a teaching principal. All other aspects of this area are continuing successfully.	
Behaviour Management	Complete Positive Behaviour for Learning Matrix to define behaviour expectations relation to our school rules of Respect Resilience and Responsibility
	Embed Peer Mediators
	Introduce Play pals Yr five and six students connected to Sport start
	Rewarding of classroom and playground behaviour through green card system and playground monitoring book. Set up classroom behaviour monitoring <i>using same sheet</i> to ensure data is gathered for SENCO referrals to RTLB.

Variance report 2017

Positive Behaviour for Learning Matrix completed and ready for launch in 2018. Behaviour plans are also completed and ready for use in 2018.
Peer mediators reviewed and times changed for Term 4. Play pals very successful and launched in term 3. Playground monitoring reviewed. Of note is the amount of low level physical violence events. Discussed consequences that will be used going forward to lower these incidents.
Setting up E-Tap so we can monitor directly in to system in the playground and for classroom behaviour.
Safe at School Survey completed Term 2 and 4.

National Standards

Use student groups in eTap to track over time progress for annual plan targets in 2018.
Review report templates and information with the community.
Reporting to the Board will occur twice a year and to the community as indicated on the annual plan

Variance report 2016

Completed and will be a focus in 2018 as we move away from national standards and instead use the Learning Pathways (PACT)

Community of Learning

Identify BoT member for the Wellington Catholic CoL foundation Stewardship group.
Principal part of the Management group for Wellington Catholic CoL

Variance report 2016

Janet Valentine took this role for the BOT.

Enrolment

Growing our school roll – Maintain our Website as we are receiving many enquires through this.
Develop New Entrant transition – DP to develop relationships with ECE centres.

Variance report 2017

Majority of enrolments this year made first contact through our school website.

Area PROPERTY, FACILITIES AND DEVELOPMENT OF THE SCHOOL

Objective To address organisation and compliance issues in a manageable way.	Actions
10 yr. Prop. Plan	Seating outside classrooms
General Repairs	Investigate cooling options for Term 1 and 4 in classrooms.
	Interior Classroom Painting – Men in White Rooms 1, 2, 3
Major works	Remediation of Landslide from flood incident in November 2016

Variance report 2017

Seating is still to be removed and replaced outside of the classrooms. The BoT applied for a grant for curtains inside the classrooms at the end of 2017. Rooms 1,2 and 3 were painted over the summer holidays.
The slip was remediated over the summer holidays

5 Y Enviro Plan Ground Maintenance	<i>Ongoing Playground repair and maintenance – Apply for grant</i>
	Working Bee Term 2 and 4
	<ul style="list-style-type: none"> Paint playground Remove seating outside classrooms. Fix fence around field.
	Review grounds contractor
	Develop a Garden Plan
	Revise status of playground markings and maintain as necessary

Variance report 2017

Working Bee did not complete these jobs. REiew of Grounds contractor is ongoing. We are joining the Garden to Table group in 2018.

10 Y Furniture Plan	Review furniture stock and develop 10 yr. furniture plan.
	Remove unused furniture and organise storage.
	Maintain Room 6 to be a PLD space for providers. Explore use of Hall and room 3 as break out hubs.

Variance report 2017

Ongoing

5 Y ICT Plan	Ensure all Smartboards are working correctly.
--------------	---

Variance report 2017

All working well at the current time.

2017 Statement on Kiwi Sport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017 we received \$1371.90.

Cardinal McKeefry School has noticed and continues to support an increase in sporting activities outside of school such as Summer Soccer, Netball, Hockey, Triathlons, and Athletics. We have a high level of enthusiasm and participation in a variety of sports, for example the Year 5/6 Sports Festival and all Zone and Interzone events. We are developing ongoing relationships with a variety of sporting groups such as the Wellington Cricket Collegians Club, Wellington Phoenix Soccer Development and Sport Wellington. This relationship building and targeted funding has allowed us to provide a greater range of sporting opportunities for our students

The Funding has allowed us to:

- purchase new equipment to support our sports programme and sporting teams.
- purchase of a variety of equipment for students to use during lunchtimes to encourage active movement and participation in team games.
- release teachers new to school for Sportstart training with Sport Wellington.
- contribute to the cost of bus transport to attend Western Zone events each term, and swimming lessons at Council swimming pools.

Duncan Scott
Board Chair
Cardinal McKeefry School