



# Annual Report

## 2017



George Street Normal School in 2017 – our largest ever student roll (529 children)

**George Street Normal School  
Annual Report 2017**

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**George Street Normal School  
Annual Report 2017**

**SCHOOL STAFF**

Principal	Dr R Galloway	EdD, MEd, BTchLn
Deputy Principal	Mrs L Stanton	BEd, PGDipEd, DipTchg, DipESOL
Deputy Principal	Mrs A Robertson	BTchLn, AdvDipTchg, Cert ESOL
Assistant Principal/Sen Team Leader	Mr K Mulholland	BEd, Cert ICT
Junior Team Leader	Mrs M Dakers	BEd, DipTchg
Middle Team Leader	Mrs N McCulley	BEd, DipTchg
Middle Team Leader (Acting)	Mrs T Wood	BA, Grad Dip Tchg
Kindle Class Leader	Mrs J France	BA, DipTchg, CertTESOL
Senior Teachers (Model classes)	Mr Z Ford	BEd, DipTchg
	Ms M Nicolau	BEd, HDipTchg
	Ms C Spencer	BEd, DipTchg
	Mrs J Henderson	BEd, DipTchg, CertTEAL
Teachers	Mrs C Gardner	BEd, DipTchg
	Mr R Duffy	BEd, DipTchg, DipGrad
	Mrs N Yeoman	BA/LLB, DipTchg, Cert TESOL
	Mrs Jo Brooks	BA, DipTchg, Dip ESOL
	Mrs L Phillips	BA, DipTchg
	Mrs L Spencer	BEd, BA
	Mrs L King	BEd
	Mrs K Chhin	BMus, Grad DipTchg
	Ms S Dunn	BA, DipTchg
	Miss S Potter	BEd
	Ms C Harper	BEd, Dip Tchg
	Ms M Hunt	BA, Grad DipTchg
	Mrs B Macgregor	BA, DipTchg
	Mr S Tamblyn	BA, Grad DipTchg (Sec), Grad DipTchg
	Ms Catherine Smith	PhD, BA, Grad DipTchg
	Mr Jeremy Morgan	
	Miss Rachel Barker	BSc, GradDipTchLn
	Mrs Deidre Cooper	BA, DipTchg
Reading Recovery Teacher	Mrs K Loretan	TTC
Payroll/Accounts Administrator	Mrs J Hills	BCApSc
Office Managers	Mrs T Duke	
	Mrs T McNeill	
	Mrs J Homer	BCom (H&IM)
Resource Manager	Mrs R Young	
Caretaker	Mr B Vinicombe	
Teacher Aides	Miss M Hansen	BHSc, CertTAide/ELA
	Mrs C Llewellyn	ELA/Foundation Degree in Ln Support
	Mrs R Bailey	
	Mrs D McLay	
	Ms K McCracken	BA/ELA
	Ms J Madill	TTC, Dip Counsel, Cert Social Services
	Ms E Reeve	



Mrs M Whelan  
Mrs K Yates  
Mrs T Sowerby  
Mr Josh Carrington  
Mrs W Fairbairn

Dip Bus Studies ELA  
Cert T Aid/Dip Holistic Ln Styles  
Cert TA

### **GEORGIES STAFF**

(Before school, after school, holiday care)

Head Supervisor  
Acting Head Supervisor  
Deputy Supervisor

Rebecca Vine  
Matthew McFadyen  
Megan Asher  
Lulu Schneiders  
Cameron Burrow  
Lawrence Brett  
Ali Higham  
Tessa Henderson  
Juliette Bernard  
Tom Henderson  
Thalia Wilkin  
Sydney Evans Tobata  
Matthew Bardsley  
Jared Murray  
Blair Liffiton  
Tessa Henderson  
Lucy Denham  
Sophie Tenci

### **BOARD OF TRUSTEES**

Chairperson  
Parent Representatives

Maree McDonald  
Tony Merriman  
Michelle Te Hiko  
James Clark  
Che O'Neil (Co-opted in May)  
Michele Dakers  
Rod Galloway

Staff Elected Member  
Principal

### **PTA COMMITTEE**

President  
Vice President  
Secretary  
Treasurer

Jody Hazlett  
Tracy MacAulay-Higgin  
Susan Nicholson  
Shakila Rizwan





## **Chairperson's Report**

**Year Ending 31 December 2017**

It is my pleasure to present this report on the initiatives and achievements of the George Street Normal School Board of Trustees in 2017. We have much to celebrate and to build on in 2018.

In 2017, the Board agreed to a few key educational initiatives funded outside the annual budget and in addition to government resourcing. Although not originally budgeted for, this spending was in line with the school's strategic plan and yielded positive results:

- Extra professional development in e-learning helped prepare teachers for the adoption of the new digital literacy part of the technology curriculum as well as supporting class blog establishment and setting their inquiry projects for the year.
- The employment of a specialist literacy and numeracy teacher for two terms assisted in the significant reduction in the number of children at risk of not meeting the National Standards in reading, writing and mathematics. In total, the number of targets set in this area was halved with 93 targets met in 2017.
- With the support of the Community Trust of Otago, 50 new iPads were purchased enabling all year 1-4 classes to have enough iPads to implement a daily App-based reading group activity.
- In October, we capitalised on a marketing opportunity in China. As a result, international student enrolments have increased in the school.

In 2017 the school had more children (a record roll of 529), more teachers and more demands on limited funds than ever before. The Board is confident that funding decisions made in 2017 will continue to assist the school's ongoing success.

The success of the children who attend GSNS remains of the utmost importance to the Board and we were pleased to note the National Standards results for 2017 that show 89% of our students meeting the reading standard or better, 80% of our students meeting the writing standard or better and 86% of our students meeting the mathematics standard or better. Well done to our teachers who have worked hard over a number of years to increase the number of children meeting or exceeding the National Standard in writing. In conjunction, we had excellent results in the International Competitions and Assessments for Schools (ICAS) – 117 exams sat with 13 merits, 43 credits (top 25%), 17 distinctions (top 10%) and six high distinctions (top 1%).

Outside the classroom, our students continue to flourish with numerous opportunities available to them. The Board was pleased to support the Year 6 Camp/Year 5 Adventure Week and 8 days of swimming for all students. Again, we saw record numbers of our students engaged in cross country, athletics, school sports teams and clubs with some achieving fantastic results and all having fun! The Kapa Haka, Pasifika and cultural groups performed frequently and to high acclaim. The year finished with a series of team shows which involved 12 public performances and a combined audience of over 3,500! Thank you to the staff and children of each team who entertained us with some amazing and unique shows. The costumes, scripts, music, lighting, dances and songs will be a strong and positive memory for our children, many of whom have either discovered or developed strengths in the performing arts. We are fortunate to have so much talent in our school (both staff and children).

The Board continued with an agreed self-review timetable and received 10 reports from the school regarding student achievement in a variety of areas. These reports are available to parents in the school office. Aside from confirming the excellent levels of achievement of our children, these reports also provide us with a valuable insight into the extensive work and high level of commitment our staff provide. We thank them for continued dedication and hard work, especially in light of the growing roll.

George Street Normal School is a very active school and much that has been achieved in 2017 is the result of a community effort. A great deal of thanks goes to all the parents and caregivers who have given their time and effort in assisting with school activities. The PTA deserves special mention and thanks for their fundraising and event-organising throughout 2017, including a fun and profitable School Fair in September which was a real highlight for the school community.

Georgies continues to provide high-quality before school, after school and holiday programmes for our children and we thank the Georgies staff for their energy and commitment to the ongoing success of these programmes.

We were once again very fortunate to have a fantastic leadership team in 2017. We thank our Principal, Dr Rod Galloway, and our Deputy Principals, Anne Robertson and Leanne Stanton, for their direction, guidance and care for the success of our school and our students.

The Board welcomed Che O'Neill to the team in April 2017 to fill the vacancy left by Peter Walker. I wish to thank Che and our fellow Board members James Clark, Michele Dakers, Tony Merriman and Michelle Te Hiko for their service in governing the school in 2017.

George Street Normal School is in good heart and we look forward to another busy and successful year in 2018.

Maree McDonald  
GSNS Board of Trustees Chair





## **School Report**

**Year Ending 31 December 2017**

It is with pleasure that I present this report summarising the achievements of George Street Normal School in 2017.

### **School Organisation**

The following structures were put in place in 2017 to accommodate our peak roll of 529 children:

- **Senior Team** – Four composite, parallel Year 5/6 classes. One of these classes offered a differentiated programme to a cluster of students with advanced abilities.
- **Middle Team** – Four composite, parallel Year 3/4 classes and three Year 2/3 classes.
- **Junior Team** – Two Year 1/0 and three Year 1/2 composite, parallel classes. During Term 3 an additional Year 1 class was established.
- **Models Team** – Two Year 0-3 and two Year 4-6 classes.

### **Teaching and Learning**

George Street Normal provides effective teaching and learning programmes implemented by a team of dedicated and skilled teachers. Teachers monitor children closely so that the individual learning needs of each child are identified then addressed within class programmes. Strengths-based practices are embedded in our classes, resulting in many positive outcomes including high numbers of children participating in elective/discovery programmes and extra-curricular teams and clubs.

In addition to some excellent National Standards results, planning and reporting targets were set in 2017 to support groups of children who would most benefit from additional programmes. We worked intensively with groups of children who were not meeting the National Standards in reading, writing and mathematics. It was pleasing to note that so many children met the targets we set.

### **Role as a 'Normal' School**

Our school continues to value a formal association with the University of Otago College of Education as a 'normal' school. Below are some of the ways in which this relationship existed and enhanced our programmes in 2017:

- Meeting on a regular basis with representatives from Otago University College of Education staff to seek ways to better enhance our relationship.
- First and Second Year college teacher visits continued.
- Numeracy workshops continued to be hosted in Term 3.



- Seven Third Year students completed their practicum at our school over the duration of the year. This included regular Tuesday visits and two substantial postings over the year. Their contribution to our Year 5 Adventure Week and Year 6 Camp was also much appreciated.
- Five Masters students completed their practicum at our school over the first half of the year and two Masters students completed their practicum at our school over the second half of the year. Once again, the capstone presentations that our mentor teachers were able to attend at the end of the year were a valuable experience for all concerned. Mentor teachers attended sessions at the College of Education to enhance their understanding of the programme. The Masters student contribution to our Year 5 Adventure Week and Year 6 camp was also appreciated.
- We had the opportunity to host another intern from overseas.
- Various researchers recruited students and teachers to participate in research studies as has happened in the past.
- We hosted International Educationalists visiting the Otago University College of Education so they could experience a New Zealand classroom/school.
- We continued to support the Otago University College of Education in their selection process, via school leadership being on the interview panel.
- We continued to support the Otago University College of Education by way of lectures given, e.g., with regard to English as a Second Language and behaviour management.
- We continued to give opportunities to students interested in pursuing a career in teaching, to be part of a class for a day, as recommended by the College of Education.

### **Professional Development**

The Board of Trustees invested generously in teacher professional development (PD) during 2017. Teachers attended many local courses, received release time for e-learning PD, participated in individual teaching inquiry projects (see Appendix 1) and some teachers were invited to present at seminars. Whole school professional development (staff meetings and some release time) topics included: digital literacies (MoE contract); the pedagogy of collaboration; Practising Teacher Criteria 11, 3, 7 and 4; science; and Professional Learning Community (Ignition groups) content. In July, the Principal was invited to present at the 5<sup>th</sup> World Congress of the International Positive Psychology Association (see Appendix 4) held in Montreal, Canada.

### **Community Support**

George Street Normal School had generous support from parents in 2017. School functions were well attended, trips were accompanied and special programmes received help. Parent assistance at the Year 5 Adventure Week and Year 6 Camp was once again outstanding. George Street Normal School has a committed Parent Teacher Association (PTA) who worked in a positive way to raise funds and co-ordinate school social functions, such as school discos and a family ice skating night. The major project for our PTA in 2017 was organising a school fair held in September. This was a huge undertaking, rallied our school community and raised significant funds. The fair was also enjoyed by many! Special thanks to Mrs Caroline Orchiston and Mrs Anne Robertson for their work as fair coordinators.

Thanks to the many individuals and groups who contributed to the success of George Street Normal School in 2017. Our Board of Trustees, PTA, deputy principals, teachers, teacher aides, office managers, support staff, Georgies staff and caretaker form a committed and skilled team who enable children to achieve our school vision – to be active, positive and proud!

Dr Rod Galloway  
Principal

## Appendix 1

### George Street Normal School - Teacher inquiry topics 2017

(Target 13: That teachers' inquiries will align to accelerating the progress of children who are at risk of not achieving the National Standards and add to the knowledge we have about these learners and their achievement.)

Teacher's Name	Inquiry question
Anne Robertson	<i>How can we improve the tracking and analysis of interventions, regarding National Standards target children in reading, writing and maths?</i>
Sharyn Dunn	<i>How can scaffolding be used in teaching and learning structural features of writing, with particular reference to raising achievement of those not achieving National Standards?</i>
Leanne Stanton	<i>How can we improve the tracking and analysis of interventions, regarding National Standards target children in reading, writing and maths?</i>
Trina Wood	<i>How can I improve the Literacy standards in my classroom, through the use of collaboration, peer-assistance and mixed-ability grouping?</i>
Michele Nicolau	<i>How can I assist a child with visual memory difficulties to recognise letters, sounds and numbers and therefore improve her ability to reach the National Standard in reading and writing.</i>
Zac Ford	<i>How can I assist children to build a bank of ideas to improve their confidence towards writing, therefore, improving National Standard targeted children in writing?</i>
Leonie Spencer	<i>Does the inability to write and formulate letters contribute to children failing to meet the National Standard in writing? How can I help improve two children's handwriting, and will this contribute to the quality of their writing and how much they produce?</i>
Julia France	<i>Does buddy writing (creating a buddy mentorship to engage, motivate and support others) accelerate writers to achieve National Standard expectations or better and, if so, how?</i>
Natalie McCulley	<i>How can I create a rich literacy environment for boys from birth?</i>
Keith Mulholland	<i>How can I accelerate children's learning in mathematics so they move from additive to multiplicative thinkers and achieve National Standard expectations or better? (analysis of data, assessments-targeted knowledge, modelling, transferring, communicating with equipment and diagrams)</i>
Richard Duffy	<i>How can planning formats (with close teacher support and direction) be used to accelerate the progress of children in writing? (graphic organisers, exemplars, samples of plans in books, success criteria)</i>



Claire Gardner	<i>How will I accelerate the learning of children who are below National Standard (on the cusp of Meeting) in mathematics by focussing on making explicit connections, thinking multiplicatively?</i>
Michelle Hunt	<i>Does buddy writing (creating a buddy mentorship to engage, motivate and support others) accelerate writers who are below national standard to achieve national standard expectations or better and, if so, how?</i>
Sarah Mackenzie	<i>How can I best communicate with teacher assistants to accelerate children's learning in mathematics (focus on number knowledge progression)</i>
Claire Harper	<i>How can I help children who are not meeting the National Standards in writing achieve this? Explicitly using knowledge and interventions from Joseph Driessen's boys in writing course, using these interventions to support writing for all students. Using SOLO to scaffold learning and showing them where to go and how to get there.</i>
Michele Dakers	<i>How will an increase in children's phonological awareness improve their reading levels? (Or make children into more fluent readers?)</i>
Lee Phillips	<i>How can I accelerate reading progress in children who are not able to access reading recovery?</i>
Claire Spencer	<i>How can I accelerate the learning of children who are below National Standards by improving their multiplicative thinking strategies, focusing on how children verbalise their thinking?</i>
Shane Tamblyn	<i>How might I implement learnings from the Becoming an Effective and Confident Mathematics Teacher Workshop (a workshop for PCT's teaching Years 1-4) in my classroom to noticeably improve achievement in number knowledge for my students?</i>
Linda King	<i>How can I improve the number knowledge of my students who are below the National Standard in mathematics, with a focus on home-school partnership?</i>
Joanne Henderson	<i>How can I use practical strategies to accelerate the progress of a child with dyscalculia (and other target children)?</i>
Rod Galloway	<i>How can I encourage teachers to read and consider evidence-based models of practice, with the explicit intention of accelerating the progress of children who are below the National Standard in writing?</i>
Bronwyn Macgregor	<i>How can I create a more enriched oral language programme in the classroom? Will this help to improve children's writing so that those not at present meeting the National Standard will be able to do so in future?</i>
Jeremy Morgan	<i>How does the use of ICT in the classroom improve the overall performance for children's writing and spelling so that they are achieving at the National Standards?</i>



**George Street Normal School  
Clubs and Music Reports 2017**

**Writers' Workshop**

This year we gave the opportunity for any child who had an interest in writing to be part of a weekly lunchtime Writers' Workshop. Using an inquiry model, children explored a variety of writing genre and enjoyed sharing their writing with others. Thanks to Mrs Stanton for organising this club.

**Chess**

Once again, we offered a weekly lunchtime opportunity for children to play chess. Te Puna Ako proved to be a great space to spread out and challenge one another. We were once again able to have a team represent us at the annual Otago and Southland chess competition held in Dunedin. Thanks to Mrs Stanton who organised this club.

**La Petite Academie French Group**

2017 has been another busy year for French at George Street. Each week our groups have gathered to partake in the songs and games that make language learning such fun. Food is a fascinating topic in any language! For our Beginners, the French breakfasts continue to be the annual highlight, and those in the Advanced class were treated to a taste of the traditional chocolate log eaten by the French at Christmas. Both have proven to be real incentives to memorising vocabulary. We are now in our fourth year at George Street and it has been a pleasure teaching students who are so polite, motivated and committed to furthering their love of languages. In such a multi-cultural school, French is the third language for some students, and we even have a few special students who have been with us right from the beginning. We hope their passion for French will continue for many years to come!

**Artists Alive**

Artists Alive is a group that meets on Thursday lunchtimes in term three. This group of budding artists explores a range of medium with Mrs Robertson and creates artworks that decorate our school corridors, stairwells and pupils' homes. In 2017 children were able to submit artworks for the Otago Art Society children's exhibition. Thanks to Mrs Robertson for teaching this group.

**Scooter**

Challenging obstacle courses were set up in our Junior playgrounds for children when the scooter club met every second Friday. It was pleasing to see children helping to design the courses, organise the races and model good safety. Thanks to Mrs Dakers for supervising these groups.

**Construction**

Children in this club built with Lego in Term 2 and Term 3. Thanks to Mrs MacKenzie for taking this club.

**Science Club**

Budding scientists in Year 3-6 met on Thursdays with Ms Dunn during 2017 to work on four science badges. Thanks to Ms Dunn for taking this group of 107 children.

### **Choirs**

Children at GSNS love to sing! During the year our three choirs (junior, middle and senior) met, rehearsed songs and had a number of well-received performance opportunities. Thanks to Mrs France, Ms Macgregor, Mrs King, Mrs Gardner and Mrs Yeoman for working with our choirs in 2017.

### **Instrumental**

Many children at GSNS learnt a musical instrument at school during 2017. Classes were held in trumpet, guitar, ukulele, drums, piano and keyboard. The school band played in every assembly and our annual music festival "GeorgeStock" featured over 70 children. A new brass ensemble (junior jazz band) was formed in 2017, practising before school on Wednesday mornings. Thanks to Dr Galloway, Dr Moore, Mrs Martin, Mrs Officer, Mrs King and Mrs Robertson for tutoring these groups.

### **Kapa Haka**

This group continues to be very popular with the senior children and continues to have an increasing membership. This group continues to draw strength from the fact that some kapa haka is taught right through the school, from juniors to middles and models. Children aspire to be in the group from an early age; they watch and copy what they see and hear modeled from the seniors and come into the group already skilled and having learnt good practice. The children have had the opportunity to perform at the opening of the Otago Polyfest, at assemblies and in the Meridian Mall. Thanks to Mrs Yeoman who led the Kapa Haka group throughout 2017 with support from Mrs Gardner, Ms Pereira and Ms Hunt, as well as Mrs Robertson who supported practice times and organising events.

### **Pasifika Performance Group**

The Pasifika performance group continued to develop in strength and grow in numbers during 2017. Thanks to Ms Spencer who led this group. They always looked and sounded awesome!

### **Jump Jam**

Children in Years 5 and 6 improved their dance skills on Mondays in the Hall during Term 2 and 3. Thanks to Ms Harper for teaching this group.

### **Programming**

Children with an interest in developing the basic concepts of programming to create some animated computer games using tools such as Scratch and Lego Mindstorms, met on Mondays. Thanks to Mr Mulholland for leading this club.

### **Philosophy Club**

Children in Years 2-6 met in Terms 2 and 3 to view short videos on science and technology topics and debate issues, challenging the viewpoints of others in a respectful way. Thanks to Ms Hunt for leading this club.

### **Speech and Drama Classes**

Specialized confidence-building drama classes happened once again on Tuesday afternoons. Classes ran for Years 2-6. Shows for parents and friends were evidence of the skills learnt during these sessions.

### **Arty Fun**

Children in Years 1-2 met on the Junior side on Fridays to participate in Arty Fun. This was a popular activity among the Juniors that resulted in many interesting creations being made.



**George Street Normal School  
Sports Report 2017**

**1. WHOLE SCHOOL ACTIVITIES**

**Cross Country**

At the beginning of Term 3 each year we hold our whole school cross country at the North Ground, a local rugby ground. We have some very accommodating farming parents who supply us with hay bales so that the children have obstacles to jump over. For each year level, there is a girls' and a boys' race. The first three in each race receive a certificate at an Assembly and the winners of the two Year 6 races receive a cup. The top 10 in each race for Year 5-6 children and top five year 4s with top three year 3s, represent George Street Normal School in the North Zone competition. The top 10 place-getters in this competition represent the North Zone in the Otago Championships. In 2017, we sent 56 children to the North Zone event and 18 then qualified for the Otago competition. Three children achieved a top 10 placing. Mrs Gardner and Mr Mulholland played a key role in the organisation of the school cross country. Mrs Gardner also organised the North Zone event.

**Athletics**

At the start of Term 4 we hold our annual athletics day at the Caledonian sports ground. It is expensive to hire but essential for all children to experience the ground, especially the children who qualify for the North Zone and Otago Athletic Championships. All staff and many parents are needed to make this day a success. GSNS children also participated in the North Zone Day and Otago Championships. Many children achieved outstanding results in both the North Zone and Otago events. Thanks to Mr Mulholland, Mrs Phillips and Mrs Gardner for leading the school athletics day and heading the training groups for the representative days.

**School Swimming**

At the beginning of Term 1, all classes participate in swimming lessons taught by the Jill Clarke Swim School. These are held at the Dunedin North Intermediate swimming pool. Each class has a series of eight lessons, which include pre- and post-assessments. Overall teacher and parental feedback about these swimming lessons has been positive.

**2. ONE-OFF COMPETITIONS**

**Otago Primary Swimming Sports**

The Otago Primary Swimming Sports competition is offered to children who belong to out-of-school clubs and compete competitively. We had a small but enthusiastic team of Year 5 and 6 children attending.

**Dunedin Marathon**

The Dunedin Marathon is an optional event for those children who are eager to test their stamina and perseverance. This is the fourth year GSNS children have competed in this event. Children work towards running 40 kms through the term and then complete the final 2kms on the day of the Dunedin Marathon in September. Numerous parents supported and managed the children on the day.



### **Cricket Tournament**

Otago Cricket have a 'Girls' Smash' competition. We have one team that participated in this opportunity for Terms 1 and 4.

### **Jump Jam**

Thanks to Ms Harper for coaching an enthusiastic group of jump jammers in 2017.

## **3. SUMMER SPORTS: TERM 1 AND 4**

### **Rippa Rugby**

This is offered to children in Year 3-6. In Term 4 of 2017, we had three teams in the local competition. One team came second in their grade pool. In Term 1 2018, we had two teams. Once again, one team came second in their pool. Mrs Wood managed and coached, alongside two parent coaches. Other parent helpers were required for managing children at the games.

### **Tee Ball**

Children play on a Saturday morning, with practices during lunchtimes. It is played in Term 1 and 4. We had two teams this year. One was in the Under-7 group playing 6-a-side and one in the mixed-age competition. The children performed well in their respective grades. Teams are supported by Ms Hunt and Mr Tamblyn.

### **Flippa Ball**

Flippa Ball is a modified version of Water Polo. Teams play at Moana Pool on Sunday afternoons, Yr 3/4 teams in the learner's pool and Yr 5/6 teams in the shallow end of the main pool. There are usually two teams at middle and senior level and the seasons are Term 1 and 4. Depending on the experience of the players, the teams are graded from Grade A to Grade C. We rely on parents to manage the teams and supervise at the pool. Thanks to Ms Spencer for coordinating this by organising the coaches and managers.

### **Futsal**

This has been our biggest and most popular sport for the last few years. Due to its popularity throughout Dunedin, children now play on both Tuesdays and Wednesdays after school at the Edgar Centre, Tuesday being Year 5/6 only and for more highly-skilled, competitive players. Children are able to play from Year 0-6. Our school has been represented by between 11 and 22 teams in these competitions. There are mixed teams (meaning mixed Year levels, not boys/girls) or boys' only teams, and each year level has a different competition. Within each competition are several divisions.

Mrs Spencer has the mammoth task of fitting all children into appropriate-aged teams and ability levels, finding and assigning each team with a coach and manager and accommodating parents who have choices for teams. We have had many successes, with individual teams winning the section they play in. Some teams have won in both Term 1 and Term 4.

#### **4. WINTER SPORTS: TERMS 2 AND 3**

##### **Netball**

The Years 1-4 children play under the 'Future Ferns' programme which is a skills based session followed by a short game. The programme is well supported by Dunedin Netball who provide a person to teach the teams the skills. There is also a 'Star Helper' attached to each team. This is either a parent or a College teacher and their role is to support. There were three Year 5/6 teams and one of those played in the competitive grade. Coaching sessions were offered as part of a Netball Otago Development Programme to all Year 5 and 6 players. Each team had a parent or College Teacher as coaches. Thanks to Mrs Henderson and Mrs Gardner who managed these teams.

##### **Football**

Football this season consists of two GSNS teams from the senior classes, playing once a fortnight against four other schools in our cluster during their lunchtime. It is a friendly arrangement where it is more about the opportunity to play football because we love it! Due to the friendly nature of the games, teams have the opportunity to self-manage which helps create leadership opportunities for those more confident children. Teams are supported by Ms Spencer (who also organises the draw), Mr Tamblyn, Mrs Smith, as well as the parents who provide transport to away games.

##### **Miniball**

This year four miniball teams represented our school and showed good teamwork and sportsmanship. Thanks to Mr Ford, Ms Spencer, along with some willing parents, who managed and coached these teams.

##### **Hockey**

We have one year 3/4 team and three Year 5/6 teams that play each Wednesday at the McMillan Turf. At the close of the season six boys and six girls were part of the Otago development coaching opportunity and attended tournaments. Mrs Gardner coordinated hockey this year and helped coach teams. Team managers supported at games and offered endless encouragement. The Junior, Middle, Senior and Models classes participated in free coaching sessions run by the Otago Hockey Association.

#### **5. SPORT ORGANISATION AND EQUIPMENT**

##### **Sports Uniforms**

Assigning and collecting in sports uniforms is a mammoth task for those involved. A huge thank you needs to be made to Mrs Young for her continued hard work looking after our uniforms.

##### **Sports Equipment**

As with the uniforms, there has been a need for more class and whole school sport equipment. Checking and maintaining sport equipment occurs at the end of each term. Where necessary, purchases have been made. It is essential to have enough sports gear available for children to keep them busy in the playground. Senior team classes have been given the responsibility of allocating sports gear to children during lunchtimes.

**Sports Photos**

Every November we endeavor to take photos of all children playing in school sports, in their uniforms. This is a huge task. This year approximately 40 different sports photos were taken. Many thanks to Mrs Robertson, staff, Mrs Young and teacher aides for sending children at the correct time, organising coaches for photos and dressing all these children. Parents really appreciate being able to purchase these photos.

**Other Sports**

As information for other codes or sports groups come in, these are advertised to parents through our school newsletter or on sports notice boards so that we continue to promote healthy lifestyles through participation in active pursuits.

**OPSSA Membership**

The Otago Primary School Sports Association (OPSSA) plays a key role in organising Cross Country and Athletics events for primary and intermediate schools. It is made up of volunteers from the North and South Zones. OPSSA. Thanks to Mrs Gardner and Mr Mulholland who are the George Street representatives. Thanks also to Mrs Gardner for her work as GSNS sports coordinator.



## Professional Development Report

Rod Galloway

Principal

George Street Normal School

### Introduction

During the July 2017 term break I was fortunate to have the opportunity to attend the 5<sup>th</sup> World Congress on Positive Psychology held in Montreal, Canada and hosted by the International Positive Psychology Association (IPPA). Our use of strengths-based practices is an important aspect in the field of positive psychology and the primary reason for my attendance. This conference was a large (1300 participants) and well-organised gathering of many of the world's leading authorities in positive psychology and it was a privilege to not only be in attendance, but also have my paper chosen by blinded peer review for oral presentation. Over the course of the congress I had informal conversations with other attendees at break times, explored a new research partnership (see below) and attended many keynotes, panel discussions and workshops, as well as enjoying some of the Montreal summer.

### Take home ideas

It was pleasing to listen to a number of presentations that confirmed our strengths-based approach at George Street. These ideas included:

1. **Strengths-based practices focus on identifying, applying and developing children's strengths.** When their strengths are identified, children are noticed and acknowledged as capable. When their strengths are used, children are given permission to be their true and best self, and do more of what they prefer to do. When their strengths are developed, children are focusing on their potential, and the importance of adopting a growth mindset.
2. **Focusing on children's strengths balances "at risk" with "at potential".** The strengths approach provides a balance of acknowledging what children can and can't do. Any attention given to building children's strengths should not be at the expense of addressing deficit. As children become older their strengths can become protective factors and an essential component of developing resilience that are drawn upon when recovering from adversity. Framed in this way, weaknesses become risk factors.
3. **Children's natural behaviours display the presence of a strength.** Indicators that a strength may exist include: rapid speech, length of engagement, frequent use, quick learning, and a sense of frustration at others who do not share that ability.

One seminar that I attended presented the science and operationalization of a new aspect of positive psychology – strengths-based parenting (SBP). One of the sharp reminders about children's behaviour last term was the impact that parenting decisions can have on children's well-being at school. Effective home/school partnerships are critical to the success of children at school and, although it is not our place to instruct parents how to raise their children, the new science behind SBP and alignment with what we currently do here at George Street is worth considering. Here are a few of the key ideas behind SBP, from leading strengths researcher Dr Lea Waters, that resonated with me:

1. **Children's strengths should be named from a young age.** Lists of identified strengths regarded as open to modification, evolving in nature, and increasing in number, benefit children, regardless of their age. Focussing on strengths from an early age benefits student engagement and self-efficacy which, in turn, benefit learning outcomes. When children's strengths are revealed, they should be named regardless of whether subsequent strengths development happens or not.
2. **There are four key strengths-based parenting strategies.** (1) Encourage a growth mind-set in children (strengthen their strengths), (2) role-model strength identification and development in your own life, (3) scaffold children's strengths by being strategic in affirming, resourcing and suggesting new ideas, and (4) provide opportunities for "deliberate practice" that challenge children just slightly ahead of what they can do.
3. **The importance of gratitude for children's psychological health.** One simple idea to combat the problem of tired children at school: feeling grateful just before bedtime, has been found to aid getting to sleep more quickly, longer sleeping, and better quality sleep. "Things I am grateful for" discussions before bedtime not only benefit sleep, but, according to Lea Waters, cultivates the strength of gratitude in children that makes them feel better about themselves. "Gratitude" is one of our school values.

I'm keen to share some of the ideas listed above with parents through a newsletter editorial and with teachers. I've also purchased a copy of a new book, "The Strengths Switch: how the new science of strengths-based parenting can help your child and teen to flourish" by Dr Lea Waters, for parents/staff to borrow. There is much in this book that explains and aligns directly with what we do at GSNS.

### **Possible international collaboration**

An area of developing interest for me in 2017 has been the potential relationship between children's strengths, their chosen goal(s), the meeting of those goals and their improvement in (1) mathematics, and (2) writing at George Street Normal School. Upon learning that a researcher from Aarhus University in Copenhagen, Denmark was attending the conference, with a similar interest in strengths and academic achievement, I set up a meeting, prior to conference, with a view to possible collaboration using a Danish school. Next year, subject to Board and ethics approval, and in possible collaboration with staff from the University of Otago College of Education, we hope to run a small pilot project focusing on children's strengths and mathematics, to be followed by a proposal to conduct a multi-school study, including a school in Denmark.

### **Conclusion**

Attending and presenting a paper at a highly-regarded world congress was an interesting and rewarding experience. I am grateful to the Board for providing the opportunity for me to travel, advance my professional knowledge, set up a potential partnership and present a few ideas from George Street on the international stage.

Rod Galloway





# National Standards Results

2017











# Financial Statements

## George Street Normal School For the year ended 31 December 2017

Prepared by School Support

School Address:	989 George Street Dunedin 9016
School Postal Address:	989 George Street Dunedin 9016
School Phone:	03 474 0825
School Email:	<a href="mailto:office@georgestreet.school.nz">office@georgestreet.school.nz</a>
Ministry Number:	3740

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## Statement of Responsibility

### George Street Normal 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.

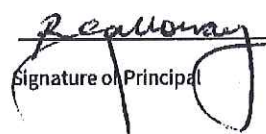
The School's 2017 financial statements are authorised for issue by the Board.

**Maree McDonald**

**Rod Galloway**

Full Name of Board Chairperson

Full Name of Principal



Signature of Board Chairperson

Signature of Principal

Date: 28/05/18

Date: 28/05/18

# Statement of Comprehensive Revenue and Expense

**George Street Normal School**  
**For the year ended 31 December 2017**

	NOTES	2017 ACTUAL	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>REVENUE</b>				
Government Grants	1	3,442,872	704,971	3,365,622
Locally Raised Funds	2	490,559	481,545	496,214
Interest & Dividends Received		332	-	1,106
International Students	3	70,758	110,000	61,514
<b>Total REVENUE</b>		<b>4,004,521</b>	<b>1,296,516</b>	<b>3,924,456</b>
<b>EXPENSES</b>				
Locally Raised Funds	2	371,958	320,200	340,274
Learning Resources	4	2,682,425	393,858	2,525,108
Administration	5	163,399	223,401	155,934
Finance	6	7,096	-	7,195
Property	7	805,170	266,390	708,723
Depreciation	8	110,950	69,392	110,039
Amortisation of Intangible Assets		800	-	800
<b>Total EXPENSES</b>		<b>4,141,799</b>	<b>1,273,241</b>	<b>3,848,073</b>
<b>Net Surplus/(Deficit)</b>		<b>(137,278)</b>	<b>23,275</b>	<b>76,383</b>
<b>Total Comprehensive Revenue and Expenses for the Year</b>		<b>(137,278)</b>	<b>23,275</b>	<b>76,383</b>

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





## Statement of Changes in Net Assets/Equity

George Street Normal School  
For the year ended 31 December 2017

	2017	2017 BUDGET (UNAUDITED)	2016
<b>Equity</b>			
Balance at 1 January	1,186,012	1,098,390	1,098,390
Total Comprehensive Revenue and Expense for the Year	(137,278)	76,383	76,383
Contribution - Furniture & Equipment Grant	-	11,239	11,239
<b>Total Equity</b>	<b>1,048,734</b>	<b>1,186,012</b>	<b>1,186,012</b>



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

# Statement of Financial Position

## George Street Normal School

As at 31 December 2017

	NOTES	2017	2017 BUDGET (UNAUDITED)	2016
<b>Current Assets</b>				
Cash and Cash Equivalents	9	89,052	144,710	144,710
Accounts Receivable	10	150,693	113,349	113,349
Prepayments		1,931	1,842	1,842
Funds Held for Capital Works Projects	16	7,480	356	356
<b>Total Current Assets</b>		<b>249,157</b>	<b>260,257</b>	<b>260,257</b>
<b>Current Liabilities</b>				
GST Payable		7,504	2,435	2,435
Accounts Payable	12	204,427	161,014	161,014
Provision for Cyclical Maintenance	14	63,997	18,000	18,000
Finance Lease Liability - Current Portion	15	27,328	28,129	28,129
Funds Held for Capital Works Projects		8,938	-	-
Other Revenue		66,225	39,804	39,804
<b>Total Current Liabilities</b>		<b>378,419</b>	<b>249,382</b>	<b>249,382</b>
<b>Working Capital</b>		<b>(129,262)</b>	<b>10,876</b>	<b>10,876</b>
<b>Non-Current Assets</b>				
Property, Plant and Equipment		1,433,573	1,474,821	1,474,821
Intangibles		1,600	2,400	2,400
<b>Total Non-Current Assets</b>		<b>1,435,173</b>	<b>1,477,221</b>	<b>1,477,221</b>
<b>Non-Current Liabilities</b>				
Provision for Cyclical Maintenance	14	39,204	70,009	70,009
Finance Lease Liability	15	37,973	67,076	67,076
Loans		180,000	165,000	165,000
<b>Total Non-Current Liabilities</b>		<b>257,177</b>	<b>302,085</b>	<b>302,085</b>
<b>Net Assets</b>		<b>1,048,734</b>	<b>1,186,012</b>	<b>1,186,012</b>
<b>Equity</b>				
Equity		1,048,734	1,186,012	1,186,012
<b>Total Equity</b>		<b>1,048,734</b>	<b>1,186,012</b>	<b>1,186,012</b>

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



# Statement of Cashflows

George Street Normal School  
For the year ended 31 December 2017

	2017	2017 BUDGET (UNAUDITED)	2016
<b>Statement of Cashflows</b>			
<b>Cashflows from Operating Activities</b>			
Government Grants	631,078	-	706,439
Locally Raised Funds	506,089	-	491,314
International Students	69,447	-	86,717
Goods & Services Tax (Net)	4,904	-	3,776
Payments to Employees	(526,158)	-	(664,812)
Payments to Suppliers	(681,628)	-	(447,874)
Cyclical Maintenance Payments in the Year	-	-	-
Interest Paid	(7,096)	-	(6,107)
Interest & Dividends Received	332	-	1,106
Funds Administered on Behalf of Third Parties	-	-	-
<b>Net Cash from/ (to) Operating Activities</b>	<b>(3,032)</b>	<b>-</b>	<b>170,559</b>
<b>Cashflows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	-	-	-
Purchase of PPE (and Intangibles)	(69,441)	-	(61,018)
Purchase of Investments	-	-	-
Proceeds from Sale of Investments	-	-	-
<b>Net Cash from/ (to) Investing Activities</b>	<b>(69,441)</b>	<b>-</b>	<b>(61,018)</b>
<b>Cashflows from Financing Activities</b>			
Furniture and Equipment Grant	-	-	11,239
Finance Lease Payments	-	-	(20,012)
Painting Contract Payments	-	-	-
Loans Received/ Repayment of Loans	15,000	-	(10,000)
Funds Administered on Behalf of Third Parties	-	-	(356)
Funds Held for Capital Works Projects	1,814	-	-
<b>Net cash from Financing Activities</b>	<b>16,814</b>	<b>-</b>	<b>(19,129)</b>
<b>Net Increase/(Decrease) in Cash and Cash Equivalents</b>	<b>(55,659)</b>	<b>-</b>	<b>90,412</b>
<b>Cash and Cash Equivalents at the Beginning of the Year</b>			
Cash and Cash Equivalents at the Beginning of the Year	144,711	-	54,299
<b>Total Cash and Cash Equivalents at the Beginning of the Year</b>	<b>144,711</b>	<b>-</b>	<b>54,299</b>
Cash and Cash Equivalents at the End of the Year	89,052	-	144,711

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 expenses have been excluded.

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





# Statement of Accounting Policies

## George Street Normal School For the year ended 31 December 2017

### 1. Statement of Accounting Policies

#### a) Reporting Entity

George Street Normal 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 15.

### **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 21.

#### *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.

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 uncollectible where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectible (the provision for un-collectibility) 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 are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.





### k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$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 - Crown	10-75 years
Furniture and Equipment	10-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets Held Under a Finance Lease	4 years
Library Resources	12.5% Diminishing Value



## **l) 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.

## **m) Impairment of Property, Plant, 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, 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.





*Long-Term Employee Entitlements* (if applicable)

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

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

**p) Revenue Received in Advance**

Revenue received in advance relates to fees received from [international, hostel students and grants received] (delete as appropriate) 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. 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 participating schools within a cluster of schools. 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.



# Notes to the Financial Statements

## George Street Normal School For the year ended 31 December 2017

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>1. Government Grants</b>			
Operational Grants	631,078	569,998	592,605
Teachers' Salary Grants	2,181,119	-	2,122,734
Use of Land and Buildings Grant	538,100	-	523,858
Other MOE Grants	92,725	131,986	126,425
Other Government Grants	-	2,987	-
<b>Total Government Grants</b>	<b>3,443,022</b>	<b>704,971</b>	<b>3,365,622</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>2. Locally Raised Funds</b>			
<b>Revenue</b>			
Donations	45,319	22,000	41,222
Fundraising	12,236	-	50,932
Curriculum Recoveries	278,341	297,300	299,478
Trading	58,534	78,810	34,481
Activities	96,129	83,435	70,103
<b>Total Revenue</b>	<b>490,559</b>	<b>481,545</b>	<b>496,214</b>
<b>Expenses</b>			
Activities	83,014	71,650	74,178
Trading	2,780	2,500	5,840
Fundraising	10,907	-	7,014
After School Georgies Expenses	270,781	246,050	251,664
Other Locally Raised Funds Expenditure	4,475	-	1,578
<b>Total Expenses</b>	<b>371,958</b>	<b>320,200</b>	<b>340,274</b>
<b>Total Locally Raised Funds</b>	<b>118,601</b>	<b>161,345</b>	<b>155,941</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>3. International Student Revenue &amp; Expenses</b>			
International Student Revenue	70,608	110,000	61,514
International Student Expenses	(1,621)	(1,548)	-
<b>Surplus for the year International Students'</b>	<b>68,987</b>	<b>108,452</b>	<b>61,514</b>

	2017 Actual Number	2017 Budget (Unaudited) Number	2016 Actual Number
International Student Roll	18	10	10





	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>4. Learning Resources</b>			
Curricular	68,520	86,655	58,213
Equipment Repairs	-	-	-
Information Communication Technology	18,985	35,000	19,657
Library Resources	2,798	2,500	1,390
Employee Benefits - Salaries	2,582,922	244,703	2,434,360
Staff Development	9,200	25,000	11,489
<b>Total Learning Resources</b>	<b>2,682,425</b>	<b>393,858</b>	<b>2,525,108</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>5. Administration</b>			
Audit Fees	4,301	4,453	3,872
Board of Trustees Fees	4,250	5,000	4,850
Board of Trustees Expenses	32,795	80,900	29,648
Communication	7,080	9,000	7,322
Consumables	5,009	21,500	4,825
Operating Lease	921	13,000	11,012
Other	11,638	6,048	5,883
Employee Benefits - Salaries	83,967	69,000	75,082
Insurance	7,440	7,500	7,440
Service Providers, Contractors & Consultancy	6,000	7,000	6,000
<b>Total Administration</b>	<b>163,399</b>	<b>223,401</b>	<b>155,934</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>6. Finance</b>			
Interest Paid (2185)	2,465	-	1,088
Loan Interest (2186)	4,631	-	6,107
<b>Total Finance</b>	<b>7,096</b>	<b>-</b>	<b>7,195</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>7. Property</b>			
Caretaking & Cleaning Consumables	84,111	80,890	75,003
Cyclical Maintenance Provision	33,637	50,000	(26,998)
Grounds	9,344	8,300	4,577
Heat, Light & Water	40,593	39,200	37,230
Rates	21,485	18,000	15,526
Repairs & Maintenance	29,373	19,750	30,867
Use of Land & Buildings	541,333	-	523,858



	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
Employee Benefits - Salaries	45,295	50,250	48,661
<b>Total Property</b>	<b>805,170</b>	<b>266,390</b>	<b>708,723</b>

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	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>8. Depreciation of Property, Plant &amp; Equipment</b>			
Buildings - School	-	-	-
Building Improvements - Crown	35,435	-	35,574
Furniture & Equipment	49,346	-	48,622
Information Communication Technology	-	-	-
Motor Vehicles	-	-	-
Textbooks	-	-	-
Leased Assets	21,868	-	21,868
Library Resources	4,302	-	3,975
<b>Total Depreciation of Property, Plant &amp; Equipment</b>	<b>110,951</b>	<b>-</b>	<b>110,039</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>9. Cash &amp; Cash Equivalents</b>			
<b>Total Cash &amp; Cash Equivalents</b>			
Bank Current Account	56,849	-	59,812
Bank Call Account	32,204	-	84,898
<b>Total Total Cash &amp; Cash Equivalents</b>	<b>89,052</b>	<b>-</b>	<b>144,710</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>10. Accounts Receivable</b>			
Receivables	11,838	-	949
Teachers Salaries Grant Receivable	138,856	-	112,400
<b>Total</b>	<b>150,693</b>	<b>-</b>	<b>113,349</b>
Receivables from Exchange Transactions	11,838	-	949
Receivables from Non-Exchange Transactions	138,856	-	112,400
<b>Total</b>	<b>150,693</b>	<b>-</b>	<b>113,349</b>



**11. Property, Plant & Equipment**

<b>2017</b>	<b>Opening Balance (NBV)</b>	<b>Additions</b>	<b>Disposals</b>	<b>Impairment</b>	<b>Depreciation</b>	<b>Total (NBV)</b>
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	176,636	60,355	-	-	(49,346)	187,633
Building Improvements – Crown	1,180,597	9,087	-	-	(35,435)	1,154,246
Library Resources	22,833	-	-	-	(4,302)	18,530
Leased Assets	94,756	-	-	-	(21,868)	72,888
<b>Balance at 31 December 2017</b>	<b>1,474,822</b>	<b>69,441</b>	<b>-</b>	<b>-</b>	<b>(110,950)</b>	<b>1,433,296</b>

<b>2017</b>	<b>Cost or Valuation</b>	<b>Accumulated Depreciation</b>	<b>Net Book Value</b>
	\$	\$	\$
Furniture and Equipment	854,223	(666,590)	187,633
Building Improvements – Crown	1,367,104	(212,858)	1,154,246
Library Resources	87,604	(69,073)	18,530
Leased Assets	120,978	(48,090)	72,888
<b>Balance at 31 December 2017</b>	<b>2,360,466</b>	<b>(966,611)</b>	<b>1,433,296</b>





2016	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
Furniture and Equipment	207,851	17,407	-	-	(48,622)	176,636
Building Improvements – Crown	1,179,108	37,063	-	-	(35,574)	1,180,597
Library Resources	20,261	6,547	-	-	(3,975)	22,833
Leased Assets	82,735	33,889	-	-	(21,868)	94,756
<b>Balance at 31 December 2016</b>	1,489,955	7,784	-	-	(110,039)	1,474,822

2016	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
Furniture and Equipment	793,871	(617,235)	176,636
Building Improvements – Crown	1,358,019	(177,422)	1,180,597
Library Resources	87,604	(64,771)	22,833
Leased Assets	120,978	(26,222)	94,756
<b>Balance at 31 December 2016</b>	2,360,472	(885,650)	1,474,822

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>12. Accounts Payable</b>			
Operating Creditors	12,835	-	317
Accruals	4,520	-	4,988
Employee Entitlements – Salaries	170,376	-	137,404
Employee Entitlements – Leave Accrual	16,696	-	18,305
<b>Total</b>	204,427	-	161,014
Payables for Exchange Transactions	204,427	-	161,014



	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>13. Revenue Received in Advance</b>			
Other Revenue	66,225	-	39,804
<b>Total Revenue Received in Advance</b>	<b>66,225</b>	<b>-</b>	<b>39,804</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>14. Provision for Cyclical Maintenance</b>			
<b>Provision at the Start of the Year</b>			
Provision at the Start of the Year	88,009	-	126,764
<b>Total Provision at the Start of the Year</b>	<b>88,009</b>	<b>-</b>	<b>126,764</b>
Increase to Provision During the year	15,192	17,000	(38,857)
<b>Use of the Provision During the year</b>			
Use of the Provision During the year	-	-	(11,757)
<b>Total Use of the Provision During the year</b>	<b>-</b>	<b>-</b>	<b>(11,757)</b>
Provision at the End of the Year	103,201	17,000	76,150
<b>Total Provision</b>			
Cyclical Maintenance - Current	63,997	-	18,000
Cyclical Maintenance - Term	39,204	-	70,009
<b>Total Total Provision</b>	<b>103,201</b>	<b>-</b>	<b>88,009</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>15. Finance Lease Liability</b>			
No Later than One Year	30,334	-	28,933
Later than One Year and no Later than Five Years	38,310	-	69,390
<b>Total Finance Lease Liability</b>	<b>68,644</b>	<b>-</b>	<b>98,323</b>



**16. Funds held for Capital Works Projects**

	2017	Opening balances	Receipts from MOE	Payments	BOT contribution	Closing Balances
		\$	\$	\$	\$	\$
Special Needs Fencing	<i>In Progress</i>	356	3,477	5,935		2,814
Toilet Upgrade	<i>In Progress</i>	0	11,500	2,562		(8,937)
Sensory Room	<i>In Progress</i>	0	0	4,666		4,666
<b>Total</b>		<b>356</b>				<b>(1,457)</b>

**Represented by:**

Funds held on behalf of the Ministry of Education	8937
Funds due from the Ministry of Education	7,480

	2016	Opening balances	Receipts from MOE	Payments	BOT contribution	Closing Balances
		\$	\$	\$	\$	\$
Special Needs Fencing	<i>In progress</i>	-	56,736	57,093		356
<b>Total</b>						<b>356</b>

**Represented by:**

Funds held on behalf of the Ministry of Education	
Funds due from the Ministry of Education	356





## 17. Related Party Transactions

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

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



## 18. Remuneration

### *Key Management Personnel Compensation*

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

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.

	2017 Actual \$	2016 Actual \$
Salaries and Other Short-Term Employee Benefits (10 FTEs)	956,152	956,152
Post-Employment Benefits		
Other Long-Term Benefits		
Termination Benefits		

### *Board of Trustee and Committee Members*

The total value of the remuneration disclosed above which was paid or payable to trustees of the Board and Committee members was as follows:

	2017 Actual \$	2016 Actual \$
Remuneration	4,250	4,850
Full-time equivalent members	0.20	0.20



*Principal*

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

	2017	2016
	Actual	Actual
Salaries and Other Short-Term Employee Benefits:	\$000	\$000
Salary and Other Payments	150-160	150-160
Benefits and Other Emoluments	10-20	15-16
Termination Benefits		-

*Other Employees*

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

Remuneration	2017	2016
\$000	FTE Number	FTE Number
110 - 120	-	-
100 - 110	-	-

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

**19. Compensation and Other Benefits Upon Leaving**

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

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

**20. Contingencies**

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





## 21. Commitments

### a) Capital Commitments

As at 31 December 2017 the Board has entered into no contract agreements for capital works as follows:

### b) Operating Commitments

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

#### a. Operating lease of computers

	2017 Actual \$	2016 Actual \$
No Later than One Year	283	921
Later than One Year and no later than Five Years		283
Later than Five Years	283	1,204

## 22. Managing Capital

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

## 23. Financial Instruments

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

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>Cash and receivables</b>			
Cash and Cash Equivalents	89,052	-	144,710
Receivables	150,693	-	113,349
<b>Total Cash and receivables</b>	<b>239,746</b>	<b>-</b>	<b>258,059</b>

	2017	2017 BUDGET (UNAUDITED)	2016 ACTUAL
<b>Financial Liabilities Measured at Amortised Cost</b>			
Payables	204,427	-	161,014
Borrowings - Loans	180,000	-	165,000
Finance Leases	65,301	-	95,205
Painting Contract Liability	-	-	-
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>449,729</b>	<b>-</b>	<b>421,219</b>



#### 24. Events after Balance Date

The school has decided to donate the school library which was owned by the school to the Ministry of Education. The donation was made to relieve the school of having to cover insurance and maintenance costs. The Library was valued at approximately \$900,000. This will decrease equity for year ended 31 of December 2018 by approximately \$900,000. Before taking any profit or loss into account for the 2018 year equity will be approximately \$148,899.

#### 25. Working Capital Deficit

The School is experiencing financial difficulties, at balance date the school has a working capital deficit of \$129,097. The financial difficulties have arisen mainly because the school incurred a significant deficit during the 2017 financial year. The School is managing this by tighter budgetary control to reduce future deficits.

These financial statements are prepared on a going concern basis. The going concern assumption is dependent on the continuing support from the Ministry of Education. The Ministry of Education has confirmed it will continue to provide the School with resources, so it may meet its obligations as they fall due.



## Kiwisport Statement

### **George Street Normal School For the year ended 31 December 2017**

Kiwisport is a Government funding initiative to support students' participation in organised sport.

In 2017, the school received total Kiwisport funding of \$6,384.59 (excluding GST). The funding was spent on sports equipment for a school wide physical education programme.

The number of students participating in organised sport was 75% of the school roll.



## Members of the Board of Trustees

**George Street Normal School**  
**For the year ended 31 December 2017**

Name	Position	How Appointed	Occupation	Term Expires/Expired
<b>Maree McDonald</b>	Chairperson	Elected		May 2019
<b>Rod Galloway</b>	Principal	Appointed	Principal	N/A
<b>Michele Dakers</b>	Staff Representative	Elected	Teacher	May 2019
<b>Tony Merriman</b>	Trustee (Deputy Chair)	Elected		May 2019
<b>Che O'Neill</b>	Trustee	Elected		April 2020
<b>James Clark</b>	Trustee	Elected		May 2019
<b>Michelle Te-Hiko-Calvert</b>	Trustee	Elected		May 2019

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF GEORGE STREET NORMAL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of George Street Normal School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe Horwath, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 4 to 26 that comprise the Statement of Financial Position as at 31 December 2017, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 28 May 2018. This is the date at which our opinion is expressed.

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

#### Basis of opinion

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

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

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

### **Responsibilities of the Board of Trustees for the financial statements**

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

### **Emphasis of Matter**

In forming our unmodified opinion, we draw your attention to note 25 which refers to the School's working capital deficit of (\$129,097)

These financial statements are prepared on a going concern basis. The going concern assumption is dependent on the continuing support from the Ministry of Education. The Ministry of Education has confirmed it will continue to provide the School with resources so it may meet its obligations as they fall due.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.



- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises of Analysis of variance and Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

#### Independence

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

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



Michael Lee  
Crowe Horwath New Zealand Audit Partnership  
On behalf of the Auditor-General  
Invercargill, New Zealand

# Analysis of Variance Reporting



School Name:	George Street Normal	School Number: 3740
Strategic Aim:	Ensure high quality teaching and learning outcomes	
Annual Aim:	<p>2.3 Improve all student achievement by recognising, providing for and enhancing opportunities throughout the school</p> <ul style="list-style-type: none"> <li>• Increase the knowledge and implementation of evidence-based practice</li> <li>• Investigate the increase of accessibility of eLearning resources and PD opportunities within the school</li> </ul>	
Target:	<ol style="list-style-type: none"> <li>1. That the 18 children in the junior team identified as not making expected progress towards meeting National Standards in writing at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</li> <li>2. That the 14 children in the middle team identified as not making expected progress towards meeting National Standards in writing at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</li> <li>3. That the 21 children in the senior team identified as not making expected progress towards meeting National Standards in writing at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</li> <li>4. That the 23 children in the models team identified as not making expected progress towards meeting National Standards in writing at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</li> </ol>	
Baseline Data:	<p>Analysis of data in November identified several children in all learning teams that were below or well below National Standard expectations in writing. Further writing samples were moderated in early 2017, including children new to our school, and target groups were added to if writing was identified as below expectations.</p> <p>98 children were initially identified as working below. The final group was 86 due to children leaving throughout the year.</p> <p>Assessment tools used were e-asTtle matrices, Exemplars, National Standards illustrations and writing progressions.</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>Target children were identified and shared with all staff.</p> <p>All teacher inquiries were encouraged to focus on reading, writing or mathematics.</p> <p>The structure of professional learning groups was aligned so teachers could work with others in the same subject area, across teaching teams.</p> <p>Writing samples were moderated in teaching teams and areas to focus on established. Suggestions to address identified needs were shared across teaching teams.</p> <p>Teaching inquiries looked at different aspects of writing, including how to use eLearning for motivation and skill development.</p> <p>Some teacher inquiries looked at ways to improve communication with whānau and other people involved in supporting learning about writing, such as teaching assistants.</p> <p>A specialist teacher was allocated time to work with small groups requiring support with writing.</p>	<ol style="list-style-type: none"> <li>One child was added to this group after targets were set. 58% (11 of the 19 children) in the junior age group met or exceeded the target.</li> <li>Analysis of data early 2017 identified more children in this cohort requiring accelerated progress. 52% (14 of the 27 children) in the middle age group met or exceeded the target.</li> <li>61% (11 of the 18 children) in the senior age group met or exceeded the target.</li> <li>36% (8 of the 22 children) in the models group met or exceeded the target</li> </ol> <p>Several teachers used 'The Writing Book' to try new strategies and approaches.</p> <p>Different versions and adaptations of writing progressions were trialled, looking at ones easily understood by children.</p>	<p>One of the most successful strategies was the appointment of a specialist literacy teacher to work with small groups intensively for a burst of approximately 5 weeks.</p> <p>This initiative boosted the confidence and positive attitude of several children.</p> <p>The increased focus on gathering reliable evidence and identifying progressions encouraged teachers to share the different tools they find useful, and adapt them for their team. This often included children using the tools to identify where they were, and next steps.</p> <p>Some groups had a large proportion of English as a Second Language learners. This factor impacted on how many achieved the target by the end of the year.</p>	<p>Funding to provide a skilled literacy teacher to work intensively with small groups is an area to consider.</p> <p>Student writing goals and progressions need to be specific, incremental and clearly understood. Ways for children to show even small steps could be explored.</p> <p>Surface features such as spelling, capitalisation and punctuation require ongoing focus.</p>
<b>Planning for next year:</b>			
<p>Continue to look at writing progressions and ways to show progress.</p> <p>Continue to build a culture of ownership, self-reflection and goal setting, especially for writing.</p>			



# Analysis of Variance Reporting



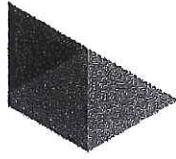
<b>School Name:</b>	George Street Normal	<b>School Number:</b>	3740
<b>Strategic Aim:</b>	Ensure high quality teaching and learning outcomes		
<b>Annual Aim:</b>	<p>2.3 Improve all student achievement by recognising, providing for and enhancing opportunities throughout the school</p> <ul style="list-style-type: none"> <li>• Increase the knowledge and implementation of evidence-based practice</li> <li>• Investigate the increase of accessibility of eLearning resources and PD opportunities within the school</li> </ul>		
<b>Target:</b>	<p>5. That the 11 children in the junior team identified as not making expected progress towards meeting National Standards in reading at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</p> <p>6. That the 20 children in the middle team identified as not making expected progress towards meeting National Standards in reading at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</p> <p>7. That the 3 children in the senior team identified as not making expected progress towards meeting National Standards in reading at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</p> <p>8. That the 14 children in the models team identified as not making expected progress towards meeting National Standards in reading at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</p>		
<b>Baseline Data:</b>	<p>Analysis of school-wide reading data (OTJs) against National Standards in November and the beginning of 2017 identified 57 children working below National Standards expectations. Assessment tools used included e-asTtle, PAT, PROBE, PM Benchmarks, Running records and ARB resources. Teacher observations as part of guided reading sessions also supported the final OTJ.</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>Target children for reading were shared with all staff and available as part of ignition group discussions. Each teaching team had at least one person responsible for promoting reading and monitoring of the target children's progress.</p> <p>Teachers and teaching assistants received PD on using apps and other eLearning tools to promote interest and skill development in reading.</p> <p>Teacher assistants worked 1-1 with children on a regular basis, building confidence and a positive attitude about reading, as well as mileage. Small groups worked intensively with a specialist literacy teacher, four times a week for five weeks.</p> <p>Teaching inquiries looked at different aspects of reading, such as: impact of phonological awareness on reading levels, impact of upskilling teaching assistants on reading progress, building visual memory to improve reading.</p> <p>Ongoing support from the school for children requiring reading recovery.</p> <p><b>Planning for next year:</b></p>	<p>5. 57% (8 of the 14 children) in the junior age group met or exceeded the target.</p> <p>6. 70% (14 of the 20 children) in the middle age group met or exceeded the target.</p> <p>7. 0% (0 of the 1 child) in the senior age group met or exceeded the target.</p> <p>8. 25% (3 of the 12 children) in the models group met or exceeded the target.</p> <p>Regular sessions with knowledgeable and supportive adults improved attitude to reading.</p> <p>Adding a focus on phonics assisted some children to improve word attack skills.</p> <p>Children enjoyed more choice and collaborative reading experiences due to the availability of sets of books, novels and audio books/reading apps.</p>	<p>25 of the 56 children identified as being below National Standard expectations for reading met or exceeded the target by the end of the year. This group included several ESOL children.</p> <p>One of the key drivers identified as helping children make accelerated progress in reading is having knowledgeable teachers with high expectations.</p> <p>Identifying specific barriers for individuals and focussing on ways to overcome them, especially for children with learning difficulties, still shows progress even if National Standards are not met.</p> <p>Having a culture within the school where children enjoy easy and frequent access to the library via Te Puna Ako is seen as a contributing factor to encouraging a love of reading.</p>	<p>Continuing to fund the resourcing of instructional readers so there are a variety of book sets appropriate for each level, covering topics of interest to different cultures.</p> <p>Continuing to build the resources in the library area of Te Puna Ako so it is a book-rich environment catering for a variety of ability and interests.</p> <p>Increasing reading mileage by making use of ICT opportunities such as audio versions for shared reading.</p> <p>Continuing to allocate time and PD to teaching assistants so they can work one on one to scaffold struggling readers and build more independence.</p> <p>Continue with ESOL assistance programmes on building vocabulary.</p>
<p>Continuing to structure professional learning groups (ignition groups) around areas of commonality. Use eLearning PD to identify opportunities for extending ways to cater for different reading interests e.g. Epic. Continuing to look at ways to support parents to help their children with reading.</p>			



# Analysis of Variance Reporting



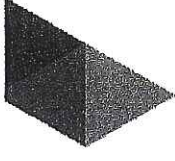
<b>School Name:</b>	George Street Normal
<b>School Number:</b>	3740

<b>Strategic Aim:</b>	Ensure high quality teaching and learning outcomes
<b>Annual Aim:</b>	<p>2.3 Improve all student achievement by recognising, providing for and enhancing opportunities throughout the school</p> <ul style="list-style-type: none"> <li>• Increase the knowledge and implementation of evidence-based practice</li> <li>• Investigate the increase of accessibility of eLearning resources and PD opportunities within the school</li> </ul>
<b>Target:</b>	<p>9. That the 10 children in the junior team identified as not making expected progress towards meeting National Standards in mathematics at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</p> <p>10. That the 17 children in the middle team identified as not making expected progress towards meeting National Standards in mathematics at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</p> <p>11. That the 14 children in the senior team identified as not making expected progress towards meeting National Standards in mathematics at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</p> <p>12. That the 15 children in the models team identified as not making expected progress towards meeting National Standards in mathematics at the end of 2016 will make at least accelerated progress or be meeting or exceeding National Standards by the end of 2017.</p>
<b>Baseline Data:</b>	<p>Analysis of school-wide mathematics data (OTJs) against National Standards in November 2016 and analysis of transfer data identified 68 children working below or well-below National Standard expectations. Assessment tools used included e-asTitle, PAT, JAM, GloSS, IKAN, I can sheets, ARB strand tests and National Standard illustrations. The number of children reported on for this target area varies from 'target' to results due to transfers throughout the year.</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>Target children identified and shared with staff.</p> <p>Teachers with a teaching inquiry focussing on mathematics were clustered together for ignition groups.</p> <p>Daily one on one support with a teaching assistant to help with number knowledge (particularly at the junior age level).</p> <p>A teacher was employed part time to work with small groups and support children with a short term intensive programme.</p> <p>A trained teaching assistant took small groups of children on a 4 days a week intensive course, focussing on number knowledge.</p> <p>Teacher inquiries included research into building multiplicative thinking strategies, communication to support teaching assistants, communication with whanau.</p> <p>Teachers and teaching assistants looked at ways to integrate ICT and eLearning into learning programmes.</p>	<p>9. 25% (4 out of 12 children) in the junior age group met or exceeded the target for mathematics.</p> <p>10. 67% (14 of the 21 children) in the middle age group met or exceeded the target.</p> <p>11. 33% (3 of the 9 children) in the senior age group met or exceeded the target.</p> <p>12. 23% (3 of the 13 children) in the models group met or exceeded the target.</p> <p>Children involved in interventions reported increased confidence and a more positive attitude to mathematics- they liked attending sessions.</p> <p>Participation in a mathematics research programme gave one group of teachers an opportunity to trial new ways of using equipment to build multiplicative thinking.</p> <p>Teaching assistants appreciated opportunities for PD (in school and external) as it enabled them to use their time more effectively.</p>	<p>The use of a short term intensive programme with small groups was identified as a successful strategy in previous years and this was extended to more children at more levels this year.</p> <p>Upskilling all people working with children, including teaching assistants, has been successful and giving this group opportunity to share what they are doing has built even more expertise across the school.</p> <p>Teachers are integrating ICT and eLearning into programmes, giving children opportunities to track their progress and compete with previous 'personal bests'.</p>	<p>Intensive small group interventions have been successful for many, in terms of knowledge, strategies and attitude. This depends on trained adults and financial support.</p> <p>Clustering teachers based on teaching inquiries allows more collaboration across the school and also encourages the acknowledgement that target children are a shared responsibility- not just the classroom teacher.</p> <p>Opportunities for PD to learn about new strategies also encourage reflection on the way we teach, often leading to new insights and approaches.</p> <p>The successful use of different equipment, such as tiles to model thinking and communicate strategies, could be explored further.</p>
<b>Planning for next year:</b>			
<p>Continue to monitor and track children who are still not achieving in mathematics, and also track progress of those who have had successful interventions. Look at ways to share with children where they are at and next steps, encouraging greater awareness of their progress. Include targets in mathematics again for 2018.</p>			

# Analysis of Variance Reporting



<b>School Name:</b>	George Street Normal	<b>School Number:</b>	3740
<b>Strategic Aim:</b>	Ensure high quality teaching and learning outcomes		
<b>Annual Aim:</b>	2.3 Improve all student achievement by recognising, providing for and enhancing opportunities throughout the school <ul style="list-style-type: none"> <li>• Increase the knowledge and implementation of evidence-based practice</li> <li>• Investigate the increase of accessibility of eLearning resources and PD opportunities within the school</li> </ul>		
<b>Target:</b>	13. That teachers' inquiries will align to accelerating the progress of children who are at risk of not achieving the National Standards and add to the knowledge we have about these learners and their achievement.		
<b>Baseline Data:</b>	Analyses of school-wide data (OTJs) against National Standards in late 2016 and beginning 2017 identified 98 children as working below expectations in writing, 57 in reading and 68 in mathematics. Previous teacher inquiries had looked at a diverse range of topics and interventions. Even though all previous inquiries related to improving teacher effectiveness, some lacked a focus on gathering data to measure effectiveness of interventions.		



<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>Staff and ignition meetings at the start of the year looked at the targets, target children, data collection and what we use as evidence to determine overall teacher judgements (OTJ) for assessment purposes.</p> <p>Staff and ignition groups looked at how teacher inquiries aligned with Registered Teacher criteria. This was used as part of the appraisal process.</p> <p>All teachers selected an inquiry focus on one of the three target curriculum areas. Topics were shared and ignition groups re-formed around these areas.</p> <p>Teachers shared ideas, interventions and reflections at ignition groups. Improving the validity and usefulness of assessment and data was part of teacher reflections.</p> <p>At mid-year and end of year teachers shared progress and reflections on inquiries.</p> <p><b>Planning for next year:</b></p>	<p>All teacher inquiries were aligned to accelerating the progress of learners in writing, reading or mathematics.</p> <p>Ignition group sharing contributed to gaining a wider knowledge about individual learners and teaching strategies to accelerate learning.</p> <p>The appraisal structure 2017 placed a focus on PTC #11 (analysing and using data) and PTC #4 (Professional Development)</p>	<p>The restructuring of ignition groups into areas of common interest encouraged greater collaboration and sharing of ideas. Some assessment templates or scaffolds were adapted for different levels.</p> <p>Initial meetings about the importance of data, types of data and research methods (shared by recent PhD researcher) encouraged more rigour about data gathered and methods for gathering information.</p> <p>Regular meetings in ignition groups kept a focus on the targets and what we were doing to address them.</p>	<p>In 2018 we could consider setting up ignition groups based on teacher inquiries from the start of the year.</p> <p>Bringing in expertise on aspects of conducting a teacher inquiry could be considered.</p> <p>Developing a 'bottom line' of reporting on teacher inquiries and keeping a record of previous inquiries might support initial 'literature research', including expertise within the school.</p> <p>Looking at different ways of sharing teaching inquiries to enable greater transfer of successful interventions across ignition groups is worth consideration.</p> <p>Continuing to align teacher inquiries with the appraisal cycle would keep an emphasis on professional growth.</p>
<p><b>Planning for next year:</b></p>			
<p>Consideration of aligning current professional development in eLearning to teacher inquiries. Adapting existing appraisal and ignition group structures to the new Code and Standards. Continuing to look at what tools are most effective for gaining insights into how students learn and how they are progressing. Investigate ways to better share successful interventions that accelerate learning for individuals and groups. Ensure that strategic aims and annual goals reflect the insights and learning gained from reflections on how we teach and data about learning at our school.</p>			





# National Standards NAG2A(b) Commentary Reporting

Schools that use *The New Zealand Curriculum* for their students in years 1 to 8 must use this template to report school-level data on National Standards.

**Important please note:** Do not include any information in this template that may result in an individual student or their achievement being identified.

Date:	4/12/2017
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School Name:	George Street Normal School	School Number:	3740
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## NAG2A (b)(i) Areas of Strength

### National Standard area(s):

#### Discussion:

#### Reading:

- We have a very high achievement rate in Reading compared to National Standards 2016 data for New Zealand as a whole. ie, 11% better.
- A high percentage of children are achieving above the National Standard in all year groups.
- The year 3 cohort has made good progress with regard to children shifting from Well Below to Below. This continues on the good progress that was observed in the previous year with this cohort.
- More children in our Māori cohort are reading above expectation than was the case last year. This trend has been evident since 2015.
- While we have a number of ESL (English Second Language) students, they continue to make progress over time and move from achieving below to the standard to above the standard at a very favourable rate with regard to reading.

Specifically, some of the programmes, resources and strategies teachers/ERO have identified as having a positive impact include:

- Daily reading with 'grandparent' in school.
- Jolly phonics programme in the Junior school.
- Use of Google classroom and chrome books
- Interactive ICT programmes such as Lexia, Study ladder and Reading Eggs
- Mixed ability grouping and ability grouping, using peer support and modelling for buddy reading and reading games



- The school and Board of Trustees input into programmes such as Reading Recovery.
- Whanau Iti has been used as a way to enhance an overall sense of belonging and encourage engagement in the curriculum as a whole.
- Individual action plans (IAP's) and Individual education plans (IEP's) for children at risk.
- Close monitoring, analysis and utilization of children's achievement data.
- Teacher aide support.
- Specialist Teacher support.

#### Writing:

- Our results continue to be favourable when compared to National Standard 2016 data for New Zealand as a whole. ie 9% better. This is a favourable increase compared with previous years.
- Our results for writing are the best they have ever been since we began monitoring the National Standard, and continue an upward trend since 2014.
- Our Māori population achieving at or above the National Standard continues to increase.
- Good progress is noted by the year 6 cohort (well below to below, below to meeting, meeting to above), by the Year 5 cohort (Below to meeting), the Year 3 cohort (meeting to above) and the Year 2 cohort (below to meeting and meeting to above).
- While we have a high number of ESL (English Second Language) students, they continue to make progress over time and move from achieving below the standard as would be expected.

Specifically, some of the programmes, resources and strategies teachers have identified as having a potential positive impact include:

- Stimulating visual prompts using technology such as Interactive whiteboards and data projectors.
- Using content that children are already familiar with, or that they relate to, especially content with humour or strong action.
- Visual organisers/physical prompts/aides such as cartoon strips, word walls, editing cards, 'offices' or photographs (eg. Pobble 365).
- An emphasis on sharing ideas orally before attempting writing tasks, thus giving the children an opportunity to 'piggy back' off other's ideas and add depth to their imagery (teaching as inquiry focus).
- Giving children more ownership by allowing them to set their own goals and involving children more in establishing what the success criteria will be. Before this step, children are given exemplars and opportunities to see models for their own work (scaffolding).
- Structured and levelled models of writing, such as the Hilton Avery resources, used for reading and analysis before attempting to write.





#### **NAG2A (b)(ii) Basis for Identifying Areas for Improvement**

##### **Discussion:**

Trends have been observed and comparisons have been made with National Standard data collected in 2011, 2012 2013, 2014, 2015 and 2016 at George Street Normal, and with the New Zealand Population as a whole (2016 National Standard data) when looking at 2017 data.

We have also used a variety of tests for example in maths we looked at data obtained from Jam/IKAN/Gloss.

We tracked different knowledge such as basic facts using staged basic facts tests, comparing data on a regular basis.

We triangulated this with normed PAT results.

We track individuals over time.

Data was recorded on google spreadsheets and our SMS system (Assembly) and used for school wide analysis.

For writing we participated in moderation sessions between and within teams using frameworks such as AsTTle and Exemplars – discussion arising from this helped us establish a school wide tracking system.

We also tracked children below the National Standard in writing, reading and mathematics on google spreadsheets and/or our SMS system.

ESOL literacy progressions –(ELLP's), running record data and PATs were used to inform our judgements.

Mid Year report snapshot data for all National Standard areas was also analysed regarding progress.

#### **NAG2A (b)(iii) Planned Actions for Lifting Achievement**

##### **Discussion:**

We will continue to consider our successful intervention in 2017, that of employing a Learning Support Teacher, questioning how this can be replicated and enhanced in the future.

We will continue to provide opportunities for students to identify with their Maori and Pasifika culture/develop a good self concept, by way of clubs, signage for example.

We will continue to encourage teachers to focus their teacher inquiries in line with the targets and within the appraisal process.

We will continue to give preference to professional development opportunities that address the target areas.

We will continue to update our ICT hardware/software, continue to invest in PD as to how ICT can be developed to support our targeted groups.

We will continue to professionally support each other, in an intentional way, in the development of good teaching practice with regard to the targets via staff meetings, team meetings, teacher





aide meetings and ignition groups (our ignition groups will be structured in such a way that each group will focus on the target children in either reading, writing or mathematics).

We will continue to emphasise knowing the learner, encouraging teachers to interview/closely observe and monitor their student with regard to areas of need.

We will continue to emphasise utilizing the community, encouraging liaison with parents, whanau and educational professionals available to us.

We will continue to analyse achievement data to inform progress and future planning on a regular basis and will share our findings as appropriate.

#### **NAG2A (b) (iv) Progress Statement**

##### **Discussion:**

##### **Reading:**

GSNS Population as a whole;

In 2011, our data indicated that 92% of our population was reading at or above the National Standard.

In 2012, our data indicates that 91% of our population was reading at or above the National Standard.

In 2013 and 2014, our data indicates that 90% of our population is reading at or above the National Standard.

In 2015, our data indicates that 93% of our population is reading at or above the National Standard.

In 2016 our data indicates that 90% of our population is reading at or above the National Standard.

In 2017 our data indicates that 89% of our population is reading at or above the National Standard.

New Zealand wide National Standards data in 2016 indicated that 78% of New Zealand students were reading at or above the expected level.

##### **Girls and Boys;**

In 2011, 93% of girls were achieving at or above and 92% of our boys were achieving at or above the National Standard.

In 2012, 93% of girls were achieving at or above and 89% of our boys were achieving at or above the National Standard.

In 2013, 93% of our girls are achieving at or above and 88% of our boys are achieving at or above the National Standard.

In 2014, 91% of our girls are achieving at or above and 90% of our boys are achieving at or above the National Standard.



In 2015, 94% of our girls are achieving at or above and 92% of our boys are achieving at or above the National Standard.

In 2016, 90% of our girls are achieving at or above and 90% of our boys are achieving at or above the National Standard.

In 2017, 89% of our girls are achieving at or above and 89% of our boys are achieving at or above the National Standard

New Zealand wide National Standard data in 2016 indicated that 82% girls and 74% boys were reading at or above the expected level.

There remains no disparity between girls and boys at our school.

Māori and Pasifika students;

In 2011, 95% of our Māori population were achieving at or above the National Standard and 93% of our Pasifika population were achieving at or above the National Standard.

In 2012, 85% of our Māori population were achieving at or above the National Standard and 80% of our Pasifika population were achieving at or above the National Standards.

It is noted that our classification of those who were Māori and those who were Pasifika changed in 2012 due to information supplied by the Ministry.

In 2013, 88% of our Māori population achieved at or above the National Standard and 81% of our Pasifika population achieved at or above the National Standard.

In 2014, 86% of our Māori population were achieving at or above the National Standard and 92% of our Pasifika population were achieving at or above the National Standards.

In 2015, 92% of our Māori population were achieving at or above the National Standard and 94% of our Pasifika population were achieving at or above the National Standards.

In 2016, 83% of our Māori population are achieving at or above the National Standard and 81% of our Pasifika population are achieving at or above the National Standards.

In 2017, 76% of our Māori population are achieving at or above the National Standard and 69% of our Pasifika population are achieving at or above the National Standards.

With relatively low numbers of students in each ethnicity group, percentages need to be viewed accordingly.

In 2013 there were 32 Māori students, in 2014 there were 37 Māori students, in 2015 there were 37 Māori students, in 2016 were 36 Māori students and in 2017 there are 38 Māori students.

In 2013 there were 16 Pasifika students, in 2014 there were 13 Pasifika students, in 2015 there were 16 Pasifika students and in 2016 and 2017 there were and are 16 Pasifika students.

National Standard data collected in 2016 indicates that nationally, 69% of the Māori population and 66% of the Pasifika population was achieving at or above the National Standard.

Asian students;





In 2013, 87.7% were meeting or exceeding the National Standard.

In 2014 82% are meeting or exceeding the National Standard.

In 2015 89% are meeting or exceeding the National Standard.

In 2016 84% are meeting or exceeding the National Standard.

In 2017, 87% are meeting or exceeding the National Standard.

This compares to 78% of students nationally in 2016.

Students who are not Māori, Pasifika, Asian, Middle Eastern, Latin American or African;

92% of students who identify as European/Pākehā meet or exceed the National Standard in 2014.

95% of students who identify as European/ Pākehā meet or exceed the National Standard in 2015.

93% of students who identify as European/ Pākehā meet or exceed the National Standard in 2016.

92% of students who identify as European/ Pākehā meet or exceed the National Standard in 2017.

#### Other ethnicities

In 2016 and 2017 children who are other ethnicities including Middle Eastern, Latin American and African are identified as separate. There are 24 students in this ethnic group in 2017. 83% meet or exceed the National Standard in 2015. 90% meet or exceed the National Standard in 2016. 88% meet or exceed the National Standard in 2017.

#### Writing:

GSNS population as a whole;

In 2011, our data indicated that 76% of our population was writing at or above the National Standard.

In 2012, our data indicates that 75% of our population was writing at or above the National Standard.

In 2013, our data indicates that 77% of our population was writing at or above the National Standard.

In 2014, our data indicates that 73% of our population was writing at or above the National Standard.

In 2015, our data indicates that 78% of our population was writing at or above the National Standard.





In 2016, our data indicates that 78% of our population is writing at or above the National Standard.

In 2017, our data indicates that 80% of our population is writing at or above the National Standard.

New Zealand wide National Standard data in 2015 indicated that 71% of New Zealand students were writing at or above the expected level.

#### Girls and Boys;

In 2011, 83% of girls were achieving at or above and 70% of boys were achieving at or above the National Standard.

In 2012, 80% of girls were achieving at or above and 71% of boys were achieving at or above the National Standard.

In 2013, 86% of girls were achieving at or above and 71% of boys were achieving at or above the National Standard.

In 2014, 80% of girls were achieving at or above and 68% of boys were achieving at or above the National Standard.

In 2015, 87% of girls were achieving at or above and 72% of boys were achieving at or above the National Standard.

In 2016, 85% of girls were achieving at or above and 72% of boys are achieving at or above the National Standard.

In 2017, 84% of girls were achieving at or above and 78% of boys are achieving at or above the National Standard.

New Zealand wide National Standard data in 2016 indicated that 79% of girls and 63% of boys were writing at or above the expected level.

The disparity between girls and boys at George Street Normal School has decreased in the last year.

#### Māori and Pasifika students;

In 2011, 72% of our Māori population were achieving at or above the National Standard and 54% of our Pasifika population were achieving at or above the National Standard.

In 2012, 57% of our Māori population were achieving at or above the National Standard and 70% of our Pasifika population were achieving at or above the National Standard.

In 2013, 59% of our Māori population were achieving at or above the National Standards and 69% of our Pasifika population are achieving at or above the National Standard.

It is noted that our classification of those who were Māori and those who were Pasifika changed in 2012 due to information supplied by the Ministry.



In 2014, 57% of our Māori population were achieving at or above the National Standard and 92% of our Pasifika population are achieving at or above the National Standard.

In 2015, 62% of our Māori population were achieving at or above the National Standard and 94% of our Pasifika population were achieving at or above the National Standard

In 2016, 75% of our Māori population are achieving at or above the National Standard and 69% of our Pasifika population are achieving at or above the National Standard

In 2017, 79% of our Māori population are achieving at or above the National Standard and 69% of our Pasifika population are achieving at or above the National Standard

With relatively low numbers of students in each ethnicity group percentages need to be viewed accordingly.

National Standard data collected in 2016 indicates that nationally, 62% of the Māori population and 61% of the Pasifika population were achieving at or above the National Standard.

#### Asian students;

In 2013, 79% were meeting or exceeding the National Standard.

In 2014 79% were meeting or exceeding the National Standard.

In 2015 76% were meeting or exceeding the National Standard.

In 2016 73% were meeting or exceeding the National Standard.

In 2017 78% were meeting or exceeding the National Standard.

This compares to 74% of students nationally in 2016.

#### Students who are not Māori, Pasifika, Asian, Middle Eastern, Latin American or African;

In 2014, 74% of our population who identified as European/Pākehā were achieving at or above the National Standard in writing.

In 2015, 76% of students who identified as European/ Pākehā met or exceeded the National Standard in writing.

In 2016, 80% of students who identified as European/Pākehā meet or exceed the National Standard in writing.

In 2017, 81% of students who identified as European/Pākehā meet or exceed the National Standard in writing.

#### Other ethnicities;

63% met or exceeded the National Standard in 2015. 81% meet or exceed the National Standard in 2016. 96% of the population meet or exceed the National Standard in 2017.





## Mathematics:

GSNS population as a whole;

In 2011, our data indicated that 82% of our population was at or above the National Standard.

In 2012, our data indicated that 85% of our population is at or above the National Standards.

In 2013 our data indicated that 84% of our population is at or above the National Standard.

In 2014, our data indicated that 88% of our population is at or above the National Standard.

In 2015, our data indicated that 89% of our population is at or above the National Standard.

In 2016 our data indicates that 85% of our population is at or above the National Standard.

In 2017 our data indicates that 86% of our population is at or above the National Standard.

New Zealand wide National Standard data in 2016 indicated that 75% of New Zealand students were achieving in mathematics at or above the expected level.

Girls and Boys;

In 2011, 83% of the girls were achieving at or above and 81% of our boys were achieving at or above the National Standard.

In 2012, this achievement rate increased. 85% of girls were achieving at or above and 85% of boys were achieving at or above the National Standard.

In 2013, the percentage of girls achieving at or above remained at 85% and slightly less boys, 83% achieved at or above the National Standard.

In 2014, the percentage of girls achieving at or above was still 85%, while the percentage of boys has increased to 90%.

In 2015, the percentage of girls achieving at or above was 90%, while the percentage for the boys has decreased to 88%.

In 2016, the percentage of girls achieving at or above is 83%, while the percentage for the boys has very slightly decreased to 87%.

In 2017, the percentage of girls achieving at or above is 85%, a slight increase, while the percentage for the boys has remained the same at 87%.

New Zealand wide National Standard data in 2016 indicated that 76% girls and 75% boys were achieving in mathematics at or above the expected level.

The disparity has decreased between girls and boys' achievement, due to the girls' percentage achievement rate slightly increasing.





#### Māori and Pasifika students;

In 2011, 74% of our Māori population were achieving at or above the National Standard and 61% of our Pasifika population were achieving at or above the National Standard.

In 2012, 77% of our Māori population were achieving at or above the National Standard and 70% of our Pasifika population were achieving at or above the National Standard.

In 2013, 75% of our Māori population and 63% of our Pasifika population were achieving at or above the National Standard.

In 2014, 76% of our Māori population and 85% of our Pasifika population were achieving at or above the National Standard.

In 2015, 73% of our Māori population and 94% of our Pasifika population were achieving at or above the National Standard.

In 2016, 72% of our Māori population and 75% of our Pasifika population were achieving at or above the National Standard.

In 2017 68% of our Māori population and 75% of our Pasifika population are achieving at or above the National Standard.

It is noted that our classification of those who were Māori and those who were Pasifika changed in 2012 due to information supplied by the Ministry.

With relatively low numbers of students in each ethnicity group percentages need to be viewed accordingly.

National Standard data collected in 2016 indicates that nationally, 65% of the Māori population and 63% of the Pasifika population were achieving in mathematics at or above the National Standard.

#### Asian students;

In 2013, 84.3% were meeting or exceeding the National Standard.

In 2014, 94% were meeting or exceeding the National Standard.

In 2015, 86% were meeting or exceeding the National Standard.

In 2016, 87% were meeting or exceeding the National Standard.

In 2017, 94% were meeting or exceeding the National Standard.

This compares to 84% of students nationally in 2016.

#### Students who are not Māori, Pasifika, Asian, Middle Eastern, Latin American or African;

In 2014, 88% of students who were European/Pakeha were achieving at or above the National Standard.



In 2015 91% of students who were European/Pakeha were achieving at or above the National Standard.

In 2016 87% of students who were European/Pakeha were achieving at or above the National Standard.

In 2017 87% of students who were European/Pakeha were achieving at or above the National Standard.

Other ethnicities;

88% met or exceeded the National Standard in 2015. 81% meet or exceed the National Standard in 2016. 88% met or exceeded the National Standard in 2017.



- Emphasising the literacy element across curriculum areas, such as science, and supporting children to develop the necessary vocabulary for explaining content and procedures.
- Showing and discussing exemplars and success criteria.
- Frequent, meaningful feedback.
- Explicit teaching/cross grouping.
- Children knowing their next learning steps/setting goals small step by small step.
- Peer/Buddy work.
- Children knowing a purpose and audience.
- Putting an emphasis on vocabulary – learning ‘wow’ words.
- The use of a lpad and related apps to facilitate writing where dyspraxia, dyslexia or slow processing, for example, may be a hindrance.
- Moderation practises across the school.
- Whanau Iti has been used as a way to enhance an overall sense of belonging and encourage engagement in the curriculum as a whole.
- Individual action plans (IAP’s) and Individual education plans (IEP’s) for children at risk.
- Close monitoring, analysis and utilization of children’s achievement data.
- Teacher aide support or ‘Grandma’ support.
- GAFE (Google applications for education) – a platform for collaborative writing sharing feedback, plus home/school connections.

#### **Maths:**

- Compared to National Standard data obtained in 2016 for New Zealand as a whole, George Street Normal School is performing well, ie 11% better. This is a favourable increase.
- A good shift in achievement has happened with the children in the Year 6 cohort, particularly into the above category and from the below category to the meeting. The Year 5 cohort has made a good shift from meeting to above. The Year 3 cohort has made a good shift from below to meeting and the Year 2 cohort has made a good shift from meeting to above.

Some of the programmes, resources and strategies teachers have identified as having a positive impact include:

- Year 6 and some Year 5’s participating in a specific small group, intensive 6 week programme over and above the existing maths programme. Programme extended to incorporate fractions with support of the Otago University College of Education.
- Using a visual tracking tool, a wheel or spider web, to plot student progress and achievement. This tool is being used to assist children in knowing where they are at and their next steps. In consultation with the teacher children are identifying strengths and setting their own goals. The visual





has also been used to communicate with parents as part of Individual Actions Plans (IAP) and learning commitments.

- An emphasis on learning basic facts as a regular part of the daily programme, using equipment, strategies, drills, grids and games. Strategy learning of basic facts has focussed on identifying patterns and relationships, making connections to other learning e.g. I know this, therefore I know that... Use of Think links and finding patterns.
- Mixed ability grouping, leading to improved self-esteem and working with children able to support and model their thinking mathematically
- Individual action plans (IAP's) and Individual education plans (IEP's) for children at risk.
- Close monitoring, analysis and utilization of children's achievement data.
- Teacher aide support.
- Whanau Iti has been used as a way to enhance an overall sense of belonging and encourage engagement in the curriculum as a whole.
- Use of open ended, authentic questions
- Rounding and estimation – checking work.
- NZ maths site – interactive tools, E-Ako, Studyladder, Mathletics, 36 essential facts.

## **NAG2A (b)(i) Areas for Improvement**

### **National Standard area(s):**

#### **Discussion:**

**NB:**

In the Year 2 cohort there are a number of children who feature in the Well Below/Below categories. 4 of these children are either children identified as having special needs or ESL children.

In the Year 3 cohort there are a number of children who feature in Well Below/Below categories. 7 of these children are identified as being ESL or as having special needs.

In the Year 4 cohort there are a number of children who feature in Well Below/Below categories. 11 of these children are identified as being ESL or as having special needs.

In the Year 6 cohort there are a number of children who feature in the Well Below/Below categories. 4 of these children are either children identified as having special needs or ESL children.

**NB:**

Our targets for the Ministry will continue to include all children who are achieving Below or Well Below in reading, writing and mathematics.



#### Discussion:

- One area for special consideration could include our Pasifika readers who are achieving below expectation, as the percentage of achievement for this cohort has decreased in relation to the other National Standards areas.
- Our Māori children achieving below in reading is still significant and needs to be considered an area for targeted focus in the coming year.
- While reading is our strongest National Standard achievement area, it has dropped slightly. The Year 4 and 5 cohorts (2017) could in particular be given extra consideration next year.
- While it is pleasing to see the improvements in writing, focus could be given as to why the Year 2, 3, 5 and 6 cohorts (2017) made such pleasing progress and these understandings might be considered in relation to the other cohort year groups/below children in the Year 3 cohort (2017).
- While it is pleasing to see the improvements in maths, particularly with regard to the Year 6, 5, 3 and Year 2 cohorts (2017), focus could be given to the Year 4 cohort (2017) and how achievement might be enhanced for this year group/this level of the curriculum.
- This year's Year 1 cohort features a number of children below National Standards in general. This is also an area for future consideration.