Ridgway SCHOOL

Annual report 2018

RIDGWAY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	2980
Principal:	Kathryn Smith
School Address:	Mornington Road, Brooklyn, Wellington
School Postal Address:	Mornington Road, Brooklyn, WELLINGTON, 6021
School Phone:	04 939 8771
School Email:	office@ridgway.school.nz

Ridgway
SCHOOL

Board of Trustees

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Richard Ngatai	Chair Person	Elected	Jun 2019
Kathryn Smith	Principal	ex Officio	
Barbara Dean	Parent Rep	Elected	Jun 2019
Sarah Wood	Parent Rep	Elected	Jun 2019
Rachel Kirkman	Parent Rep	Appointed	Jun 2019
Vicki Pewhairangi-Kremm	Parent Rep	Co-opted	Jun 2019
Julie Hanify	Staff Rep	Elected	Jun 2019

Accountant / Service Provider: Education Services Ltd

RIDGWAY SCHOOL

Annual Report - For the year ended 31 December 2018

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Ridgway
SCHOOL

Responsibility Statement

Ridgway School

Statement of Responsibility

For the year ended 31 December 2018

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

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

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

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

RICHARD ANDREW NGATAI	Kathryn Elizabeth Marsh Smith
Full Name of Board Chairperson	Full Name of Principal
Signature of Board Chairperson	Signature of Principal
13/05/19	13.5.19
Date:	Date:

Ridgway
SCHOOL

Financial Statement

Ridgway School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Revenue				
Government Grants	2	1,435,507	1,413,118	1,525,528
Locally Raised Funds	3	198,194	76,195	116,508
Interest Earned		9,314	8,000	13,148
		1,643,015	1,497,313	1,655,184
Expenses				
Locally Raised Funds	3	50,281	25,945	46,712
Learning Resources	4	1,039,070	1,054,152	1,062,552
Administration	5	108,021	100,029	97,418
Finance Costs		1,993	900	1,145
Property	6	364,713	274,101	317,335
Depreciation	7	56,009	41,000	38,907
		1,620,087	1,496,127	1,564,069
Net Surplus / (Deficit)		22,928	1,186	91,115
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		22,928	1,186	91,115

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

Ridgway School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Current Assets				
Cash and Cash Equivalents	8	521,097	450,833	601,378
Accounts Receivable	9	63,281	52,437	55,023
GST Receivable		16,967	5,846	6,663
Prepayments		1,661	1,063	2,250
Inventories	10	1,280	1,177	718
		604,286	511,356	666,032
Current Liabilities				
Accounts Payable	12	97,185	76,364	69,309
Revenue Received in Advance	13	148	120	11,748
Provision for Cyclical Maintenance	14	91,000	-	55,750
Finance Lease Liability - Current Portion	15	6,917	2,117	3,404
Funds held for Capital Works Projects	16	46,384	-	-
		241,634	78,601	140,211
Working Capital Surplus/(Deficit)		362,652	432,755	525,821
Non-current Assets				
Property, Plant and Equipment	11	329,131	141,773	145,510
		329,131	141,773	145,510
Non-current Liabilities				
Provision for Cyclical Maintenance	14	-	9,750	9,000
Finance Lease Liability	15	9,505	3,376	2,981
		9,505	13,126	11,981
Net Assets		682,278	561,402	659,350
Equity		682,278	561,402	659,350

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

Ridgway School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 $	Budget (Unaudited) 2018 $	Actual 2017 $
Balance at 1 January	659,350	560,216	560,046
Total comprehensive revenue and expense for the year	22,928	1,186	91,115
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	8,189
Equity at 31 December	682,278	561,402	659,350
Retained Earnings	682,278	561,402	659,350
Equity at 31 December	682,278	561,402	659,350

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

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

	Note	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash flows from Operating Activities				
Government Grants		304,801	299,174	397,644
Locally Raised Funds		185,880	76,195	128,819
Goods and Services Tax (net)		(10,304)	-	(805)
Payments to Employees		(126,460)	(117,415)	(179,562)
Payments to Suppliers		(275,187)	(191,448)	(213,961)
Cyclical Maintenance Payments in the year		(3,534)	(63,000)	-
Interest Paid		(1,993)	(900)	(1,145)
Interest Received		9,363	8,000	13,099
Net cash from / (to) the Operating Activities		82,566	10,606	144,089
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(217,008)	(53,000)	(43,354)
Net cash from / (to) the Investing Activities		(217,008)	(53,000)	(43,354)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	8,189
Finance Lease Payments		(3,671)	-	(773)
Funds Held for Capital Works Projects		57,832	-	-
Net cash from Financing Activities		54,161	-	7,416
Net increase/(decrease) in cash and cash equivalents		(80,281)	(42,394)	108,151
Cash and cash equivalents at the beginning of the year	8	601,378	493,227	493,227
Cash and cash equivalents at the end of the year	8	521,097	450,833	601,378

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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

Ridgway School
Notes to the Financial Statements
For the year ended 31 December 2018

1. Statement of Accounting Policies

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

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

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

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

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

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

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

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

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

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

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

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

Classification of leases
The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

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

c) Revenue Recognition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under $250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

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

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	10 years
Information and Communication	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

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

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

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

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

m) Impairment of property, plant, and equipment and intangible assets
The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

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

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

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

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

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

o) Employee Entitlements
Short-term employee entitlements
Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.
These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

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

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

- the present value of the estimated future cash flows

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

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

q) Funds Held in Trust
Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

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

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

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

t) Financial Assets and Liabilities
The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

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

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

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

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Operational grants	279,700	288,638	294,393
Teachers' salaries grants	923,661	937,136	901,427
Use of Land and Buildings grants	200,258	175,763	223,724
Resource teachers learning and behaviour grants	-	1,500	2,091
Other MoE Grants	31,158	10,081	102,863
Other government grants	730	-	1,030
	1,435,507	1,413,118	1,525,528

3. Locally Raised Funds

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

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Revenue			
Donations	56,224	45,900	57,802
Bequests & Grants	87,452	-	12,020
Activities	33,645	19,645	24,195
Trading	1,552	1,150	1,584
Fundraising	19,321	9,500	20,907
	198,194	76,195	116,508
Expenses			
Activities	44,382	25,745	41,816
Trading	1,191	-	1,244
Fundraising costs	4,708	200	3,652
	50,281	25,945	46,712
Surplus for the year Locally raised funds	147,913	50,250	69,796

4. Learning Resources

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Curricular	48,315	33,550	25,312
Employee benefits - salaries	982,589	996,672	1,023,389
Staff development	8,166	23,930	13,851
	1,039,070	1,054,152	1,062,552

5. Administration

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Audit Fee	6,298	4,000	5,939
Board of Trustees Fees	2,100	3,500	1,950
Board of Trustees Expenses	3,756	4,250	3,488
Communication	2,751	3,000	2,821
Consumables	1,894	2,250	2,065
Operating Lease	3,220	7,100	4,638
Other	7,714	7,620	5,044
Employee Benefits - Salaries	67,860	57,879	61,054
Insurance	2,348	350	339
Service Providers, Contractors and Consultancy	10,080	10,080	10,080
	108,021	100,029	97,418

6. Property

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Caretaking and Cleaning Consumables	5,574	6,080	5,990
Cyclical Maintenance Expense	29,784	8,750	8,750
Heat, Light and Water	8,827	9,400	9,058
Rates	3,864	4,250	4,227
Repairs and Maintenance	70,665	25,000	23,909
Use of Land and Buildings	200,258	175,763	223,724
Security	1,040	1,258	983
Contractors	44,701	43,600	40,694
	364,713	274,101	317,335

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

7. Depreciation

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Building Improvements	6,531	3,184	3,021
Furniture and Equipment	19,939	17,522	16,628
Information and Communication Technology	21,636	15,629	14,831
Leased Assets	6,443	2,926	2,777
Library Resources	1,460	1,739	1,650
	56,009	41,000	38,907

8. Cash and Cash Equivalents

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash on Hand	150	-	13
Westpac 239-00	520,390	450,277	600,809
Westpac 239-01	557	556	556
Cash equivalents for Cash Flow Statement	521,097	450,833	601,378

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

Of the $521,097 Cash and Cash Equivalents, $47,877 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Receivables	871	942	518
Interest Receivable	-	-	49
Teacher Salaries Grant Receivable	62,410	51,495	54,456
	63,281	52,437	55,023
Receivables from Exchange Transactions	871	942	567
Receivables from Non-Exchange Transactions	62,410	51,495	54,456
	63,281	52,437	55,023

10. Inventories

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Uniforms	1,280	1,177	718
	1,280	1,177	718

11. Property, Plant and Equipment

2018	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	33,910	161,205	-	-	(6,531)	**188,584**
Furniture and Equipment	57,910	26,262	-	-	(19,939)	**64,233**
Information and Communication Techı	41,494	35,638	-	-	(21,636)	**55,495**
Leased Assets	5,203	16,345	-	-	(6,443)	**15,105**
Library Resources	6,993	180	-	-	(1,460)	**5,714**
Balance at 31 December 2018	145,510	239,630	-	-	(56,009)	**329,131**

2018	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	227,545	(38,961)	**188,584**
Furniture and Equipment	268,753	(204,520)	**64,233**
Information and Communication	174,177	(118,682)	**55,495**
Leased Assets	26,488	(11,383)	**15,105**
Library Resources	50,678	(44,964)	**5,714**
Balance at 31 December 2018	747,641	(418,510)	**329,131**

2017	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	36,822	-	-	-	(3,021)	**33,801**
Furniture and Equipment	56,500	18,147	-	-	(16,628)	**58,019**
Information and Communication Techı	40,016	16,309	-	-	(14,831)	**41,494**
Leased Assets	4,442	3,538	-	-	(2,777)	**5,203**
Library Resources	6,493	2,150	-	-	(1,650)	**6,993**
Balance at 31 December 2017	144,273	40,144	-	-	(38,907)	**145,510**

2017	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	66,231	(32,430)	**33,801**
Furniture and Equipment	243,183	(185,164)	**58,019**
Information and Communication	151,760	(110,266)	**41,494**
Leased Assets	10,144	(4,941)	**5,203**
Library Resources	50,498	(43,505)	**6,993**
Balance at 31 December 2017	521,816	(376,306)	**145,510**

12. Accounts Payable

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	$	$	$
Operating creditors	20,486	18,292	8,941
Accruals	6,208	5,104	4,439
Capital accruals for PPE items	6,279	-	-
Employee Entitlements - salaries	62,410	51,495	54,456
Employee Entitlements - leave accrual	1,802	1,473	1,473
	97,185	76,364	69,309
Payables for Exchange Transactions	97,185	76,364	69,309
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	97,185	76,364	69,309

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	$	$	$
Income In Advance	48	20	11,648
Hall Bond	100	100	100
	148	120	11,748

14. Provision for Cyclical Maintenance

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	$	$	$
Provision at the Start of the Year	64,750	1,000	56,000
Increase to the Provision During the Year	26,250	8,750	8,750
Provision at the End of the Year	91,000	9,750	64,750
Cyclical Maintenance - Current	91,000	-	55,750
Cyclical Maintenance - Term	-	9,750	9,000
	91,000	9,750	64,750

15. Finance Lease Liability

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

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	$	$	$
No Later than One Year	6,917	2,117	3,404
Later than One Year and no Later than Five Years	12,070	3,376	2,981
	18,987	5,493	6,385

16. Funds Held (Owed) for Capital Works Projects

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

2018		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		$	$	$		$
Admin Blk -Part Reroof & Toilet Upgrc	*in progress*	-	453,205	405,328	-	47,877
Fence Modifications	*in progress*	-	9,387	10,880	-	(1,493)
Totals		-	462,592	416,208	-	46,384

Represented by:

Funds Held on Behalf of the Ministry of Education	47,877
Funds Due from the Ministry of Education	(1,493)
	46,384

2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	$	$	$		$
Totals	-	-	-	-	-

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.

	2018 Actual $	2017 Actual $
Board Members		
Remuneration	2,100	1,950
Full-time equivalent members	0.11	0.16
Leadership Team		
Remuneration	378,345	360,773
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	380,445	362,723
Total full-time equivalent personnel	4.11	4.16

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

Principal

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

	2018 Actual $000	2017 Actual $000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration $000	2018 FTE Number	2017 FTE Number
100 - 110	-	-
	0.00	0.00

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:

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-

20. Contingencies

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

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

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

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

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

	2018 Actual $	2017 Actual $
No later than One Year	-	1,344
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	1,344

22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Cash and Cash Equivalents	521,097	450,833	601,378
Receivables	63,281	52,437	55,023
Investments - Term Deposits	-	-	-
Total Loans and Receivables	584,378	503,270	656,401

Financial liabilities measured at amortised cost

	2018 Actual $	2018 Budget (Unaudited) $	2017 Actual $
Payables	97,185	76,364	69,309
Borrowings - Loans	-	-	-
Finance Leases	16,422	5,493	6,385
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	113,607	81,857	75,694

24. Events After Balance Date

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

25. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

Ridgway SCHOOL

Analysis of Variance

Ridgway SCHOOL

Analysis of Variance - 2018

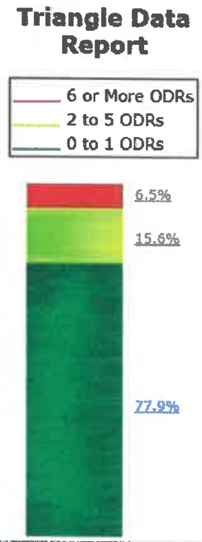
Charter Goals	2980
1	A broad and responsive curriculum reflects the interests and aspirations of our community and enables all students to be successful and learn to the best of their ability.
2	Staff and students work collaboratively in a safe and inclusive school where our values are evident.
3	Our school environment is appropriate for our students' needs with well maintained and inviting buildings, play equipment, gardens and signage.
4	Our school community is actively engaged in the life of the school and parents, teachers and students work in partnership through effective communication, consultation, and opportunities for involvement.

Wellbeing Targets

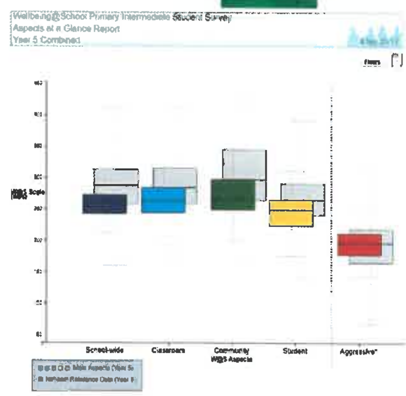
Wellbeing Targets

- Increase the percentage of Year 5-8 students who agree that students treat each other with respect, listen to others' ideas, and know what to do if someone is bullied, to over 80%.
- Reduce the total number of behavioural incidents by 30%
- Reduce the number of students receiving more than 6 ODRs by 30%

Baseline data



- In 2017 Teachers recorded nearly 500 behavioural incidents, with approximately half occuring in the classroom.
    - 6.5% of our students had 6 or more behaviour incidents recorded (13 children)
    - and another 15% had 2 or more incidents recorded (31 children)
    - This means that over 22% of our students had been involved in 2 or more "major" behaviour incidents.
  - It is possible that this figure could be higher as we are not sure that all teachers were consistently applying the guidelines for what is a "major" behaviour.
  - We had questions around what was a "major" incident - and our feeling was that many of the "majors" recorded were actually common misdemeanors that teachers easily dealt with



- Year 5 - 8 children completed the Wellbeing@school survey in 2017.
  - A large number of students did not think that "everyone knows what to do when someone is bullied" or that "all students treat each other with respect"
    - While we wondered about how some children may have interpreted these questions, staff also wanted to address these areas to ensure that all students could be proactive about stopping bullying behaviour and to ensure that students felt safe and respected at school.

Actions *(what did we do?)*

1. All students were taught to peacefully discuss their conflicts using circle time strategies
2. Friends programme was taught in Years 1 -3
3. PB4L
    a. PB4L Team met each fortnightly (included 1 person from each whānau) to discuss concerns

related to behaviour and how to address these.

b. TIER 1 procedures revised and updated
c. Ridgway Restorative Handbook introduced at teacher only day
d. Expectation posters updated and/or created and visible around the school
e. Behaviour Plans written for students with 4+ "major behaviours" recorded
f. Procedures developed for close monitoring of "majors" during PB4L team meetings
g. New staff attended training days

4. All teachers focused on bullying during the "Bully Free NZ week" and spent time teaching children the difference between bullying and disrespectful or mean behaviour. They also taught children appropriate responses to both.

Outcomes

Wellbeing@school

- We did not repeat the Wellbeing@school survey in 2018.

PB4L data

- The number of "major" behaviour incidents recorded overall dropped slightly from nearly 500 to 454.
- The percentage of students with 2 or more recorded behaviour incidents dropped only slightly (from 22% to 20%.
    - **Year level:**
        - just 13 of the children with 2 or more behaviour incidents were in Years 4 - 8.
        - The majority of behaviour incidents (60%) were from just 11 children who were all in Years 1 - 3
    - **Location:**
        - The majority of incidents (65%) occurred in class
    - **Type of Behaviour:**
        - The most repeated behaviour incident is "refusing to follow instructions" and when this is grouped with "backchat" and "defiance/disrespect" it accounts for 36% of all incident types.
        - Incidents involving "physical abuse", or "fighting" are the next largest incident type accounting for 26% of all behaviour incidents.
            - NB an incident may be coded under more than one type.

Reasons for the variance *(why did it happen?)*

- A larger cohort of children coming to school with limited skills for resolving minor conflicts with their peers. A small disagreement can quickly escalate when younger children do not have the social skills or the vocabulary to describe their feelings or needs.
- We have some children with very high support needs. Accessing funding from the MOE has been difficult, and finding support staff with appropriate skills to work with these children is also difficult.

Next steps

Writing Achievement Targets

Writing Targets

- **15 Year 2** students who are not yet achieving age and year level expectations will continue to make progress in writing and will achieve
  - ***Level 5*** of the Yolanda Soryl phonics programme ***by the end of Term 2***, and ***Level 7 by the end of the year***.
  - an e-asTTle level of ***1P or higher by the end of the year***
  - Two-thirds (***10***) of these students will make above average progress to achieve an ***e-asTTle level of 1A*** or higher by the end of the year
- **12 students in Years 4 & 5** who did not meet expectations in writing at the end of 2017, will make ***more than a year's worth of progress in 2018*** to meet their personal goals and
  - 7 students will meet age and year level expectations at the end of 2018

Baseline data

- 80% of students (174) achieved or exceeded National Standard expectations in 2017
  - 43 students did not meet National Standards expectations in writing and 6 of those students were judged to be well below.
  - 10 of this group (10/43) left the school at the end of 2017, and a further 3 left the school during 2018.
- At the start of 2018, underachieving target students were clustered in Year 2 (15) and Years 4 & 5 (11)

Actions *(what did we do?)*

Actions to achieve writing targets

Year 2

A. Close monitoring of learning progress in phonics
   a. Markbook updated 2x per term for target group (15 students)
   b. Phonics teaching 4 days per week for target group
B. Y 1 - 3: handwriting taught 4 days per week and achievement monitored
C. Y 1 - 3: From Term 3 onwards Writing Goal Sheets are updated weekly during regular class writing sessions
D. Year 2-3 teachers used a "front loading" strategy to support students in writing, whereby they withdrew a small group of children twice a week for a brief but targeted mini lesson that aimed to help those children succeed in their next writing lesson with the whole class.

Year 4 - 8

E. Significant strategies that worked for Year 4-5:
   a. More shared writing in class, along with plenty of opportunity to share parts of their writing with peers.
   b. Lots of conferencing with students along the writing process
   c. Presenting students with the marking rubric at the beginning of the writing sequence meant that they could check their writing to the expectations along the process, paired with conferencing meant the work produced was more focussed.
   d. Peer feedback was given in a whole class situation
   e. Highly motivating topics chosen, along with giving students choice about what writing was

being marked, including free writing pieces.

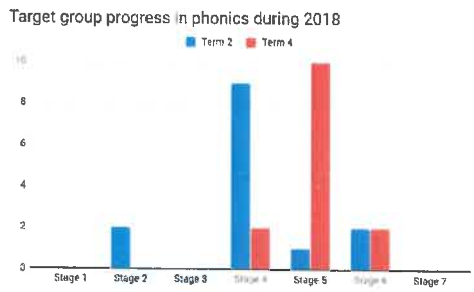
School wide

F. Teachers wrote Learning Plans for target students to set and review goals on a 3 weekly cycle.
   a. This ensured that these students were receiving extra supports and instruction
   b. As students made progress, teachers 'ended' the learning plan and focused on other students
G. RTLB assistance was sought for students who have made insufficient progress over more than a year
H. Teachers worked with a Literacy PLD facilitator from Auckland University to review their teaching programmes, and to analyse student writing samples in order to identify teaching needs.
I. Staff studied recent relevant research into effective teaching of writing and applied this to their own practice.
J. Teachers sought to engage and motivate students with high interest topics and allowed for student choice in writing

Outcomes

Year 2 Writing

At the end of the year 13 (out of 15) of the Year 2 target group for writing remained in the school.



1. Students did not progress as quickly through the Phonics levels as we had predicted, although 11 did reach Stage 5 or higher.
   a. Students coming
2. All students achieved as e-asTTle level of 1P or higher by the end of 2018
   a. 6 out of 13 achieved an e-asTTle level of 1A or above

It is notable that 9 of this group (9 out of 13) were achieving age level expectations.

Of the 4 students that did not meet expectations

All made above average progress and all achieved within 1 year of of where they are expected to be.

NB: for 3 of this group (3 out of 4 children) there were factors unrelated to classroom learning that were likely to be impacting on their ability to achieve. Despite this, they still made excellent progress.

Year 4 & 5 Writing

At the end of the year, 8 (out of 12) of the Y4 & Y5 target group for writing remained in the school.

1. 7 out of 8 students made more than 1 years worth of progress.
2. 3 out of 8 students achieved our school end of year expectations and 2 others were only 1 point away.

Reading and writing link

Analysis of schoolwide results show that teachers have judged 20 students to be achieving expectations in writing but not in reading. In previous years most of these students were considered to be achieving expectations in reading.

Reasons for the variance *(why did it happen?)*

Year 2 Writing

1. We set aspirational targets for phonics, based on the programmes guidelines. In hindsight these seem unrealistic for the amount of time that teachers were able to give to this programme. If students

allocated more time to phonics, then this group may have been able to achieve the target - we are not convinced that this was necessary however as they made excellent progress on our other measures.

2. Again this was an aspirational target that may have been unrealistic. Given that students at the end of Year 2 are expected to achieve a level of 1P or 1A, we should have phrased out target to indicate that an end of year level of 1P was the goal. Note that all students in the Year 2 target writing group achieved 1P or higher.

Year 4 & 5 Writing

1. One student did not achieve the target of making above average progress. Support for this student centered on social and emotional wellbeing.
2. eAsTTle Writing Norms, 2013, show that mean achievement of the norm group is consistently lower than the expectations given. We set our writing targets using the "expectation", which is the higher goal. While curriculum expectations were met by only 3 of our target group, 5 of this group achieved the mean of the norm group. If the children in our target group who did not reach the curriculum expectation in 2018 continue to make the same rate of progress, they will certainly achieve the expectation in 2019.

Reading and writing link

It is possible that our focus on writing, and our history of excellent reading results, has led to our efforts in this learning area to slip. (It also may be possible that our judgements in reading have been less scrutinised over the year, and it may be that those students who have not been considered to be working at expectations actually are, especially as they have previously achieved expectations.

Next steps

Maths Achievement Targets

Maths Targets

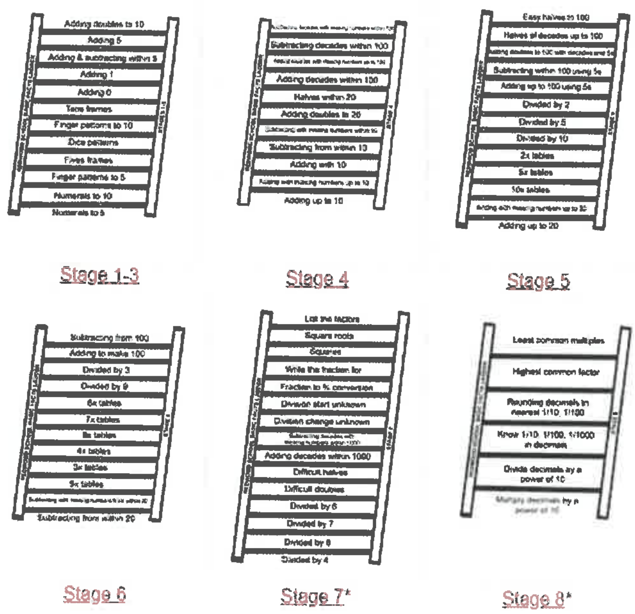
- Increase student's self efficacy as mathematicians in Years 4 - 8
    - *Use survey 2x to monitor students changing views*
- Strengthen number knowledge fluency across the school so that 85% of students meet or exceed expectations by the end of the year

Baseline data

- In 2017, 193 students (89%) achieved or exceeded the National Standard in Maths.
    - 24 students did not meet the National Standard in Maths and 3 of these were judged to be Well Below.
    - Teachers noticed that while students did very well on some tests they did not perform as well on other types of tests. They felt that at least some students had a negative view of maths, despite demonstrating capability in this learning area, and that this negative outlook affected their performance on some types of tests.

Actions *(what did we do?)*

A. Students complete Mathletics activities to reinforce their understandings &/or to extend their knowledge at home and in class
B. Basic Facts Ladder introduced to all students in the school
    a. Students highlight their level and post this to Seesaw each term to make progress visible to parents
C. Removed the speed aspect of testing for knowledge assessment for most students
    a. Teachers provide a wide range of games and activities to support students to increase their speed and accuracy of knowledge recall
D. Provide regular "rich tasks" in maths
E. Use social grouping (rather than ability) at least some of the time
F. Teachers write a "learning plan" for children who are not making expected progress, and tailor a programme to helps the child catch up. These plans were updated 2 - 3 times a term.
G. Gather student voice via a survey at 2 points during the year to monitor children's views on, and enjoyment of maths activities.



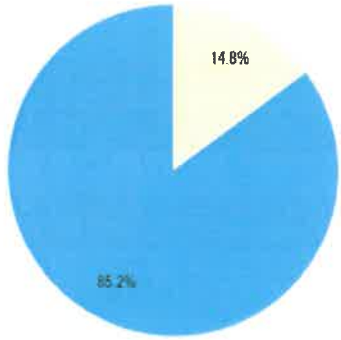
Students liked knowing where they were at and appreciated clarity about where they needed to go and the time that they had to achieve this. We provided more explicit information relating to this as the year progressed.
Students liked the opportunity to provide evidence of their understanding whether it was formal assessments of completed work.
Students enjoy learning using maths games and online resources and this was evident also in their feedback at the end of the year. They

annocatally reported they the order and structure of routine relating to lessons. This highlighted a preference to stay with a teacher because of the familiarity of that routine. When time is limited it is possibly maths games were reduced and this may have contributed to a lower enjoyment of maths.
Planning learning of key learning objectives across the team was tightened in tte latter part of the year and this gave greater consistency

Outcomes

Overall Maths Achievement
At the end of 2018, teachers used their assessment information make a judgement about the level at which each child was currently working. From this information we determined that 85% of our students were working at or above the expected curriculum level for their their age and time at school.

Ridgway School Achievement in Maths by end 2018
Percentage of ALL students achieving expectations



Within the group that were achieving the expected curriculum level (85% of the school) 30% of students were working above the curriculum level expected.

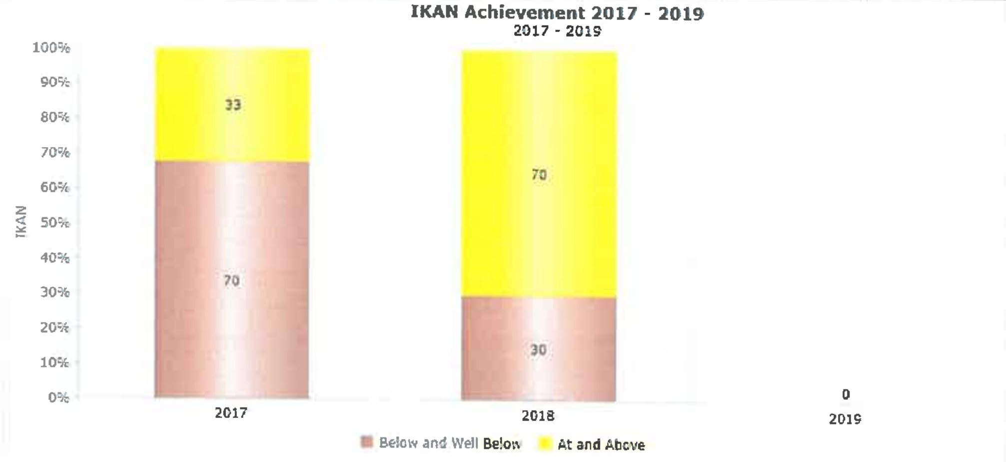
When this data was examined further we saw that the majority of those children who were not yet achieving at the expected curriculum level were actually working just 1 level below, or within a year of where they should be. In most cases these children can be considered to be "on track". There were **only 13 children who were identified as not achieving at an appropriate level for their year group**. This result is supported by achievement in the PAT Maths test where 98% of students achieved within stanine bands 4 - 9 indicating that they are scoring as well as or better than the norm group for their year level, and are therefore achieving at an appropriate level for their age and Year level. It is notable that nearly 47% of Ridgway students achieved stanines of 7 - 9, indicating that these children are achieving better than 77% of the norm group.

When 1 measure of mathematical knowledge is used (IKAN test) we see a different picture. On this measure **70% of Year 4 - 8 students are achieving at or above the level that aligns with the Numeracy Framework** expectations. It must be noted that this test is not norm referenced so does not indicate where NZ children actually achieve.

The number of children achieving the expected level on the IKAN test in 2018 is much higher than in 2017.

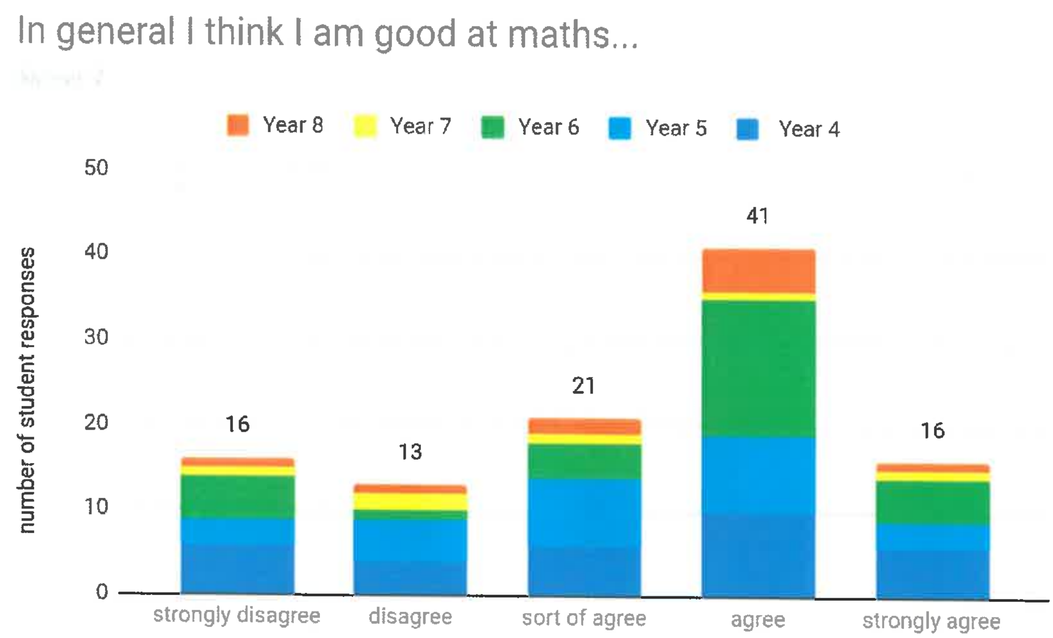
All Students Achievement
IKAN 2017 - 2019

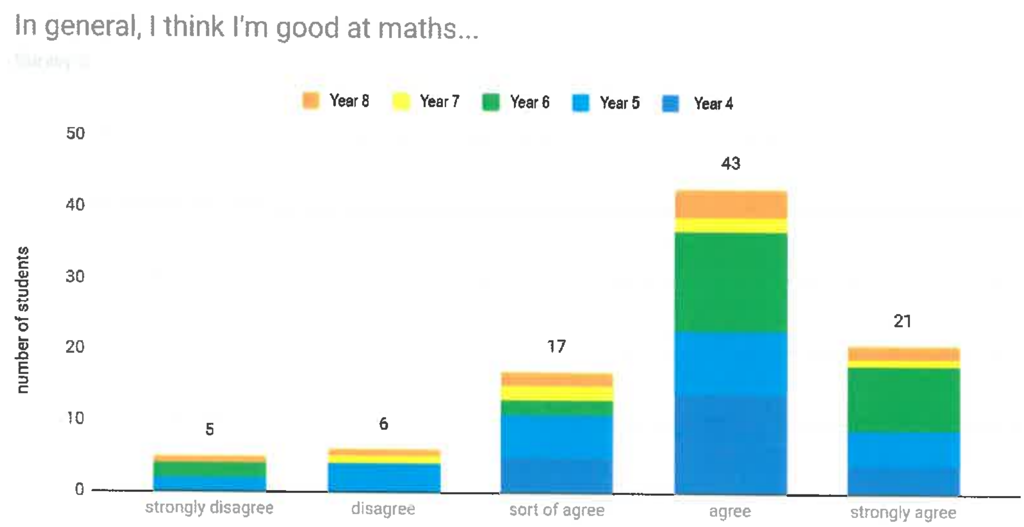
	2017	2018	2019
% At and Above	33	70	0
% Below and Well Below	70	30	0



Survey
The student survey was completed 2x during the year showed that more students believed that they were good at maths by the end of the year (88%) than at the start of the year (73%). This supports teacher's anecdotal 'noticings' of children participating in a wide range of maths activities - and they believe that children are happy to engage in mathematical discussion and problem solving.

There were less survey participants in the second survey however, than in the first, and it is possible that those students who have a lesser view of their own maths ability did not all complete the survey.


In general I think I am good at maths...
Year 8
Year 7
Year 6
Year 5
Year 4
number of student responses
50
40
30
20
10
0
16
13
21
41
16
strongly disagree
disagree
sort of agree
agree
strongly agree


In general, I think I'm good at maths...
Year 8
Year 7
Year 6
Year 5
Year 4
number of students
50
40
30
20
10
0
5
6
17
43
21
strongly disagree
disagree
sort of agree
agree
strongly agree

Reasons for the variance *(why did it happen?)*

Our excellent maths results show that the actions we took in 2018 were effective. In particular, when the timed component of the IKAN test is removed, students are more likely to experience success.

We believe that our students have an improving self belief in themselves as mathematicians based on teachers anecdotal observations and the results of the survey. This is likely in part to be attributable to students awareness of their improved IKAN test results.

For children who did not progress as much as we would like them to anxiety, and behaviours that are driven by this anxiety is a common factor.

When maths games were played and students enjoyed high levels of family support we noticed that enjoyment and learning were both increased. When family support dropped or we got too busy to spend time with maths games, children's enjoyment dropped.

Next steps

Evaluation *(where to next?)*

Wellbeing

Areas of strength

1. We have developed systems to support children struggling to display pro-social behaviours.
    a. Individual Behaviour Plans
    b. Circle Time
    c. Restorative conversations

We know that our actions were effective because there were less incidents recorded in the last term, due to student's showing improved behaviour. This is a direct result of teachers working to support those children to behave appropriately.

2. Our teaching in Positive Behaviour for Learning (PB4L) is effective in reminding the 80%+ of our children to maintain appropriate behaviours
3. Visitors to the school and people that we meet when outside of the school usually complement us on how well behaved our children are.

Next Steps

1. Continue to develop and refine our systems for supporting children to learn pro-social behaviours
    a. Continue to use the FRIENDS programme to support children in the early years of schooling to manage their emotions and learn to interact positively with others
    b. Work with parents when developing and reflecting on student's Individual learning Plans
    c. Support teachers to write Individual learning Plans and to identify effective strategies
2. Support teachers across the school the apply positive classroom management strategies
3. Improve our processes for transitioning students between whānau areas.
4. Continue to use the FRIENDS programme to support children in the early years of schooling to manage their emotions and learn to interact positively with others

Writing

Areas of strength

Teachers were highly effective at providing explicit teaching to small groups and individuals. The "frontloading" strategy used by Year 2 teachers ensured that students made accelerated progress to achieve age level expectations.

Next steps

1. Embed the use of writing goal sheets in Years 1 - 3
2. Introduce writing progressions for years 4 - 8 and teach students to use these to set their own writing goals and monitor their progress towards these goals.
3. Continue to use learning plans to identify children's specific next steps and monitor their progress towards these.
    a. SLT and SENCO to monitor Learning Plans to ensure that these are revised and updated regularly.
4. Ensure that progress in reading is monitored during the year and that students not on track to achieving expectations receive extra support to do so.

Maths

Areas of strength

Excellent results in the PAT maths test support teacher judgements about student achievement and confirm that teaching in mathematics is a strength of the school.

Teachers have also been able to identify issues around self efficacy and the means of remediating these, which further demonstrates the competence and abilities of staff.

Next steps

1. Continue to build competence in number knowledge across the school, and to re-introduce a measure of speed for those students who are achieving highly.
    a. Use games to make this fun and enjoyable for students
    b. Make games available for families to use at home
2. Introduce maths progressions for students to use to identify where they are achieving and what their next steps will be to achieve at a higher level.
    a. Using the progressions, set small attainable steps with students and be explicit about what they need to do to achieve their goals
3. Organise maths groups so that children stay with one teacher for at least a term

Ridgway SCHOOL

Kiwisport Statement

Kiwi Sport Grant

Ridgway School Usage 2018

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018 Ridgway received $2,940 in Kiwisport funding.

This money was spent in accordance with the intent of this funding, namely to increase participation in organised sport. Ridgway students are encouraged to participate in a range of different sporting activities each year.

In 2018 Ridgway School provided at no charge to parents the following sporting opportunities;

1. Hockey coaching
2. Athletics event at Newtown Park
3. Swimming event at Karori Pool

While Ridgway School requested parent voluntary contributions towards the cost of compulsory swimming lessons a proportion of families were not able to make any payment.

Furthermore in 2018 the school supported children's involvement in sports by encouraging netball, miniball, touch and cross country teams to compete in local competitions. Where student's families were not able to pay the requested fee, this was waived.

In total the school spent $3,671 to support children to participate in sporting events.

Kathryn Smith
Principal