

BOTANY DOWNS SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1235
Principal: Bruce Trezise
School Address: 35 Mirrabooka Ave, Howick, Auckland
School Postal Address: 35 Mirrabooka Ave, Auckland 2010
School Phone: 09-534-9848
School Email: principal@botanydowns.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Richard Tosh	Chair Person	Elected 2017	December 2020
Bruce Trezise	Principal	ex Officio	
Craig Houkamau	Parent Rep	Co-opted 2017	December 2019
Matthew Cooke	Parent Rep	Elected 2016	May 2019
Katrina Wright	Parent Rep	Elected 2018	December 2020
John Donaldson	Parent Rep	Elected 2017	December 2020
Maria Jekel	Parent Rep	Elected 2016	May 2019
David Johnson	Parent Rep	Elected 2017	July 2020
Briar Reid	Staff Rep	Elected 2013	May 2019

Accountant / Service Provider: Gall Bond - Money Monitors

BOTANY DOWNS SCHOOL

Annual Report - For the year ended 31 December 2018

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Botany Downs 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.

ANDRUS RICHARD TUSH

Full Name of Board Chairperson

ALFRED BRUCE TRELISE

Full Name of Principal

AR Tush

Signature of Board Chairperson

J. Trelise

Signature of Principal

28/5/19

Date:

28/05/19

Date:

Botany Downs 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	4,364,022	3,627,788	4,375,573
Locally Raised Funds	3	227,548	216,000	226,040
Interest Earned		13,479	6,000	7,946
International Students	4	104,031	96,000	92,752
		<u>4,709,080</u>	<u>3,945,788</u>	<u>4,702,311</u>
Expenses				
Locally Raised Funds	3	67,664	81,000	79,338
International Students	4	3,630	6,000	6,018
Learning Resources	5	2,655,137	2,511,074	2,581,193
Administration	6	208,890	189,900	189,830
Property	7	1,882,410	1,076,233	1,653,224
Depreciation	8	123,066	100,000	120,536
		<u>4,740,797</u>	<u>3,964,207</u>	<u>4,630,139</u>
Net Surplus / (Deficit)		(31,717)	(18,419)	72,172
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(31,717)</u>	<u>(18,419)</u>	<u>72,172</u>

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

Botany Downs 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	<u>797,631</u>	<u>797,631</u>	<u>703,058</u>
Total comprehensive revenue and expense for the year	(31,717)	(18,419)	72,172
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	22,403
Equity at 31 December	<u>765,914</u>	<u>779,212</u>	<u>797,631</u>
Retained Earnings	765,914	779,212	797,631
Reserves	-	-	-
Equity at 31 December	<u>765,914</u>	<u>779,212</u>	<u>797,631</u>

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

Botany Downs School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	9	190,493	77,567	167,986
Accounts Receivable	10	137,401	134,771	134,771
Prepayments		6,134	6,010	6,010
GST Receivable		39,788	9,124	9,124
Investments	11	260,000	314,000	314,000
Funds due from MOE	17	60,705	-	-
		<u>694,500</u>	<u>541,472</u>	<u>631,891</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	13	195,314	186,939	186,936
Revenue Received in Advance	14	63,248	52,000	52,000
Provision for Cyclical Maintenance	15	-	10,000	10,000
Finance Lease Liability - Current Portion	16	36,816	39,394	39,394
		<u>295,178</u>	<u>288,333</u>	<u>288,330</u>
Working Capital Surplus/(Deficit)		399,323	253,139	343,561
Non-current Assets				
Property, Plant and Equipment	12	567,600	659,184	587,184
		<u>567,600</u>	<u>659,184</u>	<u>587,184</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	175,674	84,842	84,842
Finance Lease Liability	16	25,334	48,270	48,270
		<u>201,008</u>	<u>133,112</u>	<u>133,112</u>
Net Assets		<u><u>765,914</u></u>	<u><u>779,212</u></u>	<u><u>797,631</u></u>
Equity		<u><u>765,914</u></u>	<u><u>779,212</u></u>	<u><u>797,631</u></u>

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

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

		2018	2018	2017
	Note	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		756,089	805,481	840,723
Locally Raised Funds		231,029	216,000	222,558
International Students		115,540	96,000	100,481
Goods and Services Tax (net)		(30,643)	(8,356)	1,594
Payments to Employees		(534,092)	(466,600)	(493,781)
Payments to Suppliers		(435,505)	(669,848)	(516,626)
Interest Received		13,894	6,000	6,828
Net cash from / (to) the Operating Activities		116,312	(21,323)	161,757
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(124,379)	-	(51,890)
Purchase of Investments		-	(282,600)	(249,895)
Proceeds from Sale of Investments		54,000	351,696	-
Net cash from / (to) the Investing Activities		(70,379)	(69,096)	(301,785)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	22,403
Finance Lease Payments		(23,424)	-	(24,300)
Painting contract payments		-	-	-
Funds Administered on Behalf of Third Parties		-	-	-
Net cash from Financing Activities		(23,424)	-	(1,897)
Net increase/(decrease) in cash and cash equivalents		22,510	(90,419)	(141,925)
Cash and cash equivalents at the beginning of the year	9	167,986	167,986	309,914
Cash and cash equivalents at the end of the year	9	190,493	77,567	167,986

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

Botany Downs School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity

Botany Downs 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 12.

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 16.

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.

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 28 schedule 6 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	20 years
Furniture and equipment	10-20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) Accounts Payable

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

m) Employee Entitlements

Short-term employee entitlements

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

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

n) Revenue Received in Advance

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

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

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the 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).

p) Financial Assets and Liabilities

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

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

q) 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.

r) Budget Figures

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

Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	703,042	674,481	694,578
Teachers' salaries grants	2,178,892	2,000,000	2,108,727
Use of Land and Buildings grants	1,368,337	822,307	1,416,279
Other MoE Grants	113,752	131,000	155,990
	4,364,022	3,627,788	4,375,573

Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	125,976	98,500	119,225
Fundraising	13,953	23,000	16,233
Trading	20,700	20,500	21,442
Activities	66,919	74,000	69,140
	227,548	216,000	226,040
Expenses			
Activities	53,071	64,000	56,633
Trading	1,047	2,000	1,218
Fundraising (costs of raising funds)	13,545	15,000	21,487
	67,664	81,000	79,338
Surplus for the year Locally raised funds	159,884		135,000

International Student Fees and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	10	8	10
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
International student fees	104,031	96,000	92,752
Expenses			
International student levy	3,630	6,000	6,018
	3,630	6,000	6,018
Surplus for the year International Students'	100,401	90,000	86,735



	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	59,340	60,174	39,248
Information and communication technology	41,101	113,700	77,435
Extra-curricular activities	5,577	5,500	3,615
Library resources	3,347	2,500	3,661
Employee benefits - salaries	2,537,158	2,309,000	2,440,364
Staff development	8,614	20,200	16,869
	<u>2,655,137</u>	<u>2,511,074</u>	<u>2,581,193</u>

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,258	6,500	6,413
Board of Trustees Fees	5,100	4,000	4,275
Board of Trustees Expenses	13,681	6,000	12,454
Communication	10,027	9,500	10,043
Consumables	27,946	26,300	19,590
Other	25,463	20,750	27,245
Employee Benefits - Salaries	104,832	101,600	91,855
Insurance	7,374	7,000	9,032
Service Providers, Contractors and Consultancy	8,210	8,250	8,924
	<u>208,890</u>	<u>189,900</u>	<u>189,830</u>

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	62,214	65,500	57,210
Consultancy and Contact Services	6,337	27,927	-
Cyclical Maintenance Provision	84,152	10,000	(3,935)
Grounds	-	-	3,540
Heat, Light and Water	42,262	49,499	51,530
Repairs and Maintenance	38,096	35,000	57,997
Use of Land and Buildings	1,368,337	822,307	1,416,279
Security	11,057	10,000	10,598
Employee Benefits - Salaries	69,955	56,000	60,004
	<u>1,682,410</u>	<u>1,076,233</u>	<u>1,653,224</u>

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.

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	23,713	20,000	23,882
Furniture and Equipment	37,304	30,000	36,643
Information and Communication Technology	18,607	15,000	18,987
Leased Equipment	37,507	30,000	35,926
Library Resources	5,935	5,000	5,096
	<u>123,066</u>	<u>100,000</u>	<u>120,536</u>

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	300	300	300
Bank Current Account	22,618	928	928
Bank Call Account	167,576	76,339	166,758
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	190,493	77,567	167,986

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	-	3,742	3,742
Receivables from Ministry of Education	-	-	-
Interest Receivable	1,277	1,692	1,692
Teacher Salaries Grant Receivable	136,124	129,337	129,337
	137,401	134,771	134,771
Receivables from Exchange Transactions	1,277	1,692	1,692
Receivables from Non-Exchange Transactions	136,124	133,079	133,079
	137,401	134,771	134,771

Investments

The School's Investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	260,000	314,000	314,000

12.2 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	134,286				(23,713)	110,573
Furniture and Equipment	259,548	63,427			(37,304)	285,671
Information and Communication Technology	74,601	13,848			(18,607)	69,842
Leased Assets	83,076	14,400			(37,507)	59,969
Library Resources	35,874	12,088	(291)		(5,935)	41,546
Balance at 31 December 2018	587,186	103,773	(291)	-	(123,066)	567,600

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	477,644	(367,071)	110,573
Furniture and Equipment	894,712	(609,041)	285,671
Information and Communication Technology	332,136	(262,293)	69,842
Leased Assets	116,711	(56,743)	59,968
Library Resources	120,611	(79,065)	41,546
Balance at 31 December 2018	1,941,814	(1,374,214)	567,600

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	158,168				(23,882)	134,286
Furniture and Equipment	271,323	24,870			(36,643)	259,548
Information and Communication Technology	77,324	16,264			(18,987)	74,601
Leased Assets	58,291	60,711			(35,926)	83,076
Library Resources	30,012	12,353	(1,595)		(5,088)	35,675
Balance at 31 December 2017	595,118	114,198	(1,595)	-	(120,535)	587,184

Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	477,644	(343,358)	134,286
Furniture and Equipment	831,286	(571,738)	259,548
Information and Communication Technology	318,287	(243,687)	74,601
Leased Assets	119,002	(35,926)	83,076
Library Resources	109,403	(73,730)	35,673
Balance at 31 December 2017	1,855,623	(1,268,438)	587,184

14 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	35,927	31,249	31,249
Accruals	6,740	8,791	8,791
Banking staffing overuse	468	-	-
Employee Entitlements - salaries	136,124	129,337	129,337
Employee Entitlements - leave accrual	16,056	17,562	17,562
	<u>195,314</u>	<u>186,939</u>	<u>186,938</u>
Payables for Exchange Transactions	195,314	186,939	186,938
	<u>195,314</u>	<u>186,939</u>	<u>186,938</u>

15 Accounts Receivable/Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
International Student Fees	63,248	51,739	51,739
Other	-	261	261
	<u>63,248</u>	<u>52,000</u>	<u>52,000</u>

16 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	94,842	94,842	118,012
Increase to the Provision During the Year	80,832	10,000	-
Adjustment to the Provision	-	-	(10,000)
Use of the Provision During the Year	-	-	(13,170)
Provision at the End of the Year	<u>175,674</u>	<u>104,842</u>	<u>94,842</u>
Cyclical Maintenance - Current	-	10,000	10,000
Cyclical Maintenance - Term	175,674	84,842	84,842
	<u>175,674</u>	<u>94,842</u>	<u>94,842</u>

17 Finance Lease Liability

The School has entered into a number of finance lease agreements for computers, solar heating and a photocopier. Minimum lease payments payable:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	36,616	-	39,394
Later than One Year and no Later than Five Years	25,334	-	48,270
Later than Five Years	-	-	-
	<u>61,950</u>	<u>-</u>	<u>87,664</u>

17. 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
		\$	\$	\$		\$
MLE Project (2018)	<i>In progress</i>	-	-	(54,513)	-	(54,513)
Electrical Upgrade	<i>In progress</i>	-	-	(6,192)	-	(6,192)
Roofing Project	<i>Completed</i>	-	17,320	(19,506)	2,186	-
Totals		-	17,320	(80,211)	2,186	(60,705)

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
60,705
<u>60,705</u>

2017		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
MLE Project	<i>Completed</i>	8,682	-	8,682	-	-
Totals		8,682	-	8,682	-	-

18. 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.

Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,100	4,275
Full-time equivalent members	0.15	0.15
<i>Leadership Team</i>		
Remuneration	345,986	245,477
Full-time equivalent members	3.00	2.00
Total key management personnel remuneration	351,086	249,752
Total full-time equivalent personnel	3.15	2.15

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	140-150	130-140
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110-120	-	-
100-110	-	1.00
	0.00	1.00

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

Contingent Liabilities

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 Ltd.

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.

Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contracts.

(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 computer equipment

	2018 Actual \$	2017 Actual \$
No later than One Year	-	5,883
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>5,883</u>

Capital Management

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.

Financial Statements

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	190,493	77,567	167,986
Receivables	137,401	134,771	134,771
Investments - Term Deposits	260,000	314,000	314,000
Total Cash and Receivables	587,894	526,338	616,757

Financial liabilities measured at amortised cost

Payables	195,314	186,939	186,938
Finance Leases	61,850	87,664	87,664
Total Financial Liabilities Measured at Amortised Cost	257,264	274,603	274,602

Events After Balance Sheet Date

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

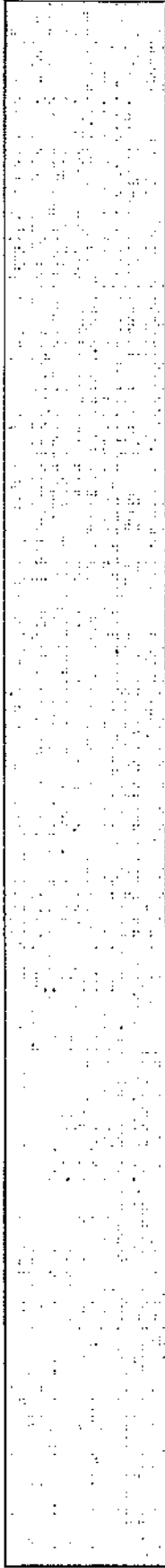
Botany Downs
 skill id used: 13393 Curriculum Level Expectation-Reading (3)End
 Percentage of Pupils - for 2018 Printed: 13 Feb 2019

	1B	1C	1E	2B	2C	2E	3B	3C	3E	4B	4C	4E	5B	5C	5E	Total Above	Total Pupils
Y0	34% (20)																5% (20)
Y1	34% (32)																17% (94)
Y2	4% (3)	24% (20)															15% (84)
Y3	5% (5)	4% (4)	5% (5)	18% (17)													17% (92)
Y4	1% (1)			5% (4)													14% (77)
Y5	1% (1)	2% (2)			3% (3)	3% (3)	14% (12)										16% (87)
Y6	2% (2)	1% (1)			2% (2)	1% (1)	2% (2)	3% (3)									17% (91)
Total pupils	12% (58)	14% (75)	9% (48)	7% (40)	12% (66)	11% (62)	9% (42)	9% (42)	11% (60)	5% (22)	4% (23)	4% (23)				24% (122)	550

We have met our National Curriculum expectations (75%) at all levels = 76%

MAG2A(C)(ii) Reading-National Curriculum Expectations

- 76% of all students are achieving at or above the National Curriculum expectation in Reading
- 77.7% of all Maori students are achieving at or above the National Curriculum expectation in Reading
- 66.7% of all Pasifika students are achieving at or above the National Curriculum expectation in Reading
- 75.9% of all Asian students achieved at or above the National Curriculum expectation in Reading
- Girls are performing better than boys (81.3% of girls at/above National Curriculum expectation compared to 70.7% of boys)
- 66% of all year 1 students are achieving at or above National Curriculum expectations in Reading, which is below the BDS expectation for a year group
- The Year 6 cohort is particularly strong in Reading, with 89% of all students achieving at or above National Curriculum expectations in Reading
- Rainbow Reading has continued to have an impact on raising student achievement in reading comprehension for Year 4 and 5 students
- Quick60 has been introduced in Year 2 and 3 and supported students with strengthening phonological awareness and comprehension



Analysis of Reading Achievement by Year Level:

<i>Students achieving at and above National Curriculum expectations at the end of Year 1</i>	66 %
<i>Students achieving at and above National Curriculum expectations at the end of Year 2</i>	73%
<i>Students achieving at and above National Curriculum expectations at the end of Year 3</i>	66%
<i>Students achieving at and above National Curriculum expectations at the end of Year 4</i>	82%
<i>Students achieving at and above National Curriculum expectations at the end of Year 5</i>	76%
<i>Students achieving at and above National Curriculum expectations at the end of Year 6</i>	88%
<i>Maori students achieving at and above National Curriculum expectations</i>	78%
<i>Pasifika students achieving at and above National Curriculum expectations</i>	67%
<i>Asian students achieving at and above National Curriculum expectations</i>	76%

Recommended Actions for Reading, 2019:

- Continue to monitor and support Maori and Pasifika students across the school in order to raise student achievement
- Continue with the Rainbow Reading programme in Years 4-5 and Quick60 in Years 2-3
- Reintroduce Reading Recovery and have a teacher in training for 2019-2020
- Emphasis on developing school library and book room resources
- Provide resources for boys' reading in order to raise achievement and promote engagement

- Utilise online and digital resources e.g. EPIC books, Sunshine Online
- SENCO to provide programmes based on IEPs for students at risk
- BoT to employ teacher aides across the school for reading support, with PD from SENCO
- PD for staff including assessment and pedagogy
- Support ESOI students across the school and provide PD for teachers to develop successful classroom programmes for these students

2018 National Curriculum Expectations: Report for Writing
NAGZA - Showing students at Botany Downs School, December 2018

Writing: All students		1B		1C		2A		2B		2C		2D		3C		3D		4C		4D		4E		5C		5D		Totals							
Years	Expects	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%						
A)	Male	40	47.3%	51	43.1%	30	10.3%	24	18.3%	24	18.3%	28	20.7%	26	19.4%	25	18.0%	25	18.0%	13	9.5%	13	9.5%	13	9.5%	15	10.7%	14	10.0%	13	9.5%	277	20.0%		
	Female	24	28.3%	44	36.7%	30	10.0%	35	26.8%	36	27.2%	35	26.2%	36	27.0%	33	24.1%	39	28.6%	37	27.5%	31	22.9%	30	22.3%	28	20.6%	27	20.0%	37	27.7%	277	20.0%		
	Total	64	75.6%	95	79.8%	60	10.3%	59	45.1%	60	45.2%	63	46.9%	62	46.4%	58	42.1%	55	40.1%	50	37.0%	68	50.4%	63	46.7%	43	31.3%	41	30.0%	54	39.7%	550	40.0%		
Maori	Male	2	2.5%	3	2.5%	1	1.7%	1	0.8%	1	0.8%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	17	1.3%
	Female	1	1.3%	1	0.8%	3	4.7%	1	0.8%	1	0.8%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	17	1.3%
	Total	3	3.8%	4	3.3%	4	6.4%	2	1.6%	2	1.6%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	34	2.6%		
Pasifika	Male	2	2.5%	4	3.3%	1	1.7%	1	0.8%	1	0.8%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	18	1.4%
	Female	2	2.5%	4	3.3%	1	1.7%	1	0.8%	1	0.8%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	18	1.4%
	Total	4	4.9%	8	6.6%	2	3.4%	2	1.6%	2	1.6%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	36	2.8%		
Asian	Male	16	19.0%	26	21.7%	14	10.7%	17	12.8%	19	14.3%	21	15.5%	20	14.9%	21	15.5%	24	17.7%	24	17.7%	17	12.8%	19	14.3%	19	14.0%	15	11.0%	14	10.3%	220	16.3%		
	Female	5	6.0%	22	18.3%	10	10.0%	13	9.6%	13	9.6%	17	12.6%	14	10.3%	11	8.0%	11	8.0%	8	5.9%	8	5.9%	8	5.9%	10	7.3%	10	7.3%	10	7.3%	100	7.4%		
	Total	21	25.0%	48	39.9%	24	10.7%	30	22.4%	32	23.9%	38	28.1%	34	25.2%	35	25.4%	35	25.4%	32	23.6%	27	20.0%	27	20.0%	29	21.3%	24	17.7%	24	17.7%	320	23.7%		
MELAN	Male	1	1.2%	1	0.8%	1	1.7%	1	0.8%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	19	1.4%
	Female	2	2.5%	5	4.2%	2	3.4%	3	2.3%	3	2.3%	4	3.0%	4	3.0%	4	3.0%	4	3.0%	4	3.0%	4	3.0%	4	3.0%	4	3.0%	4	3.0%	4	3.0%	4	3.0%	25	1.9%
	Total	3	3.7%	6	5.0%	3	5.1%	4	3.1%	4	3.0%	5	3.7%	5	3.7%	5	3.7%	5	3.7%	5	3.7%	5	3.7%	5	3.7%	5	3.7%	5	3.7%	5	3.7%	24	1.8%		
Other	Male	1	1.2%	1	0.8%	1	1.7%	1	0.8%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	34	2.6%
	Female	1	1.3%	1	0.8%	1	1.7%	1	0.8%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	1	0.7%	34	2.6%
	Total	2	2.5%	2	1.6%	2	3.4%	2	1.6%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	2	1.5%	68	5.0%		
NZ/European	Male	21	25.2%	20	16.5%	11	6.5%	15	11.3%	15	11.3%	19	14.0%	12	9.0%	18	13.3%	11	8.0%	8	5.9%	8	5.9%	8	5.9%	8	5.9%	8	5.9%	8	5.9%	129	9.5%		
	Female	15	17.9%	13	10.9%	14	10.0%	16	12.0%	13	9.6%	10	7.4%	19	14.0%	15	10.9%	14	10.3%	9	6.6%	9	6.6%	9	6.6%	11	8.0%	11	8.0%	11	8.0%	119	8.7%		
	Total	36	43.1%	33	27.4%	25	10.5%	31	23.3%	28	21.0%	29	21.4%	31	22.9%	33	24.2%	25	18.3%	17	12.5%	17	12.5%	17	12.5%	19	13.9%	19	13.9%	19	13.9%	248	18.2%		

BotanyDownhs
 still id used: 13394 Curriculum Level Expectation-Writing (3)End

Percentage of Pupils - for 2018 Printed: 13 Feb 2019

	1B	1A	1E	2D	2E	3B	3M	3E	4B	4M	4E	5B	5E	6B	6E	Total Below	Total At	Total Above
Y0	36% (31)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	39% (35)	0%	96%	4%
Y1	33% (31)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	37% (32)	33%	67%	33%
Y2	2% (2)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	38% (32)	40%	60%	40%
Y3	2% (2)	3% (3)	9% (8)	17% (16)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	32%	68%	32%
Y4	1% (1)	1% (1)	1% (1)	18% (17)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	18% (18)	31%	69%	31%
Y5	2% (2)	1% (1)	1% (1)	2% (2)	2% (2)	15% (13)	15% (13)	15% (13)	15% (13)	15% (13)	15% (13)	15% (13)	15% (13)	15% (13)	15% (13)	26%	74%	26%
Y6	2% (2)	1% (1)	1% (1)	1% (1)	2% (2)	3% (3)	15% (14)	15% (14)	15% (14)	15% (14)	15% (14)	15% (14)	15% (14)	15% (14)	15% (14)	27%	73%	27%
Total pupils	12% (14)	17% (25)	11% (60)	7% (32)	11% (62)	4% (23)	11% (58)	11% (62)	5% (28)	1% (4)	0% (0)	10% (55)	10% (55)	10% (55)	30% (165)	70%	30%	

We have not met our National Curriculum expectations (75%) at all levels = 70%

WAGZA (c) (ii) Writing National Curriculum Expectations

- 70% of all students are achieving at or above the National Curriculum Expectations for Writing
- 66.7% of all Maori students are achieving at or above (18 students)
- 70% of all Pasifika students are achieving at or above National Curriculum expectation (30 students)
- 73.6% of all Asian students are achieving at or above expectation for the National Curriculum level
- 44.7% of Y2 Asian students are achieving below National Curriculum expectation for Writing (17 students), which reflects the high number of ESOL students in this cohort
- Girls are performing better in writing than boys; girls 80.2% and boys 59.6%
- Year level achievement across each cohort for boys and girls shows a marked difference in achievement in Writing, particularly in year 3

Analysis of Writing Achievement by Year Level:

<i>Students achieving at and above National Curriculum expectations at the end of Year 1</i>	67%
<i>Students achieving at and above National Curriculum expectations at the end of Year 2</i>	59%
<i>Students achieving at and above National Curriculum expectations at the end of Year 3</i>	68%
<i>Students achieving at and above National Curriculum expectations at the end of Year 4</i>	69%
<i>Students achieving at and above National Curriculum expectations at the end of Year 5</i>	73%
<i>Students achieving at and above National Curriculum expectations at the end of Year 6</i>	73%
<i>Maori students achieving at and above National Curriculum expectations</i>	68%
<i>Pasifika students achieving at and above National Curriculum expectations</i>	70%
<i>Asian students achieving at and above National Curriculum expectations</i>	74%

Recommended Actions for Writing, 2019:

- Continue to monitor and support Maori and Pasifika students across the school in order to raise student achievement
- Embed the rubrics and long term plans across the school for writing, which were developed with the in-school leaders (COL) and James Hopkins from CORE Education
- Continue to develop teachers' pedagogy around writing and learner agency with James Hopkins (CORE Education) in senior school
- Continue to develop teachers' pedagogy around writing and learner agency lead by in-school leaders
- School-wide focus on raising achievement for boys' writing
- SENCO to provide programmes based on IEPs for students at risk
- BoT to employ teacher aides across the school for writing support, with PD from SENCO
- Utilise online and digital resources for writing
- Support ESOL students across the school and provide PD for teachers to develop successful classroom programmes for these students
- Integrate Jolly Phonics/Jolly Grammar across the school as a spelling and grammar programme
- Review documentation supporting writing at BDS
- Implement and embed Paired Writing in Senior School with dyslexic trained TA

Mathematics

2018 National Curriculum Expectations: Report for Mathematics
 NAG2A - Showing students at Botany Downs School, December 2018

At the December assessment, at least 75% of all students at every level will achieve at or above the National Standard in Mathematics.

BotanyDowns
 Skill ID used: 13395 Curriculum Level Expectation-Maths (3) End

Percentage of Pupils - for 2018 Printed: 13 Feb 2019

	1B	1E	2B	2E	3E	4B	4E	5E	5E	Total Above	Total AC	Total Below	Total Pupils
Y0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%
Y1	14%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	17%
Y2	1%	21%	7%	7%	7%	7%	7%	7%	7%	7%	7%	23%	15%
Y3	1%	3%	18%	18%	18%	18%	18%	18%	18%	18%	18%	39%	17%
Y4	1%	1%	5%	5%	5%	5%	5%	5%	5%	5%	5%	22%	14%
Y5	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	20%	16%
Y6	7%	14%	7%	7%	7%	7%	7%	7%	7%	7%	7%	15%	17%
Total pupils	(39)	(92)	(36)	(56)	(64)	(58)	(12)	(2)	(2)	(2)	(16)	(16)	(590)

We have met our National Curriculum expectations (75%) at all levels = 79%

NAGZA © (1) Progress made against the Mathematics National Curriculum Expectations

- 79% of all students achieved at or above the National Standard in Mathematics
- 72.2% of all Maori students achieved at or above the National Standard in Mathematics
- 53.3% of all Pasifika students achieved at or above the National Standard in Mathematics
- 84.6% of all Asian students achieved at or above the National Standard in Mathematics
- There is a small difference in achievement between girls 76.9% and boys 80.9%
- Maths Whizz was introduced across years 3-6 and, as a very successful programme, will be implemented again in 2019 in years 4 and 5

Analysis of Mathematics Achievement by Year Level:

<i>Students achieving at and above National Curriculum expectations at the end of Year 1</i>	86%
<i>Students achieving at and above National Curriculum expectations at the end of Year 2</i>	77%
<i>Students achieving at and above National Curriculum expectations at the end of Year 3</i>	61%
<i>Students achieving at and above National Curriculum expectations at the end of Year 4</i>	78 %
<i>Students achieving at and above National Curriculum expectations at the end of Year 5</i>	81%
<i>Students achieving at and above National Curriculum expectations at the end of Year 6</i>	84%
<i>Maori students achieving at and above National Curriculum expectations</i>	72%
<i>Pasifika students achieving at and above National Curriculum expectations</i>	53%
<i>Asian students achieving at and above National Curriculum expectations</i>	85%

Recommended Actions for Mathematics, 2019

- Continue to monitor and support Maori and Pasifika students across the school in order to raise student achievement
- Continue with the Spring programme in Years 3-4 in order to raise student achievement
 - Maths Whizz in Years 4-5 as a differentiated learning programme
- Update, collate and consolidate numeracy resources across the school, including storage trolleys and trays
- SENCO to provide programmes based on IEPs for students at risk
- Utilise online and digital resources e.g. NZ Maths website, Maths Whizz
- BoT to employ teacher aides across the school for numeracy support, with PD from SENCO
- Support ESOL students across the school and provide PD for teachers to develop successful classroom programmes for these students
- PD for staff including assessment and pedagogy
- Team Leaders to maintain and monitor consistency of planning, assessment and best teaching practice across teams

KIWISPORT

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

In 2018 Botany Downs School received funding of \$7,324. The funding was spent on funding sports equipment.

The number of students participating in organised sport is 100% of the school roll.