

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF LYNMORE SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Lynmore School (the School). The Auditor-General has appointed me, Stephen Graham, using the staff and resources of BDO Rotorua Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at *31 December 2019*; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 3 June 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to

enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Board of Trustee Listing and the Kiwisport Report, which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Stephen Graham
BDO Rotorua Limited
On behalf of the Auditor-General
Rotorua, New Zealand

LYNMORE SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

SCHOOL DIRECTORY

Ministry Number: 1791

Principal Lorraine Taylor

School Address: Iles Road, Lynmore, Rotorua 3010

School Postal Address: Iles Road, Lynmore, Rotorua 3010

School Phone: (07) 3459850

School Fax: (07) 3456982

Accountant Kusabs Lasike Limited

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/Expires
Craig Kilmister	Chairperson	Elected	Chartered Accountant	May-2022
Lorraine Taylor	Principal	ex officio		May-2022
Karen Belt	Staff Rep	Elected		May-2022
Ian Dobson	Parent Rep	Elected	Rural Mail Delivery	May-2019
Sam Hariwich	Staff Rep	Elected		May-2019
Simon Papps	Parent Rep	Elected	Resource Manager	May-2022
Paraone Pirika	Parent Rep	Co-Opted	Kaumtua	May-2022
Abbie Proudley	Parent Rep	Elected	BNZ Slaes Consultant	May-2019
Kendall Russ	Parent Rep	Co-Opted	Property Valuer	May-2022
Hancine Samvelyan	Parent Rep	Co-Opted	Lecturer	May-2022
Liza Santos	Parent Rep	Elected	Housewife	May-2022
James Twist	Parent Rep	Elected	Financial Advisor	May-2019

LYNMORE SCHOOL

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LYNMORE SCHOOL

Statement of Responsibility

FOR THE YEAR ENDED 31 DECEMBER 2019

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 control designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

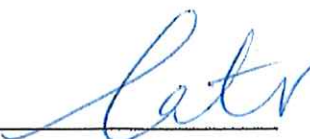
In the opinion of the Board and management, the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Hancine Samvelyan
Full name of Chairperson

Lorraine Taylor
Full name of Principal


Signature of Chairperson


Signature of Principal

25/05/2020
Date

25-5-2020
Date

LYNMORE SCHOOL

STATEMENT OF COMPREHENSIVE REVENUE & EXPENSE FOR THE YEAR ENDED 31 DECEMBER, 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Income				
Government Grants	2	4,315,027	4,155,270	4,244,033
Locally Raised Funds	3	293,469	168,450	272,560
International Students	4	64,644	40,000	46,779
Interest Earned		12,521	1,000	9,447
Depreciation Recovered		3,109	-	-
		4,688,770	4,364,720	4,572,819
Expenditure				
Locally Raised Funds	3	139,621	4,500	131,726
International Students	4	2,224	-	1,372
Learning Resources	5	3,280,824	3,108,600	3,061,785
Administration	6	231,720	234,100	227,769
Property	7	1,012,694	988,750	891,899
Depreciation	8	110,779	100,000	111,033
Finance Costs		6,697	-	5,731
Loss on Disposal of Assets		7,396	-	7,255
		4,791,955	4,435,950	4,438,570
Net Surplus/(Deficit)		(103,185)	(71,230)	134,249
Other Comprehensive Revenue & Expenses		-	-	-
Total Comprehensive Revenue & Expenses for the Year		(103,185)	(71,230)	134,249

This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit report

LYNMORE SCHOOL

STATEMENT OF CHANGES IN NET ASSETS/EQUITY FOR THE YEAR ENDED 31 DECEMBER 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Equity at start of the year		1,408,497	1,408,497	1,274,248
Total Comprehensive Revenue & Expense for the Year		(103,185)	(71,230)	134,249
Total Recognised Income & Expenses		<u>(103,185)</u>	<u>(71,230)</u>	<u>134,249</u>
Equity at end of year	24	<u><u>1,305,312</u></u>	<u><u>1,337,267</u></u>	<u><u>1,408,497</u></u>
Retained Earnings		1,305,312	1,337,267	1,408,497
Reserves		<u>-</u>	<u>-</u>	<u>-</u>
Equity at end of year		<u><u>1,305,312</u></u>	<u><u>1,337,267</u></u>	<u><u>1,408,497</u></u>

This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit Report

LYNMORE SCHOOL

STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Equity		1,305,312	1,337,267	1,408,497
TOTAL EQUITY		1,305,312	1,337,267	1,408,497
Represented by				
CURRENT ASSETS				
Cash and Cash Equivalents	9	-	28,553	31,283
Accounts Receivable	11	209,077	222,120	222,120
Prepayments		13,034	27,603	27,603
Investments	10	459,410	403,269	403,269
Stock on Hand	12	3,626	3,872	3,872
GST Holding Account		12,556	19,351	19,351
MOE Capital Works Owning	17	8,663	-	-
Total Current Assets		706,366	704,768	707,498
CURRENT LIABILITIES				
Bank Overdraft	9	866	-	-
Accounts Payable	13	361,495	294,712	294,712
Finance Leases	14	20,067	27,426	27,426
Cyclical Maintenance Provision	15	73,391	12,600	12,600
Revenue In Advance	16	3,000	43,257	43,257
Total Current Liabilities		458,819	377,995	377,995
WORKING CAPITAL SURPLUS		247,547	326,773	329,503
NON-CURRENT ASSETS				
Property, Plant & Equipment	18	1,132,458	1,100,996	1,177,496
Total Non-Current Assets		1,132,458	1,100,996	1,177,496
NON-CURRENT LIABILITIES				
Finance Leases	14	42,809	21,970	29,970
Cyclical Maintenance Provision	15	31,884	68,532	68,532
Total Non-Current Liabilities		74,693	90,502	98,502
Net Assets		1,305,312	1,337,267	1,408,497

This Statement is to be read in conjunction with the attached Accounting Policies, Notes to the Financial Statements and the Audit Report

LYNMORE SCHOOL

Cash Flow Statement For the year ended 31 December 2019

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		951,737	805,270	920,099
Locally Raised Funds		294,764	168,450	265,526
International Students		24,388	40,000	78,645
Goods and Services Tax (net)		8,195	-	(9,548)
Payments to Employees		(688,281)	(559,600)	(544,207)
Payments to Suppliers		(538,219)	(426,350)	(525,762)
Interest Received		14,006	1,000	7,005
Net cash from / (to) the Operating Activities		66,590	28,770	191,758
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(10,995)	(23,500)	(102,900)
Proceeds from Sale of Investments		50,000	-	-
Proceeds from Purchase of Investments		(106,141)	-	(409,440)
Net cash from / (to) the Investing Activities		(67,136)	(23,500)	(512,340)
Cash flows from Financing Activities				
Finance Lease Payments		(20,534)	(8,000)	(17,344)
Funds held for Capital Works Projects		44,996	-	(62,861)
Funds Administered on Behalf of Third Parties		(56,065)	-	-
Net cash from Financing Activities		(31,603)	(8,000)	(80,205)
Net increase/(decrease) in cash and cash equivalents		(32,149)	(2,730)	(400,787)
Cash and cash equivalents at the beginning of the year	9	31,283	31,283	432,070
Cash and cash equivalents at the end of the year	9	(866)	28,553	31,283

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

LYNMORE SCHOOL

Notes to the Financial Statements For the year ended 31 December 2019

1. Statement of Significant Accounting Policies

a) Reporting Entity

Lynmore 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 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 2019 to 31 December 2019 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 the 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".

Standard early adopted

In line with Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

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 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.

LYNMORE SCHOOL

Notes to the Financial Statements For the year ended 31 December 2019

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 18.

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical Maintenance is discussed at note 15.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments.

Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

Operational grants are recorded as revenue when the School has the rights to the funding, which is 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 but are paid directly to teachers by the Ministry of Education (the Ministry).

Use of land and building 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.

LYNMORE SCHOOL

Notes to the Financial Statements For the year ended 31 December 2019

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 unfilled 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 Income 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 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

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

'Accounts Receivable' represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. They 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.

LYNMORE SCHOOL

Notes to the Financial Statements For the year ended 31 December 2019

i) Inventories

Inventories are consumable items held for sale, for example 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. The write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Prior Year Policy

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.

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.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the

present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

LYNMORE SCHOOL

Notes to the Financial Statements For the year ended 31 December 2019

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:

Property Improvements	18-40 years
Furniture, fittings & Equipment	5-15 years
Information and communication technology	5 years
Motor Vehicles	5 years
Leased Assets held under a Finance Lease	4 years
Library Books	12.5% Diminishing value

l) Impairment of property, plant and equipment

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 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.

m) 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.

n) 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:

LYNMORE SCHOOL

Notes to the Financial Statements For the year ended 31 December 2019

- 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.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

p) 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 (10YP).

q) Financial Assets and Liabilities

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

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

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget figures

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

t) Services received in-kind

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

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
NOTE 2 Government Grants			
Income			
Operational Grants	782,558	759,029	784,710
Teachers Salaries Grants	2,631,787	2,650,000	2,618,060
Use of Land & Buildings Grant	720,582	700,000	677,105
Other MOE Grants	176,966	26,241	164,158
Other Government Grants	3,134	20,000	-
	<u>4,315,027</u>	<u>4,155,270</u>	<u>4,244,033</u>

NOTE 3 Locally Raised Funds

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

Revenue			
Voluntary Donations	48,743	65,000	57,419
Grants	41,297	22,000	23,526
Fundraising	11,181	300	32,661
Activities	131,057	34,150	97,675
Trading	61,191	47,000	61,279
	<u>293,469</u>	<u>168,450</u>	<u>272,560</u>
Expenditure			
Fundraising Costs	9,216	-	24,316
Activities	129,109	-	98,594
Trading	1,296	4,500	8,816
	<u>139,621</u>	<u>4,500</u>	<u>131,726</u>
	<u>153,848</u>	<u>163,950</u>	<u>140,834</u>

NOTE 4 International Students

International Student Roll Numbers	9	3	7
Revenue			
International Student Fees	64,645	40,000	46,779
Expenditure			
MOE Student Levy	2,224	-	1,372
Surplus for the year International Students	<u>62,420</u>	<u>40,000</u>	<u>45,407</u>

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019 (continued)

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
NOTE 5 Learning Resources			
Curricular	81,072	68,250	87,657
Repairs & Maintenance	1,211	800	110
Library	1,933	2,200	1,161
Employee Benefits - Salaries	3,164,339	3,015,000	2,942,173
Staff Development	32,269	22,350	30,684
	<u>3,280,824</u>	<u>3,108,600</u>	<u>3,061,785</u>

NOTE 6 Administration

Audit Fees	5,582	5,300	5,420
Board of Trustee Fees	3,675	3,000	2,985
Board of Trustees Expenses	5,237	2,400	4,264
Communication	7,158	8,000	7,346
Consumables	15,129	27,700	16,900
Operating Leases	210	200	1,623
Postage & Freight	1,353	250	363
Other	16,147	14,750	15,276
Employee Benefits - Salaries	138,063	116,000	122,757
Insurance	12,545	18,000	13,370
Service Providers, Contractors & Consultancy	26,621	38,500	37,466
	<u>231,720</u>	<u>234,100</u>	<u>227,769</u>

NOTE 7 Property

Caretaking & Cleaning Consumables	67,363	76,100	66,302
Cyclical Maintenance Provision	24,143	35,000	(72,758)
Grounds	3,633	3,200	3,096
Heat, Water & Lights	46,331	45,850	53,743
Rates	11,348	11,000	11,009
Repairs & Maintenance	62,169	39,000	77,433
Use of Land & Buildings	720,582	700,000	677,105
Employee Benefits - Salaries	77,124	78,600	75,969
	<u>1,012,694</u>	<u>988,750</u>	<u>891,899</u>

The use of Land & 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.

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019 (continued)

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
NOTE 8 Depreciation			
Buildings	32,049	30,000	31,748
Furniture, Fittings & Equipment	18,283	18,000	20,335
Motor Vehicles	786	-	-
Info-Tech Assets	24,739	24,000	28,324
Library Resources	7,354	6,000	7,040
Leased Assets	27,569	22,000	23,586
	<u>110,779</u>	<u>100,000</u>	<u>111,033</u>

NOTE 9 Cash and Cash Equivalents

Westpac	(1,251)	25,027	27,719
BNZ - 00 Account	101	101	101
Westpac Credit Card	179	(1,575)	(1,575)
Westpac Business Saver	105	5,000	5,039
	<u>(866)</u>	<u>28,553</u>	<u>31,283</u>

Of the (\$866) Cash & Cash Equivalents and \$459,410 Investments in Term Deposits, \$3,000 is held by the school on behalf of international students.

NOTE 10 Investments

The Schools investment activities are classified as follows:

Short Term Bank Deposit with maturities between 3 months and one year

459,410	403,269	403,269
<u>459,410</u>	<u>403,269</u>	<u>403,269</u>

NOTE 11 Accounts Receivable

Interest Accrual	968	2,453	2,453
Teachers Salaries Grant Receivable	199,800	198,227	198,227
Receivables	8,309	11,646	11,646
Staff Banking Underspent	-	9,794	9,794
	<u>209,077</u>	<u>222,120</u>	<u>222,120</u>
Receivables from Exchange Transactions	9,277	14,099	14,099
Receivables from Non-Exchange Transactions	199,800	208,021	208,021
	<u>209,077</u>	<u>222,120</u>	<u>222,120</u>

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019 (continued)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
NOTE 12 Stock on Hand			
Stationery on Hand	2,304	2,148	2,148
Uniforms on Hand	1,322	1,724	1,725
	<u>3,626</u>	<u>3,872</u>	<u>3,872</u>

NOTE 13 Accounts Payable

Accruals	5,582	5,420	5,420
Trade Creditors	87,233	73,005	73,005
Employee Benefits - Salaries Accrual	199,800	198,227	198,227
Employee Benefits - Leave Accrual	18,604	18,060	18,061
Staff Banking Overspend	50,276	-	-
	<u>361,495</u>	<u>294,712</u>	<u>294,712</u>
Payables from Exchange Transactions	<u>361,495</u>	<u>294,712</u>	<u>294,712</u>
	<u>361,495</u>	<u>294,712</u>	<u>294,712</u>

NOTE 14 Finance Leases

The school has entered into a number of finance lease agreements for laptops for teachers and photocopiers.

Minimum lease payments payable:

Not later than one year	20,067	27,426	27,426
Later than 1 year but not more than 5 years	42,809	21,970	29,970
	<u>62,875</u>	<u>49,396</u>	<u>57,395</u>

NOTE 15 Cyclical Maintenance Provision

Provision at Start of Year	81,132	187,725	187,725
Increase in Provision during the Year	24,143	(72,758)	(72,758)
Use of Provision	-	(33,835)	(33,835)
Provision at the end of the Year	<u>105,275</u>	<u>81,132</u>	<u>81,132</u>
Current Liability	73,391	12,600	12,600
Non Current Liability	31,884	68,532	68,532
	<u>105,275</u>	<u>81,132</u>	<u>81,132</u>

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019 (continued)

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
NOTE 16 Revenue Received in Advance			
International Students	3,000	43,257	43,258
	<u>3,000</u>	<u>43,257</u>	<u>43,258</u>

NOTE 17 Funds Held for Capital Work Projects

During the year the school received and applied funding from the Ministry of Education for the following Capital Works Projects.

	Opening Balance	Funds Received	Money Spent	BOT Contribution/ w/O to R&M	Closing Balance
	\$	\$	\$	\$	\$
2019					
Bell System (Completed)	-	44,996	(47,402)	2,406	-
10yr Plan (In progress)	-	-	(1,803)	-	(1,803)
Changing Shed	-	-	(6,860)	-	(6,860)
Refurbishment (In progress)	-	-	(6,860)	-	(6,860)
	<u>-</u>	<u>44,996</u>	<u>(56,065)</u>	<u>2,406</u>	<u>(8,663)</u>
Represented by:					
Funds held on behalf of the M.O.E.					-
Funds due from Ministry of Education					(8,663)
					<u>(8,663)</u>
2018					
Replace Carpet (Completed)	23,534	733	(17,043)	7,224	-
Electrical (Completed)	20,422	-	(40,484)	(20,062)	-
Roof Remedial (Completed)	13,506	-	(9,063)	4,443	-
	<u>57,462</u>	<u>733</u>	<u>(66,590)</u>	<u>(8,395)</u>	<u>-</u>

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019 (continued)

NOTE 18 Property, Plant & Equipment

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
	31 Dec 2019		
Buildings	1,235,346	444,010	791,336
Furniture,Fittings&Equipment	273,302	113,882	159,420
Motor Vehicles	33,662	29,230	4,431
Info-Tech Assets	161,316	93,741	67,575
Leased Assets	95,449	37,236	58,213
Library Resources	170,661	119,180	51,482
	<u>1,969,736</u>	<u>837,279</u>	<u>1,132,458</u>

	Op/Balance (NBV) \$	Additions \$	Disposals \$	Depreciation \$	Total (NBV) \$
Buildings	823,385	-	-	(32,049)	791,336
Furniture,Fittings&Equip	163,497	21,600	(7,394)	(18,283)	159,420
Motor Vehicles	-	5,217	-	(786)	4,431
Info-Tech Assets	92,314	-	-	(24,739)	67,575
Leased Assets	49,020	57,016	(20,254)	(27,568)	58,213
Library Resources	49,280	9,556	-	(7,354)	51,482
	<u>1,177,496</u>	<u>93,389</u>	<u>(27,648)</u>	<u>(110,779)</u>	<u>113,258</u>

The Net carrying value of Equipment held under a finance lease is \$58,213.

	31 Dec 2018		
Buildings	1,272,250	448,865	823,385
Furniture,Fittings&Equipment	621,326	457,830	163,497
Motor Vehicles	28,444	28,444	-
Info-Tech Assets	449,870	357,556	92,314
Leased Assets	97,863	48,843	49,020
Library Resources	161,106	111,826	49,280
	<u>2,630,859</u>	<u>1,453,364</u>	<u>1,177,496</u>

	Op/Balance (NBV) \$	Additions \$	Disposals \$	Depreciation \$	Total (NBV) \$
Buildings	834,363	20,769	-	(31,748)	823,385
Furniture,Fittings&Equipment	160,106	23,726	-	(20,335)	163,497
Motor Vehicles	-	-	-	-	-
Info-Tech Assets	115,491	5,147	-	(28,324)	92,314
Leased Assets	54,376	18,230	-	(23,586)	49,020
Library Resources	49,618	13,958	(7,255)	(7,040)	49,280
	<u>1,213,954</u>	<u>81,831</u>	<u>(7,255)</u>	<u>(111,033)</u>	<u>1,177,496</u>

The Net carrying value of Equipment held under finance lease is \$49,020.

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019 (continued)

NOTE 19 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 normal supplier or client/recipient relationship on terms and conditions 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.

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019 (continued)

NOTE 20 Remuneration

Key management personnel compensation.

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

	2019 Actual	2018 Actual
<i>Board Members</i>	\$	\$
Remuneration	3,675	2,985
Full-time equivalent members	0.11	0.08
<i>Leadership Team</i>		
Remuneration	1,025,672	962,102
Full-time Equivalent Members	10.00	10.00
Total key management personnel remuneration	1,029,347	965,087
Total full time equivalent personnel	10.11	10.08

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 plus the estimated time for Board members to prepare for meetings.

Principal

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

	2019 Actual	2018 Actual
<i>Salaries and Other Short-term Employee Benefits:</i>	\$000	\$000
Salary and other payments	170-180	170-180
Benefits and other emoluments	4 - 5	4 - 5
Termination benefits	-	-

Other Employees

Number of other employee who received remuneration of over \$100,000 was in the following bands:

Remuneration \$000	2019 FTE Number	2018 FTE Number
110 - 120	-	1
120 - 130	1	-

The disclosure for "other employees" does not include remuneration of the Principal.

NOTE 21 Compensations and Other Benefits upon leaving Remuneration

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

	2019	2018
Number of persons	-	-
Total Value	-	-

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019 (continued)

NOTE 22 Contingencies

A contingent liability is to be disclosed as follows:

During the 2013 year the Gym was identified as a leaky building. This building is partly owned by the school and the balance by Ministry of Education. At audit date a decision had not yet been made as to whether the building will be rebuilt or repaired. The Ministry of Education has listed the gym for work in the 2019/2020 year. If the building is repaired the school will incur 26% of the costs which are unable to be quantified at this time. If the building is rebuilt there will be no cost to the school, but there will be an impairment to the Schools recorded Property, Plant & Equipment which records the book value of the gym at \$148,959.
(Contingent Liabilities at 31 December 2018: As per above with regards to the Gym.

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.

The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed and this work is on going. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot be quantified at 31 December 2019, a contingent liability for the school may exist.

NOTE 23 Commitments

(a) Capital Commitments

As at balance date the Board had not entered into contract agreements for Capital Works. (2018 \$54,512)

(b) Operating Commitments

As at balance date, the Board had no operating lease commitments. (2018 \$Nil)

NOTE 24 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 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.

LYNMORE SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER, 2019 (continued)

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
NOTE 25 Financial Instruments			
The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:			
Loans & Receivables			
Cash and Cash Equivalents	(866)	28,553	31,283
Investments	459,410	403,269	403,269
Receivables	209,077	222,120	222,120
Total Loans & Receivables	<u>667,621</u>	<u>653,942</u>	<u>656,672</u>
Financial Liabilities Measured at Amortised Cost			
Payables	361,495	294,712	294,712
Finance Leases	62,875	49,396	57,395
Total Financial Liabilities Measured at Amortised Cost	<u>424,370</u>	<u>344,108</u>	<u>352,107</u>

NOTE 26 Events after Balance Date

While there is no significant going concern problem, the Management and Board have identified the following which will impact on the school's financial reserves:

No revenue is being budgeted from International students

The extent of the ability to collect school donations to levels previously received will be dependent on the impact of the decline in business activity within the community and district

The Management and Board are anticipating a downturn in business activity which is expected to impact on the School's ability to generate fundraising income to previous levels

Decisions on donations funding for decile 8,9 and 10 schools are yet to be determined by the Ministry of Education

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed until 18 May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

NOTE 27 Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

Note 11 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.



Lynmore School (1791)

Kiwisport Report 2019

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$8,619 (excluding GST).

The funding was spent sports travel to events including cross-country, athletics and swimming and once again a substantial amount was dedicated to boxing as part of our engagement/priority student programme.

The total expenditure for the school under kiwisport which was topped up by the BoT was \$5,364. We also hired a synthetic icerink for the week in August 2019 and each student was taught to ice skate which the operational grant covered rather than Kiwisport.

This year with the reiterated documentation from MoE around donations we are likely to overuse Kiwisport in 2020 as we have NO other way of supporting students to attend sporting events as we are sadly unable to ask for parents to pay anything for buses or entry fees.

The number of students participating in organised weekend and weekday sport is around 85% of the school roll.

Lorraine Taylor
Principal
Lynmore School
December 2019



Analysis of Variance Reporting



School Name:	Lynmore School	School Number:	1791
Strategic Aims:	1. Build evaluative capability to build effective leaders 2. Educationally powerful partnerships 3. Māori success as Māori		
Annual Aims:	1. To grow professional practice across all levels of the system 2. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 3. Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori.		
READING Targets:	Reading Achievement: 80% of all students at or above National Standards Reading Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress		
Baseline Data:	Using NZC levels in PaCT (Nov. 2018) as the measure: 2018 Targets: Achievement in Reading: 80% at or above National Standards Outcome: 97% at or above in reading achievement. Progress in Reading: A minimum of 80% of all students progress at or above the expected rate: the remaining 20% will make more than 6 months progress. Outcome: Over 80% of students made progress at the expected (0.4 effect size) rate in reading.		

READING Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																								
<ul style="list-style-type: none">Built stronger understanding around progress in reading using the LPF framework and exemplars.Collaborative inquiry as a basis of TAI for all teachers.Clear tracking of progress by SLT and team leaders with teachers.Developed a strong sense of cross curricular teaching to enhance progress and achievement in reading.Sharp Reading PLD for all teachers of 2019 Year 3 – 6 students.Continued to build teachers understanding of the LPF reading.Continued to use the 4 multiple data sources for each student	<p>Reading achievement and progress was overall good in 2018 and this trend continued in 2019 with little variance.</p> <p>The gap between Māori and non- Māori students was effectively closed in 2019,</p> <table><tr><th>Curriculum Levels</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Beyond NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>4 (3%)</td></tr><tr><td>NZC Level 4</td><td>-</td><td>-</td><td>-</td><td>-</td><td>7 (6%)</td><td>66 (57%)</td></tr><tr><td>NZC Level 3</td><td>-</td><td>-</td><td>1 (1%)</td><td>52 (50%)</td><td>94 (86%)</td><td>46 (40%)</td></tr><tr><td>NZC Level 2</td><td>2 (4%)</td><td>40 (43%)</td><td>57 (52%)</td><td>52 (50%)</td><td>8 (7%)</td><td>-</td></tr><tr><td>NZC Level 1</td><td>47 (90%)</td><td>43 (45%)</td><td>8 (8%)</td><td>1 (1%)</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>49</td><td>83</td><td>106</td><td>105</td><td>109</td><td>115</td></tr></table> <p>Yr 6 = 100% with 3% at level 5 in reading</p> <p>2019 school wide achievement target was: 80% at or above</p> <p>Outcome: 97.5 % at or above Target met</p> <p>There is almost 100% achievement equity across gender and ethnicity in reading.</p> <p>The relative inequity is minimal as to not register statistically.</p> <p>We can therefore state that being a boy or a girl, Māori or non-Māori does not impact on your achievement in reading.</p>	Curriculum Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond NZC Level 5	-	-	-	-	-	-	NZC Level 5	-	-	-	-	-	4 (3%)	NZC Level 4	-	-	-	-	7 (6%)	66 (57%)	NZC Level 3	-	-	1 (1%)	52 (50%)	94 (86%)	46 (40%)	NZC Level 2	2 (4%)	40 (43%)	57 (52%)	52 (50%)	8 (7%)	-	NZC Level 1	47 (90%)	43 (45%)	8 (8%)	1 (1%)	-	-	Total	49	83	106	105	109	115	<p>Teachers have continued to focus on formative assessment strategies in reading instead of using the usual summative tools.</p> <p>Teachers and team leaders have become effective at tracking students at risk in reading and selecting appropriate approaches from the range of strategies and programmes available to them.</p> <p>Personalising the response to potential risks in reading is a key focus going forward.</p>	<p>Continue with Sharp Reading</p> <p>Continue to link authorship in writing with reading development</p> <p>Continue play based learning individual approach to reading and remove reading groups in the junior school.</p> <p>Support teachers to develop and even deeper understanding of the LPF in reading.</p> <p>Make links to the coherent pathways reading framework.</p>
Curriculum Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																					
Beyond NZC Level 5	-	-	-	-	-	-																																																					
NZC Level 5	-	-	-	-	-	4 (3%)																																																					
NZC Level 4	-	-	-	-	7 (6%)	66 (57%)																																																					
NZC Level 3	-	-	1 (1%)	52 (50%)	94 (86%)	46 (40%)																																																					
NZC Level 2	2 (4%)	40 (43%)	57 (52%)	52 (50%)	8 (7%)	-																																																					
NZC Level 1	47 (90%)	43 (45%)	8 (8%)	1 (1%)	-	-																																																					
Total	49	83	106	105	109	115																																																					

- (Multiple Measures research paper – Victoria Bernhardt
- Teams completed James Nottinghamham quadrants for progress and achievement each term.
- Data wall updated each term
- PEP reporting with parents continued.
- Links to authorship in writing and achievement and progress in reading made explicit.
- Continued work to narrow the remaining small gap in equity for Māori students in literacy by utilizing local curriculum, Kāhui Ako and hapu links to develop more engaging contexts for reading (and writing).

Individual team impact reports further breakdown why this has occurred and how good practice can be sustained and further developed.

Cumulative Reading Achievement Data 2012 - 2019

	2012	2013	2014	2015	2016	2017	2018	2019
	end	end	end	end	end	end	end	end
Reading	80% (OTJ)	80% (OTJ)	82% (OTJ)	83% (OTJ)	77% (PaCT)	70% (PaCT)	97% (PaCT)	97.5% (PaCT)

Progress:

96% of students made 1 year's worth of progress or more in 1 year.
The other 4% made around 6 months progress in 1 year.

"Every strategy works, but not every strategy works for everyone"
John Hattie

READING Planning for next year:

After discussion with ERO in November 2019 we will place targets that are more specific to individuals and cohorts as overall achievement and progress in reading is good for most students. We will consider targets outside of the core subjects too, in particular science and key competencies via PB4L and school values.

Strategic Aims:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Educationally powerful partnerships 3. Māori success as Māori
Annual Aims:	<ol style="list-style-type: none"> 1. To grow professional practice across all levels of the system 2. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 3. Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori.
WRITING Targets:	<p>Writing Achievement: 70% of all students at or above National Standards</p> <p>Writing Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>2018 Writing Targets:</p> <p>Achievement: 70% at or above National Standards</p> <p>Outcome: 89% at or above in writing achievement.</p> <p>Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress.</p> <p>Outcome: Over 80% of students made progress at the expected (0.4 effect size) rate in writing.</p>

WRITING Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																																								
<p>The authorship programme (Verity Short)</p> <p>Used the LPF as a developmental framework in writing</p> <p>Made strong links across the curriculum in writing and link with science and reading in particular.</p>	<p>Writing was of concern in 2017 and the years prior due to the ongoing inability for us to make big shifts in quality and outcomes in writing.</p> <p>End of 2019 writing achievement:</p> <table><tr><th>Curriculum Levels</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Beyond NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>2 (2%)</td></tr><tr><td>NZC Level 4</td><td>-</td><td>-</td><td>-</td><td>-</td><td>4 (4%)</td><td>51 (44%)</td></tr><tr><td>NZC Level 3</td><td>-</td><td>-</td><td>-</td><td>8 (8%)</td><td>84 (77%)</td><td>60 (52%)</td></tr><tr><td>NZC Level 2</td><td>-</td><td>11 (13%)</td><td>90 (85%)</td><td>91 (87%)</td><td>21 (19%)</td><td>3 (3%)</td></tr><tr><td>NZC Level 1</td><td>49 (100%)</td><td>72 (87%)</td><td>16 (15%)</td><td>6 (6%)</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>49</td><td>83</td><td>106</td><td>105</td><td>109</td><td>116</td></tr></table> <p>From the end of year PaCT reading data we can see that:</p> <p>Yr 1 = 100% at or above expected levels in writing Yr 2 = 100% Yr 3 = 85% Yr 4 = 94% Yr 5 = 81% Yr 6 = 97%</p> <p>2019 school wide achievement target was: 70 % at or above</p> <p>Outcome: 93% at or above Target met</p>	Curriculum Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond NZC Level 5	-	-	-	-	-	-	NZC Level 5	-	-	-	-	-	2 (2%)	NZC Level 4	-	-	-	-	4 (4%)	51 (44%)	NZC Level 3	-	-	-	8 (8%)	84 (77%)	60 (52%)	NZC Level 2	-	11 (13%)	90 (85%)	91 (87%)	21 (19%)	3 (3%)	NZC Level 1	49 (100%)	72 (87%)	16 (15%)	6 (6%)	-	-	Total	49	83	106	105	109	116	<p>Ensuring that teachers are very clear about the developmental progression in all aspects of writing.</p> <p>Giving teachers a framework /process to scaffold their understanding of writing and the elements of writing as a process.</p> <p>Giving students (and teacher) exemplars to work with which can be noticed, thought about, imitated and innovated on.</p> <p>Providing opportunities for authentic writing, for a purpose to engage students to write.</p>	<p>Continue with Authorship in 2020</p> <p>Apply for Ngati Whakaue funding to pay for the teacher PLD.</p> <p>Continue with LPF use in writing</p> <p>Continue to make strong links across the curriculum in writing and link with science and reading in particular.</p> <p>Strong consideration of contexts for writing as a motivator and purpose.</p> <p>Develop our understanding of the coherent Pathways in relation to writing and cross curricular approaches.</p>
Curriculum Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																					
Beyond NZC Level 5	-	-	-	-	-	-																																																					
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There is almost 100% achievement equity across gender in writing so we can ascertain that being male or female does not negatively impact outcomes in writing across the school.

There is a small inequity in writing for Māori students at 92% (3 students) relative equity and although this is an area to notice and unpack it is not significant. It is important that we track this to ensure that there is no further 'drift' in 2020.

Individual team impact reports further breakdown why this has occurred and how good practice can be sustained and further developed.

Cumulative Writing Achievement Data 2012 - 2019

2012 (End)	2013	2014	2015	2016	2017	2018	2019 end
62% (OTJ)	67% (OTJ)	72% (OTJ)	72% (OTJ)	53% (PaCT)	52% (PaCT)	89% (PaCT)	93% (PaCT)

Progress:

95% of students made 1 year's worth of progress or more in 1 year.

The other 5% made around 6 months progress in 1 year.

WRITING Planning for next year:

After discussion with ERO we will place targets that are more specific to individuals and cohorts. We will consider targets outside of the core subjects too, in particular science and key competencies via PB4L and school values.

Strategic Aims:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Educationally powerful partnerships 3. Māori success as Māori
Annual Aims:	<ol style="list-style-type: none"> 1. To grow professional practice across all levels of the system 2. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 3. Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori.
MATHEMATICS Target:	<p>Mathematics Achievement: 80% of all students at or above National Standards</p> <p>Mathematics Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>2018 Maths Targets:</p> <p>Achievement: 70% at or above National Standards</p> <p>Outcome: 97% at or above in maths achievement.</p> <p>Progress: A minimum of 80% of all students progress at or above the expected rate: the remaining 20% will make more than 6 months progress.</p> <p>Outcome: Over 80% of students made progress at the expected (0.4 effect size) rate in maths.</p>

MATHEMATICS Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																																								
Ensured teachers are effectively utilising data in all aspects of mathematics from the LPF. Supporting with an additional resource teacher	Mathematics has always been an area of strength for Lynmore School. <table><tr><th>Curriculum Levels</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Beyond NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>4 (3%)</td></tr><tr><td>NZC Level 4</td><td>-</td><td>-</td><td>-</td><td>-</td><td>11 (10%)</td><td>60 (52%)</td></tr><tr><td>NZC Level 3</td><td>-</td><td>-</td><td>7 (7%)</td><td>49 (47%)</td><td>91 (83%)</td><td>52 (45%)</td></tr><tr><td>NZC Level 2</td><td>3 (5%)</td><td>62 (75%)</td><td>98 (92%)</td><td>56 (53%)</td><td>7 (6%)</td><td>-</td></tr><tr><td>NZC Level 1</td><td>63 (55%)</td><td>21 (25%)</td><td>1 (1%)</td><td>-</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>66</td><td>83</td><td>106</td><td>105</td><td>109</td><td>116</td></tr></table> The employment of a maths extension specialist assists with extension opportunities for students too. From the end of year PaCT mathematics data we can see that: Yr 1 = 100% at or above expected levels in maths Yr 2 = 100% Yr 3 = 99% Yr 4 = 100% Yr 5 = 93% Yr 6 = 100% 2019 school wide achievement target was: 80% at or above Outcome: 99% at or above Target met	Curriculum Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond NZC Level 5	-	-	-	-	-	-	NZC Level 5	-	-	-	-	-	4 (3%)	NZC Level 4	-	-	-	-	11 (10%)	60 (52%)	NZC Level 3	-	-	7 (7%)	49 (47%)	91 (83%)	52 (45%)	NZC Level 2	3 (5%)	62 (75%)	98 (92%)	56 (53%)	7 (6%)	-	NZC Level 1	63 (55%)	21 (25%)	1 (1%)	-	-	-	Total	66	83	106	105	109	116	Teachers are very clear about what the developmental progression in mathematics is using the LPF framework. Teachers target what students need to know next in mathematics rather than genre of aspect teach maths to the whole class.	Continue to use LPF and track progress and achievement. Carefully monitor students throughout the year. Continue to employ mathematics resource teacher in 2020.
Curriculum Levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																					
Beyond NZC Level 5	-	-	-	-	-	-																																																					
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Progress:

97% of students made 1 or more years progress in mathematics in 1 year.

The remaining 3% of students made 6 month progress in 1 year.

There is 100 % achievement equity across gender in mathematics so we can ascertain that being male or female does not negatively impact outcomes in mathematics across the school.

There is almost 100% achievement equity in mathematics for ethnicity too.

Mathematics achievement outcomes for students across the school are equitable.

Individual team impact reports further breakdown why this has occurred and how good practice can be sustained and further developed.

Cumulative Mathematics Achievement Data 2012 - 2019

	2012 end	2013 end	2014 end	2015 end	2016 end	2017 end	2018 end	2019 end
Maths	77% (OTJ)	78% (OTJ)	81% (OTJ)	78% (PaCT)	77% (PaCT)	76% (PaCT)	97% (PaCT)	99% (PaCT)

MATHS Planning for next year:

After discussion with ERO we will place targets that are more specific to individuals and cohorts. We will consider targets outside of the core subjects too, in particular science and key competencies via PB4L and school values.

Strategic Aims:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Educationally powerful partnerships 3. Māori success as Māori
Annual Aims:	<ol style="list-style-type: none"> 1. To grow professional practice across all levels of the system 2. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 3. Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori.
SCIENCE Targets:	Science Achievement: 70% of all students in Year 4-6 will be at or exceeding typical norms for science
Baseline Data:	This is the first time we have included science targets. AS two teaches were undertaking the Royal Society Fellowship in Term 1 and 2 2019 and Term 1 and 2 2020 we considered that we would have enough data and strategies to be able to track student achievement in science in 2019. In 2020 we will also be in a better position to track progress between 2019 and 2020.

SCIENCE Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?									
<ul style="list-style-type: none">Two teachers took part in the Royal Society Fellowships.PLD with University of Waikato science advisorLead teacher for science across the school modelling and supporting science in classesLinks to local curriculum and hapu for place	<p>Year 3 overall scores 2018 v 2019 comparison</p> <table><tr><td>Year 3</td><td>2018</td><td>2019</td></tr><tr><td>National Average (for Y4)</td><td>54%</td><td>44%</td></tr><tr><td>Lynmore Y3 Average %</td><td>58%</td><td>59%</td></tr></table>	Year 3	2018	2019	National Average (for Y4)	54%	44%	Lynmore Y3 Average %	58%	59%	<p>Summary - Science 2019: Overall we can determine that:</p> <ul style="list-style-type: none">o Year 4 made accelerated progress in science in 2019o Year 5 and Year 6 did not make as much progress as we would like to see and this is a target for 2020.o In Year 4; investigating in science is an area for development	<p>Continue to support science across the school with:</p> <ul style="list-style-type: none">• PLD – University of Waikato• Lead teacher for science• Teacher as part of the Royal Society Science Fellowship
Year 3	2018	2019										
National Average (for Y4)	54%	44%										
Lynmore Y3 Average %	58%	59%										

based/environmental learning opportunities (catfish, possums, etc.)

- Ongoing release and support for teachers to upskill in science teaching.
- Use of the NZER

Engagement in Science surveys (Year 3-6) to track student achievement and engagement in science.

Year 4 overall scores 2018 v 2019 comparison

Year 4	2018	2019
National Average	54%	44%
Lynmore Y4 Average %	61%	61%

Year 5 overall scores 2018 v 2019 comparison

Year 5	2018	2019
National Average	42%	42%
Lynmore Y5 Average %	54%	57%

Year 6 overall scores 2018 v 2019 comparison

Year 6	2018	2019
National Average	41%	41%
Lynmore Y6 Average %	59%	55%

In all categories the Lynmore Science data is higher than the

o In Year 5, understanding about science is an area for development
 o In Year 6, investigating, understanding and communication in science are all areas for further strengthening.
 o Boys are slightly advantaged in Year 4 science
 o There is relative equity in Year 5 in science
 o Girls are slightly advantaged in Year 6 science
 o As the cross curricular approach to science is strengthened through the further development of the local placed based curriculum science will be strengthened.
 o Literacy skill development in Year 4 and 5 (next years 5 and 6) should also further support the communicating in science.

- Continue with NZCER survey for engagement in science
- Continue development of the local curriculum in particular place based environmental programmes to support the inclusion of purposeful, authentic opportunities for science.

national average science achievement scores.

In all year groups the data has increased from 2018 – 2019 with the exception of Year 6 and Year 4 (which has remained the same at 61%)

SCIENCE Planning for next year:

After discussion with ERO we will place targets that are more specific to individuals and cohorts. We will consider targets outside of the core subjects too, in particular science and key competencies via PB4L and school values. We should be able to effectively track progress in science in 2020 using the same NZCER Engagement in Science survey (Year 3-6).

Summary of Findings: Why is our data so good this year?

John Hattie's research asserts that ALL strategies work but not for ALL students. Our key work in 2019 has been to develop personalised pathways for all students through our PEP reports, children of concern documentation, triangulating data and ensuring a culturally responsive approach to schooling. Hapu have been very supportive in their advice to us, in particular kaumatua Paraone. Ko au te kura, ko te kura ko au is central to our thinking on a day to day basis.

Finding what IS working for certain students and what doesn't work is key and doing this as quickly as we can is pivotal to students ongoing success.

Academic Outcomes End 2019

Maths: 99% at or above expected NZC level

Reading: 97.5%

Writing: 93%

- These are a few of the key things:
- Play based learning
- Learning Progression Framework moderation
- A broad 'place based' integrated local curriculum
- Huge range of EOTC opportunities cultural, sporting and academic
- Culturally responsive practices

- PEP's and authentic partnerships with whanau
- Hapu support
- Sharpening the focus on what works
- Careful tracking and clear systems for identifying students at risk of falling through any gaps
- High quality intervention programmes in maths and literacy
- High quality teacher aide support from well-trained TA's
- Strengthened formative assessment
- Data conversations meetings
- Understanding the Learning Pit
- Targeted PLD e.g. Sharp reading, authorship with Verity, science
- Collaborative inquiry
- Increased teacher evaluative capability
- Team leaders leadership PLD and the Pete Hall coaching model
- A relentless focus on what makes a difference...

Lorraine Taylor
Principal. November 2019



Lynmore School (1791)

Kiwisport Report 2019

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$8,619 (excluding GST).

The funding was spent sports travel to events including cross country, athletics and swimming and once again a substantial amount was dedicated to boxing as part of our engagement/priority student programme.

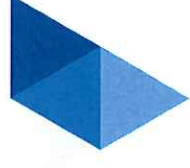
The total expenditure for the school under kiwisport which was topped up by the BoT was \$5,364. We also hired a synthetic icerink for the week in August 2019 and each student was taught to ice skate which the operational grant covered rather than Kiwisport.

This year with the reiterated documentation from MoE around donations we are likely to overuse Kiwisport in 2020 as we have NO other way of supporting students to attend sporting events as we are sadly unable to ask for parents to pay anything for buses or entry fees.

The number of students participating in organised weekend and weekday sport is around 85% of the school roll.

Lorraine Taylor
Principal
Lynmore School
December 2019

Analysis of Variance Reporting



School Name:		School Number:	1791
Lynmore School			
Strategic Aims:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Educationally powerful partnerships 3. Māori success as Māori 		
Annual Aims:	<ol style="list-style-type: none"> 1. To grow professional practice across all levels of the system 2. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 3. Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori. 		
READING Targets:	<p>Reading Achievement: 80% of all students at or above National Standards</p> <p>Reading Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>		
Baseline Data:	<p>Using NZC levels in PaCT (Nov. 2018) as the measure:</p> <p>2018 Targets: Achievement in Reading: 80% at or above National Standards Outcome: 97% at or above in reading achievement.</p> <p>Progress in Reading: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress. Outcome: Over 80% of students made progress at the expected (0.4 effect size) rate in reading.</p>		

READING Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																								
<ul style="list-style-type: none">Built stronger understanding around progress in reading using the LPF framework and exemplars.Collaborative inquiry as a basis of TAI for all teachers.Clear tracking of progress by SLT and team leaders with teachers.Developed a strong sense of cross curricular teaching to enhance progress and achievement in reading.Sharp Reading PLD for all teachers of 2019 Year 3 – 6 students.Continued to build teachers understanding of the LPF reading.Continued to use the 4 multiple data sources for each student	<p>Reading achievement and progress was overall good in 2018 and this trend continued in 2019 with little variance.</p> <p>The gap between Māori and non- Māori students was effectively closed in 2019,</p> <table><tr><th>Curriculum levels</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Beyond NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>4 (3%)</td></tr><tr><td>NZC Level 4</td><td>-</td><td>-</td><td>-</td><td>-</td><td>7 (6%)</td><td>66 (57%)</td></tr><tr><td>NZC Level 3</td><td>-</td><td>-</td><td>1 (1%)</td><td>52 (50%)</td><td>94 (86%)</td><td>46 (40%)</td></tr><tr><td>NZC Level 2</td><td>2 (4%)</td><td>40 (48%)</td><td>57 (92%)</td><td>52 (50%)</td><td>8 (7%)</td><td>-</td></tr><tr><td>NZC Level 1</td><td>47 (96%)</td><td>43 (52%)</td><td>8 (8%)</td><td>1 (1%)</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>49</td><td>83</td><td>106</td><td>105</td><td>109</td><td>116</td></tr></table> <p>Yr 1 = 100% at or above expected levels in reading Yr 2 = 100% Yr 3 = 93% Yr 4 = 100% Yr 5 = 92%</p> <p>Yr 6 = 100% with 3% at level 5 in reading</p> <p>2019 school wide achievement target was: 80% at or above</p> <p>Outcome: 97.5 % at or above Target met</p> <p>There is almost 100% achievement equity across gender and ethnicity in reading.</p> <p>The relative inequity is minimal as to not register statistically.</p> <p>We can therefore state that being a boy or a girl, Māori or non-Māori does not impact on your achievement in reading.</p>	Curriculum levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond NZC Level 5	-	-	-	-	-	-	NZC Level 5	-	-	-	-	-	4 (3%)	NZC Level 4	-	-	-	-	7 (6%)	66 (57%)	NZC Level 3	-	-	1 (1%)	52 (50%)	94 (86%)	46 (40%)	NZC Level 2	2 (4%)	40 (48%)	57 (92%)	52 (50%)	8 (7%)	-	NZC Level 1	47 (96%)	43 (52%)	8 (8%)	1 (1%)	-	-	Total	49	83	106	105	109	116	<p>Teachers have continued to focus on formative assessment strategies in reading instead of using the usual summative tools.</p> <p>Teachers and team leaders have become effective at tracking students at risk in reading and selecting appropriate approaches from the range of strategies and programmes available to them.</p> <p>Personalising the response to potential risks in reading is a key focus going forward.</p>	<p>Continue with Sharp Reading</p> <p>Continue to link authorship in writing with reading development</p> <p>Continue play based learning individual approach to reading and remove reading groups in the junior school.</p> <p>Support teachers to develop and even deeper understanding of the LPF in reading.</p> <p>Make links to the coherent pathways reading framework.</p>
Curriculum levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																					
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- (Multiple Measures research paper – Victoria Bernhardt
- Teams completed James Nottingham quadrants for progress and achievement each term.
- Data wall updated each term
- PEP reporting with parents continued.
- Links to authorship in writing and achievement and progress in reading made explicit.
- Continued work to narrow the remaining small gap in equity for Māori students in literacy by utilizing local curriculum, Kāhui Ako and hapu links to develop more engaging contexts for reading (and writing).

Individual team impact reports further breakdown why this has occurred and how good practice can be sustained and further developed.

Cumulative Reading Achievement Data 2012 - 2019

	2012 end	2013 end	2014 end	2015 end	2016 end	2017 end	2018 end	2019 end
Reading	80% (OTJ)	80% (OTJ)	82% (OTJ)	83% (OTJ)	77% (PaCT)	70% (PaCT)	97% (PaCT)	97.5% (PaCT)

Progress:

96% of students made 1 year's worth of progress or more in 1 year.

The other 4% made around 6 months progress in 1 year.

"Every strategy works, but not every strategy works for everyone"

John Hattie

READING Planning for next year:

After discussion with ERO in November 2019 we will place targets that are more specific to individuals and cohorts as overall achievement and progress in reading is good for most students. We will consider targets outside of the core subjects too, in particular science and key competencies via PB4L and school values.

Strategic Aims:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Educationally powerful partnerships 3. Māori success as Māori
Annual Aims:	<ol style="list-style-type: none"> 1. To grow professional practice across all levels of the system 2. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 3. Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori.
WRITING Targets:	<p>Writing Achievement: 70% of all students at or above National Standards</p> <p>Writing Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>2018 Writing Targets:</p> <p>Achievement: 70% at or above National Standards</p> <p>Outcome: 89% at or above in writing achievement.</p> <p>Progress: A minimum of 80% of all students progress at or above the expected rate: the remaining 20% will make more than 6 months progress.</p> <p>Outcome: Over 80% of students made progress at the expected (0.4 effect size) rate in writing.</p>

WRITING Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																																								
<p>The authorship programme (Verity Short)</p> <p>Used the LPF as a developmental framework in writing</p> <p>Made strong links across the curriculum in writing and link with science and reading in particular.</p>	<p>Writing was of concern in 2017 and the years prior due to the ongoing inability for us to make big shifts in quality and outcomes in writing.</p> <p>End of 2019 writing achievement:</p> <table><tr><th>Curriculum levels</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Beyond NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>2 (2%)</td></tr><tr><td>NZC Level 4</td><td>-</td><td>-</td><td>-</td><td>-</td><td>4 (4%)</td><td>51 (44%)</td></tr><tr><td>NZC Level 3</td><td>-</td><td>-</td><td>-</td><td>8 (8%)</td><td>84 (77%)</td><td>60 (52%)</td></tr><tr><td>NZC Level 2</td><td>-</td><td>11 (13%)</td><td>90 (85%)</td><td>91 (87%)</td><td>21 (19%)</td><td>3 (3%)</td></tr><tr><td>NZC Level 1</td><td>49 (100%)</td><td>72 (87%)</td><td>16 (15%)</td><td>6 (6%)</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>49</td><td>83</td><td>106</td><td>105</td><td>109</td><td>116</td></tr></table> <p>From the end of year PaCT reading data we can see that:</p> <p>Yr 1 = 100% at or above expected levels in writing Yr 2 = 100% Yr 3 = 85% Yr 4 = 94% Yr 5 = 81% Yr 6 = 97%</p> <p>2019 school wide achievement target was: 70 % at or above</p> <p>Outcome: 93% at or above Target met</p>	Curriculum levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond NZC Level 5	-	-	-	-	-	-	NZC Level 5	-	-	-	-	-	2 (2%)	NZC Level 4	-	-	-	-	4 (4%)	51 (44%)	NZC Level 3	-	-	-	8 (8%)	84 (77%)	60 (52%)	NZC Level 2	-	11 (13%)	90 (85%)	91 (87%)	21 (19%)	3 (3%)	NZC Level 1	49 (100%)	72 (87%)	16 (15%)	6 (6%)	-	-	Total	49	83	106	105	109	116	<p>Ensuring that teachers are very clear about the developmental progression in all aspects of writing.</p> <p>Giving teachers a framework /process to scaffold their understanding of writing and the elements of writing as a process.</p> <p>Giving students (and teacher) exemplars to work with which can be noticed, thought about, imitated and innovated on.</p> <p>Providing opportunities for authentic writing, for a purpose to engage students to write.</p>	<p>Continue with Authorship in 2020</p> <p>Apply for Ngati Whakaue funding to pay for the teacher PLD.</p> <p>Continue with LPF use in writing</p> <p>Continue to make strong links across the curriculum in writing and link with science and reading in particular.</p> <p>Strong consideration of contexts for writing as a motivator and purpose.</p> <p>Develop our understanding of the coherent Pathways in relation to writing and cross curricular approaches.</p>
Curriculum levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																					
Beyond NZC Level 5	-	-	-	-	-	-																																																					
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Total	49	83	106	105	109	116																																																					

There is almost 100% achievement equity across gender in writing so we can ascertain that being male or female does not negatively impact outcomes in writing across the school.

There is a small inequity in writing for Māori students at 92% (3 students) relative equity and although this is an area to notice and unpack it is not significant. It is important that we track this to ensure that there is no further 'drift' in 2020.

Individual team impact reports further breakdown why this has occurred and how good practice can be sustained and further developed.

Cumulative Writing Achievement Data 2012 - 2019

2012 (End)	2013	2014	2015	2016	2017	2018	2019 end
62% (OTJ)	67% (OTJ)	72% (OTJ)	72% (OTJ)	53% (PaCT)	52% (PaCT)	89% (PaCT)	93% (PaCT)

Progress:

95% of students made 1 year's worth of progress or more in 1 year.

The other 5% made around 6 months progress in 1 year.

WRITING Planning for next year:

After discussion with ERO we will place targets that are more specific to individuals and cohorts. We will consider targets outside of the core subjects too, in particular science and key competencies via PB4L and school values.

Strategic Aims:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Educationally powerful partnerships 3. Māori success as Māori
Annual Aims:	<ol style="list-style-type: none"> 1. To grow professional practice across all levels of the system 2. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 3. Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori.
MATHEMATICS Target:	<p>Mathematics Achievement: 80% of all students at or above National Standards</p> <p>Mathematics Progress: A minimum of 80% of all students progress at or above the expected rate; the remaining 20% will make more than 6 months progress</p>
Baseline Data:	<p>2018 Maths Targets:</p> <p>Achievement: 70% at or above National Standards</p> <p>Outcome: 97% at or above in maths achievement.</p> <p>Progress: A minimum of 80% of all students progress at or above the expected rate: the remaining 20% will make more than 6 months progress.</p> <p>Outcome: Over 80% of students made progress at the expected (0.4 effect size) rate in maths.</p>

MATHEMATICS Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?																																																								
Ensured teachers are effectively utilising data in all aspects of mathematics from the LPF. Supporting with an additional resource teacher	<p>Mathematics has always been an area of strength for Lynmore School.</p> <table><tr><th>Curriculum levels</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th></tr><tr><td>Beyond NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr><tr><td>NZC Level 5</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>4 (3%)</td></tr><tr><td>NZC Level 4</td><td>-</td><td>-</td><td>-</td><td>-</td><td>11 (10%)</td><td>60 (52%)</td></tr><tr><td>NZC Level 3</td><td>-</td><td>-</td><td>7 (7%)</td><td>49 (47%)</td><td>91 (83%)</td><td>52 (45%)</td></tr><tr><td>NZC Level 2</td><td>3 (5%)</td><td>62 (75%)</td><td>98 (92%)</td><td>56 (53%)</td><td>7 (6%)</td><td>-</td></tr><tr><td>NZC Level 1</td><td>63 (95%)</td><td>21 (25%)</td><td>1 (1%)</td><td>-</td><td>-</td><td>-</td></tr><tr><td>Total</td><td>66</td><td>83</td><td>106</td><td>105</td><td>109</td><td>116</td></tr></table> <p>The employment of a maths extension specialist assists with extension opportunities for students too.</p> <p>From the end of year PaCT mathematics data we can see that:</p> <p>Yr 1 = 100% at or above expected levels in maths Yr 2 = 100% Yr 3 = 99% Yr 4 = 100% Yr 5 = 93% Yr 6 = 100%</p> <p>2019 school wide achievement target was: 80% at or above</p> <p>Outcome: 99% at or above Target met</p>	Curriculum levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond NZC Level 5	-	-	-	-	-	-	NZC Level 5	-	-	-	-	-	4 (3%)	NZC Level 4	-	-	-	-	11 (10%)	60 (52%)	NZC Level 3	-	-	7 (7%)	49 (47%)	91 (83%)	52 (45%)	NZC Level 2	3 (5%)	62 (75%)	98 (92%)	56 (53%)	7 (6%)	-	NZC Level 1	63 (95%)	21 (25%)	1 (1%)	-	-	-	Total	66	83	106	105	109	116	<p>Teachers are very clear about what the developmental progression in mathematics is using the LPF framework.</p> <p>Teachers target what students need to know next in mathematics rather than genre of aspect teach maths to the whole class.</p>	<p>Continue to use LPF and track progress and achievement.</p> <p>Carefully monitor students throughout the year.</p> <p>Continue to employ mathematics resource teacher in 2020.</p>
Curriculum levels	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																					
Beyond NZC Level 5	-	-	-	-	-	-																																																					
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Total	66	83	106	105	109	116																																																					

Progress:

97% of students made 1 or more years progress in mathematics in 1 year.

The remaining 3% of students made 6 month progress in 1 year.

There is 100 % achievement equity across gender in mathematics so we can ascertain that being male or female does not negatively impact outcomes in mathematics across the school.

There is almost 100% achievement equity in mathematics for ethnicity too.

Mathematics achievement outcomes for students across the school are equitable.

Individual team impact reports further breakdown why this has occurred and how good practice can be sustained and further developed.

Cumulative Mathematics Achievement Data 2012 - 2019

	2012 end	2013 end	2014 end	2015 end	2016 end	2017 end	2018 end	2019 end
Maths	77% (OTJ)	78% (OTJ)	81% (OTJ)	78% (PaCT)	77% (PaC T)	76% (PaCT)	97% (PaC T)	99% (PaC T)

MATHS Planning for next year:

After discussion with ERO we will place targets that are more specific to individuals and cohorts. We will consider targets outside of the core subjects too, in particular science and key competencies via PB4L and school values.

Strategic Aims:	<ol style="list-style-type: none"> 1. Build evaluative capability to build effective leaders 2. Educationally powerful partnerships 3. Māori success as Māori
Annual Aims:	<ol style="list-style-type: none"> 1. To grow professional practice across all levels of the system 2. Teachers enact the clear vision for accelerating learner efficacy, progress and achievement across the school 3. Ensure all Māori learners have a sense of belonging in the school and experience academic growth and success as Māori.
SCIENCE Targets:	Science Achievement: 70% of all students in Year 4-6 will be at or exceeding typical norms for science
Baseline Data:	This is the first time we have included science targets. AS two teachers were undertaking the Royal Society Fellowship in Term 1 and 2 2019 and Term 1 and 2 2020 we considered that we would have enough data and strategies to be able to track student achievement in science in 2019. In 2020 we will also be in a better position to track progress between 2019 and 2020.

SCIENCE Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>									
<ul style="list-style-type: none">Two teachers took part in the Royal Society Fellowships.PLD with University of Waikato science advisorLead teacher for science across the school modelling and supporting science in classesLinks to local curriculum and hapu for place	<p>Year 3 overall scores 2018 v 2019 comparison</p> <table><tr><td>Year 3</td><td>2018</td><td>2019</td></tr><tr><td>National Average (for Y4)</td><td>54%</td><td>44%</td></tr><tr><td>Lynmore Y3 Average %</td><td>58%</td><td>59%</td></tr></table>	Year 3	2018	2019	National Average (for Y4)	54%	44%	Lynmore Y3 Average %	58%	59%	<p>Summary - Science 2019: Overall we can determine that:</p> <ul style="list-style-type: none">o Year 4 made accelerated progress in science in 2019o Year 5 and Year 6 did not make as much progress as we would like to see and this is a target for 2020.o In Year 4; investigating in science is an area for development	<p>Continue to support science across the school with:</p> <ul style="list-style-type: none">PLD – University of WaikatoLead teacher for scienceTeacher as part of the Royal Society Science Fellowship
Year 3	2018	2019										
National Average (for Y4)	54%	44%										
Lynmore Y3 Average %	58%	59%										

- based/environmental learning opportunities (catfish, possums, etc.)
- Ongoing release and support for teachers to upskill in science teaching.
- Use of the NZER
- Engagement in Science surveys (Year 3-6) to track student achievement and engagement in science.

Year 4 overall scores 2018 v 2019 comparison

Year 4	2018	2019
National Average	54%	44%
Lynmore Y4 Average %	61%	61%

Year 5 overall scores 2018 v 2019 comparison

Year 5	2018	2019
National Average	42%	42%
Lynmore Y5 Average %	54%	57%

Year 6 overall scores 2018 v 2019 comparison

Year 6	2018	2019
National Average	41%	41%
Lynmore Y6 Average %	59%	55%

In all categories the Lynmore Science data is higher than the

- o In Year 5, understanding about science is an area for development
- o In Year 6, investigating, understanding and communication in science are all areas for further strengthening.
- o Boys are slightly advantaged in Year 4 science
- o There is relative equity in Year 5 in science
- o Girls are slightly advantaged in Year 6 science
- o As the cross curricular approach to science is strengthened through the further development of the local placed based curriculum science will be strengthened.
 - o Literacy skill development in Year 4 and 5 (next years 5 and 6) should also further support the communicating in science.

- Continue with NZCER survey for engagement in science
- Continue development of the local curriculum in particular place based environmental programmes to support the inclusion of purposeful, authentic opportunities for science.

<p>national average science achievement scores.</p> <p>In all year groups the data has increased from 2018 – 2019 with the exception of Year 6 and Year 4 (which has remained the same at 61%)</p>	
<p>SCIENCE Planning for next year:</p> <p>After discussion with ERO we will place targets that are more specific to individuals and cohorts. We will consider targets outside of the core subjects too, in particular science and key competencies via PB4L and school values. We should be able to effectively track progress in science in 2020 using the same NZCER Engagement in Science survey (Year 3-6).</p>	

Summary of Findings: Why is our data so good this year?

John Hattie’s research asserts that ALL strategies work but not for ALL students. Our key work in 2019 has been to develop personalised pathways for all students through our PEP reports, children of concern documentation, triangulating data and ensuring a culturally responsive approach to schooling. Hapu have been very supportive in their advice to us, in particular kaumatua Paraone. Ko au te kura, ko te kura ko au is central to our thinking on a day to day basis.

Finding what IS working for certain students and what doesn’t work is key and doing this as quickly as we can is pivotal to students ongoing success.

Academic Outcomes End 2019

Maths: 99% at or above expected NZC level

Reading: 97.5%

Writing: 93%

- These are a few of the key things:
- Play based learning
- Learning Progression Framework moderation
- A broad ‘place based’ integrated local curriculum
- Huge range of EOTC opportunities cultural, sporting and academic
- Culturally responsive practices

- PEP's and authentic partnerships with whanau
- Hapu support
- Sharpening the focus on what works
- Careful tracking and clear systems for identifying students at risk of falling through any gaps
- High quality intervention programmes in maths and literacy
- High quality teacher aide support from well-trained TA's
- Strengthened formative assessment
- Data conversations meetings
- Understanding the Learning Pit
- Targeted PLD e.g. Sharp reading, authorship with Verity, science
- Collaborative inquiry
- Increased teacher evaluative capability
- Team leaders leadership PLD and the Pete Hall coaching model
- A relentless focus on what makes a difference...

Lorraine Taylor
Principal. November 2019