

St Mark's School (Pakuranga)

Annual Report for the year ended 31 December 2018

Ministry Number:	1501
Principal:	Catherine Rivers
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PRINCIPAL'S MESSAGE 2018

We have had two fantastic reports back from two external reviews this year. The first being our Catholic Character Review in term two followed by Education Review Office in term four. Both teams of reviewers were impressed with the culture of our school, the values which were evident in the way staff and students interacted at all levels. This feedback is the results of the collaboration of all staff, our senior leadership team, our DRS, PTFA, our Board of Trustees and Community working together for the good of all students. The following are statements taken from both reviews.

Catholic Special Character Review:

- St Mark's School is an authentic Catholic community whose vision is "To provide a Christ-centred, challenging, safe, happy learning environment where self-confident children achieve success in all areas of the curriculum."
- St Mark's Catholic School has a shared understanding of their Catholic Spirituality which is based on the Charism of the Sisters of Our Lady of The Missions.
- The School's Spirituality can be seen in the way staff and students relate to each other and how visitors are welcomed initially by the staff in the front office and then by all staff and students.
- All staff members being positive role models who live the School's values and in whom students see the face of Christ.
- St Mark's has a positive environment where all are included and encouraged.
- In their prayers, students include those in need, both nationally and internationally, and were sincere in their intentions.
- St Mark's School is evangelising to the staff, students and their families, forming a link between the School and the Parish.
- The Principal, staff and the BOT work to build strong relationships with families and the Parish. The DRS meets regularly with the Parish Priest and members of the Board are rostered to attend the monthly Parish Council meetings. Both Parish Priests are invited to attend all School celebrations and events and their visits are enjoyed by both staff and the students.
- All classrooms were attractive and vibrant learning environments and reflected the work being done on the current strand. It was very obvious to the Reviewers that these were classrooms in a Catholic School.
- The School and Parish personnel work closely together to share resources and facilities.
- The School provides many opportunities for students to contribute actively in the life of the School, taking responsibility as monitors and leaders in the classroom or in the wider School.
- The Reviewers meet with the School leaders and House Captains and were impressed with their knowledge of the School and its charism and their very great pride in it.
- Parents spoken to were proud of their children and expressed their gratitude for what the School does when families are in need.
- They acknowledged that the Principal's door is always open and that she, and other staff members, as well as parents, take the initiative to reach out when it is most needed.
- The BOT and the staff work well together and know that they play large part in safe-guarding and strengthening the School's Catholic Special Character.
- The Board are diligent in their annual self-review of Catholic Special Character and their annual report to the Proprietor.

The Education Review Office Report states:

- The school is highly effective in achieving equitable and excellent outcomes for all of its learners.
- School data shows that most children achieve the expected New Zealand Curriculum (NZC) in Reading and Mathematics. School data also shows that the majority of students also achieve their NZC levels in Writing. This achievement has been consistent over time.
- Children benefit from highly responsive teaching and learning. Teachers purposely integrate key learning areas across the curriculum making links to children's diverse cultures.
- The school effectively supports students whose learning needs to be accelerated. This includes support for students with additional learning needs and those that are learning English as an additional language.
- Children progress and achieve in a learning environment, which is purposely optimistic about their potential and success. Leaders and teachers know children and their whanau very well.
- There are many diverse opportunities for children to learn, lead and build their experiences and skills for learning. Teachers engage children by using high quality intentional teaching strategies.

- To support the achievement of equity and excellence, leaders and teachers are continuing to focus on lifting achievement across all groups of children in the school.
- Key strengths of the school include:
 - Collaborative, cohesive leadership that effectively fosters a professional and culturally responsible learning community
 - A highly inclusive school culture that supports all children to engage with learning
 - High quality teaching that encourages children to challenge themselves and think creatively
 - Leadership that pursues strong partnerships across the school community to support equity and excellence
 - Collective responsibility for teaching and learning that focuses on improving outcomes for all learners
- The cohesive leadership team promotes high expectations and collective responsibility and care for students and staff. Teachers are supported with relevant targeted PLD that aligns to school goals and targets.
- The Board of Trustees met all legal requirements.

We thank all staff, PTFA, our Board of Trustees, parents and our community for continuing to work to ensure the best outcomes for our students. I would like to acknowledge our dedicated teachers who are supported by an excellent team in our front office, our hard working teacher aides, cleaners and caretakers.

Following ten years of PTFA fundraising we were able to erect the Multipurpose Shade Area in the term 3 school holidays. It has added a new dimension to our school and we are able to use it for Assemblies, Sport and PE skills, culture groups and as an outdoor classroom. Recently, it housed the stalls for our Food and Fun Festival which was well organised by the PTFA. This small but vivacious team work solidly both fundraising and running events for parents to meet socially which include family fun night, movie nights, discos, Tip Top Fun Day, and numerous sausage sizzles. We ask that you continue to support them as we look forward to developing a new playground area, as our old playground equipment is coming to the end of its life.

St Mark's School continues to do well in all areas of school life, academia, the arts, culture, sports and in developing spirituality and knowledge of our Catholic Faith. This year we performed at the Dance Festival, Koanga Festival, Speech Festival and local Music Festival. We thank the following people for their input into training and polishing the students ready for their performances: Mr David Sasis, Miss Christina Davis, (senior and junior dance troupe); Hemi, Mrs Ingrid Manickum (Kapa Haka Group); Mrs Jenny McKenzie and Mrs Kippen (sports); Mrs Beverley Dias (DRS); Mrs Ruth Cranwell and Mrs Rita Furivai (Choir); and Mrs Rita Furivai, Cheryl Schuster Mrs Bruna Bannister (Pasifika Group). Our Chess Team was trained this year by Mr Blake and they competed at the Auckland Catholic Championships coming in at 5th place overall.

On behalf of our students, teachers and parents we thank all those coaches including teachers who have coached, managed or organised teams this year. This support means that our students were able to compete in a wide range of sports across the year. Sporting opportunities included interschool swimming, soccer, basketball, rugby, touch rugby, cross-country and athletics. In the Howick/Pakuranga Schools lunchtime competitions we played soccer and netball. Field days that Year four to six competed in included softball, netball, rugby, hockey, soccer and touch. While we had many successes across the sporting field we had outstanding success in cross country with our Year 6 girls taking away 1st place for the team event and Year 6 boys taking away 2nd place for the team event and St Mark's School was placed 3rd overall. Others successes included wins in Basketball with our Stars Team coming second in the term 2 competition and 3rd in the term 3 competition. In term 4 our training and dedication paid off and we won the Year 5/6 competition and our Junior year 3 /4 Angels team were placed 3rd overall.

We thank both the Board of Trustees and especially Mrs Marie-Louise McElwee and Mr Sheyan Samarasinha for chairing our BOT over the last 4 years. Their wisdom and support of our school has helped ensures that we are able to offer outstanding educational opportunities for our students. We also thank our Parish Priests, Fr Oliver and Fr Austin who have been visible around our school. We appreciate their visits to both classrooms and our staffroom.

Thank you all for your continuing support in so many ways

God Bless you in all you do and say.

Catherine M Rivers

St Mark's School (Pakuranga)

Annual Report

For the year ended 31 December 2018

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St Mark's School (Pakuranga)
Statement of Responsibility
For the year ended 31 December 2018

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

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

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

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

MARIE-LOUISE McELWEE
Full Name of Board Chairperson

M. McElwee
Signature of Board Chairperson

28/5/2019
Date:

Catherine Mary
Full Name of Principal

CM Rivers
Signature of Principal

28/05/2019
Date:

St Mark's School (Pakuranga)

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	1,304,346	1,234,890	1,398,670
Locally Raised Funds	3	67,898	56,300	86,884
Use of Land and Buildings Integrated		915,988	332,000	915,988
Interest Earned		4,375	7,000	6,538
Gain on Sale of Property, Plant and Equipment		-	-	6,344
International Students	4	1,481	2,000	-
		2,294,088	1,632,190	2,414,424
Expenses				
Locally Raised Funds	3	7,347	10,400	40,540
Learning Resources	5	1,088,804	1,036,640	1,154,574
Administration	6	142,607	140,170	152,610
Finance Costs		2,998	1,200	2,091
Property	7	1,012,856	435,400	1,028,707
Depreciation	8	35,577	-	33,019
Loss on Disposal of Property, Plant and Equipment		164	-	-
Amortisation of Intangible Assets	8	2,644	-	1,633
		2,292,997	1,623,810	2,413,174
Net Surplus / (Deficit) for the year		1,091	8,380	1,250
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		1,091	8,380	1,250

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

St Mark's School (Pakuranga)

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	211,110	211,111	209,860
Total comprehensive revenue and expense for the year	1,091	8,380	1,250
Equity at 31 December	212,201	219,491	211,110
Retained Earnings	212,201	219,491	211,110
Equity at 31 December	212,201	219,491	211,110

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

St Mark's School (Pakuranga) **Statement of Financial Position**

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	9	54,370	93,112	55,823
Accounts Receivable	10	58,672	58,500	66,466
GST Receivable		-	5,000	1,453
Prepayments		4,545	5,000	5,403
Investments	11	168,822	-	165,837
		286,409	161,612	294,982
Current Liabilities				
GST Payable		2,632	-	-
Accounts Payable	13	94,662	88,000	105,409
Revenue Received In Advance	14	4,823	2,000	10,861
Provision for Cyclical Maintenance	15	6,722	6,722	7,976
Painting Contract Liability - Current Portion	16	8,241	8,000	8,241
Finance Lease Liability - Current Portion	17	9,555	9,555	11,314
Funds Held in Trust	18	10,730	-	10,788
		137,365	114,277	154,589
Working Capital Surplus/(Deficit)		149,044	47,335	140,393
Non-current Assets				
Property, Plant and Equipment	12	80,599	192,000	103,154
Intangible Assets		2,404	-	5,048
		83,003	192,000	108,202
Non-current Liabilities				
Provision for Cyclical Maintenance	15	10,510	10,510	13,810
Painting Contract Liability	16	1,447	1,445	13,319
Finance Lease Liability	17	7,889	7,889	10,356
		19,846	19,844	37,485
Net Assets		212,201	219,491	211,110
Equity				
		212,201	219,491	211,110

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

St Mark's School (Pakuranga)

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		339,589	334,890	385,068
Locally Raised Funds		77,703	58,300	102,810
International Students		(7,119)	2,000	-
Goods and Services Tax (net)		4,085	(5,000)	8,874
Payments to Employees		(235,554)	(224,000)	(140,402)
Payments to Suppliers		(149,168)	(124,378)	(298,847)
Cyclical Maintenance Payments in the year		-	-	(5,740)
Interest Paid		(2,998)	(1,200)	(2,090)
Interest Received		1,351	6,500	8,259
Net cash from / (to) the Operating Activities		27,889	47,112	57,932
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1	-	(7,322)
Purchase of PPE (and Intangibles)		(5,033)	(192,000)	(12,046)
Purchase of Investments		-	-	(57,014)
Net cash from / (to) the Investing Activities		(5,032)	(192,000)	(76,382)
Cash flows from Financing Activities				
Finance Lease Payments		(12,380)	17,444	(8,123)
Painting Contract Payments		(11,872)	9,445	(2,170)
Funds Administered on Behalf of Third Parties		(58)	-	(1,327)
Net cash from / (to) Financing Activities		(24,310)	26,889	(11,620)
Net increase/(decrease) in cash and cash equivalents		(1,453)	(117,999)	(30,070)
Cash and cash equivalents at the beginning of the year	9	55,823	211,111	85,893
Cash and cash equivalents at the end of the year	9	54,370	93,112	55,823

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.

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

St Mark's School (Pakuranga)

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

Reporting Entity

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

Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

St Mark's School (Pakuranga)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

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.

Revenue Recognition

Government Grants

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

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

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

Other Grants

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

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

Donations, Gifts and Bequests

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

Interest Revenue

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

Use of Land and Buildings Expense

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

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.

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Accounts Receivable

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

Inventories

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

Investments

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

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

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

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

Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

St Mark's School (Pakuranga)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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:

Furniture and equipment	3-10 years
Information and communication technology	3 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

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 are 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.

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.

Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

St Mark's School (Pakuranga)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Revenue Received in Advance

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

Funds Held in Trust

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

Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. 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 Proprietor and is based on the Board's ten year property plan (10YPP).

Financial Assets and Liabilities

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

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

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

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

Services received in-kind

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

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

2 Government Grants

Operational grants	
Teachers' salaries grants	
Resource teachers learning and behaviour grants	
Other MoE Grants	
Other government grants	

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
323,977	302,690	310,058
906,613	900,000	1,013,602
1,888	-	43,325
71,692	32,200	31,685
176	-	-
1,304,346	1,234,890	1,398,670

3 Locally Raised Funds

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

Revenue

Donations
Fundraising
Trading
Activities

Expenses

Activities

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
37,244	27,700	24,245
-	-	5,798
1,068	-	-
29,586	28,600	56,841
67,898	56,300	86,884
7,347	10,400	40,540
7,347	10,400	40,540
60,551	45,900	46,344

Surplus/ (Deficit) for the year Locally Raised Funds

4 International Student Revenue and Expenses

International Student Roll

2018	2018	2017
Actual	Budget	Actual
Number	(Unaudited)	Number
1	1	0

Revenue

International student fees

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
1,481	2,000	-
1,481	2,000	-

Surplus/ (Deficit) for the year International Students

5 Learning Resources

Curricular
Information and communication technology
Extra-curricular activities
Library resources
Employee benefits - salaries
Staff development

2018	2018	2017
Actual	Budget	Actual
\$	(Unaudited)	\$
10,695	13,360	9,006
9,258	12,000	8,112
4,411	6,130	4,724
1,382	1,650	1,229
1,047,645	993,500	1,115,697
15,413	10,000	15,806
1,088,804	1,036,640	1,154,574

St Mark's School (Pakuranga)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

6 Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,120	7,200	7,070
Board of Trustees Fees	3,845	2,800	2,255
Board of Trustees Expenses	3,138	2,500	4,485
Communication	5,801	5,200	5,468
Consumables	5,684	8,900	9,431
Operating Lease	6,351	17,200	19,340
Other	10,003	9,870	5,683
Employee Benefits - Salaries	81,442	74,500	80,831
Insurance	4,088	4,000	4,547
Service Providers, Contractors and Consultancy	15,135	8,000	13,500
	<u>142,607</u>	<u>140,170</u>	<u>152,610</u>

7 Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,000	6,200	5,949
Cyclical Maintenance Expense	(4,554)	7,700	2,876
Grounds	3,590	2,100	5,421
Heat, Light and Water	13,795	11,500	11,631
Repairs and Maintenance	6,609	10,500	21,099
Use of Land and Buildings	915,988	332,000	915,988
Security	2,206	2,400	2,137
Employee Benefits - Salaries	69,222	63,000	63,606
	<u>1,012,856</u>	<u>435,400</u>	<u>1,028,707</u>

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

8 Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	3,328	-	2,586
Information and Communication Technology	3,844	-	5,634
Motor Vehicles	7,669	-	7,669
Textbooks	6,791	-	6,799
Leased Assets	12,303	-	8,528
Library Resources	1,642	-	1,803
Amortisation of Intangible Assets	2,644	-	1,633
	<u>38,221</u>	<u>-</u>	<u>34,652</u>

St Mark's School (Pakuranga)

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

9 Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	570	-	500
Bank Current Account	10,610	13,112	24,629
Bank Call Account	43,190	-	14,950
Short-term Bank Deposits	-	80,000	15,744
Cash and cash equivalents for Cash Flow Statement	<u>54,370</u>	<u>93,112</u>	<u>55,823</u>

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

10 Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	-	7,243
Interest Receivable	526	500	488
Teacher Salaries Grant Receivable	<u>58,146</u>	<u>58,000</u>	<u>58,735</u>
	<u>58,672</u>	<u>58,500</u>	<u>66,466</u>
Receivables from Exchange Transactions	526	500	7,731
Receivables from Non-Exchange Transactions	<u>58,146</u>	<u>58,000</u>	<u>58,735</u>
	<u>58,672</u>	<u>58,500</u>	<u>66,466</u>

11 Investments

The School's Investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset	168,822	-	165,837
Short-term Bank Deposits	<u>168,822</u>	<u>-</u>	<u>165,837</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and equipment	23,548	3,654	-	-	(3,328)	23,874
Information and communication technology	5,202	700	-	-	(3,844)	2,058
Motor vehicles	34,300	-	-	-	(7,669)	26,631
Textbooks	6,791	-	-	-	(6,791)	-
Leased assets	20,688	8,154	-	-	(12,303)	16,539
Library resources	12,625	678	(164)	-	(1,642)	11,497
Balance at 31 December 2018	103,154	13,186	(164)	-	(35,577)	80,599

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Furniture and equipment	70,014	(46,140)	23,874
Information and communication technology	59,730	(57,672)	2,058
Motor vehicles	42,609	(15,978)	26,631
Textbooks	20,399	(20,399)	-
Leased assets	42,349	(25,810)	16,539
Library resources	62,543	(51,046)	11,497
Balance at 31 December 2018	297,644	(217,045)	80,599

The net carrying value of equipment held under a finance lease is \$16,539 (2017: \$20,688).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Furniture and equipment	13,537	12,597	-	-	(2,586)	23,548
Information and communication technology	10,836	-	-	-	(5,634)	5,202
Motor vehicles	41,969	-	-	-	(7,669)	34,300
Textbooks	6,786	6,804	-	-	(6,799)	6,791
Leased assets	11,736	17,480	-	-	(8,528)	20,688
Library resources	13,101	1,505	(178)	-	(1,803)	12,625
Balance at 31 December 2017	97,965	38,386	(178)	-	(33,019)	103,154

	Cost or Valuation	Accumulated Depreciation	Net Book Value
Furniture and equipment	66,359	(42,811)	23,548
Information and communication technology	59,031	(53,829)	5,202
Motor vehicles	42,608	(8,308)	34,300
Textbooks	20,399	(13,608)	6,791
Leased assets	34,195	(13,507)	20,688
Library resources	62,680	(50,055)	12,625
Balance at 31 December 2017	285,272	(182,118)	103,154

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

13 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	24,579	15,000	30,682
Accruals	7,221	8,000	9,273
Employee Entitlements - salaries	59,034	58,000	58,735
Employee Entitlements - leave accrual	3,828	7,000	6,719
	<u>94,662</u>	<u>88,000</u>	<u>105,409</u>
Payables for Exchange Transactions	24,589	88,000	30,682
Payables for Non-exchange Transactions	<u>70,082</u>		<u>74,727</u>
	<u>94,662</u>	<u>88,000</u>	<u>105,409</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
International Student Fees			8,600
Other	4,823	2,000	2,261
	<u>4,823</u>	<u>2,000</u>	<u>10,861</u>

15 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	21,786	21,786	24,650
Increase to the Provision During the Year	(4,554)	7,700	5,046
Use of the Provision During the Year	-	(12,254)	(7,910)
Provision at the End of the Year	<u>17,232</u>	<u>17,232</u>	<u>21,786</u>
Cyclical Maintenance - Current	6,722	6,722	7,976
Cyclical Maintenance - Term	<u>10,510</u>	<u>10,510</u>	<u>13,810</u>
	<u>17,232</u>	<u>17,232</u>	<u>21,786</u>

16 Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	8,241	8,000	8,241
Non Current Liability	<u>1,447</u>	<u>1,445</u>	<u>13,319</u>
	<u>9,688</u>	<u>9,445</u>	<u>21,560</u>

In 2015 the Board signed an agreement with Programmed Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering a six year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2016, with regular maintenance in subsequent years. The agreement has an annual commitment of \$8,241. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

17 Finance Lease Liability

The school has entered into a number of finance lease agreements for ICT equipment.
Minimum lease payments payable (includes interest portion):

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	11,532	9,555	11,314
Later than One Year and no Later than Five Years	8,758	7,889	10,356
	<u>20,290</u>	<u>17,444</u>	<u>21,670</u>

18 Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	10,730	-	10,788
	<u>10,730</u>	<u>-</u>	<u>10,788</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

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

The Proprietor of the School, The Roman Catholic Bishop of Auckland Diocese, is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1. The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings". Under an agency agreement, the School collects funds on behalf of the Proprietor. These include attendance dues and special character donations payable to the Proprietor. The amounts collected in total were \$53,216. These do not represent revenue in the financial statements of the school. Any balance not transferred at the year end is treated as a liability. The total funds held by the school on behalf of the proprietor are \$17,477.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,845	2,255
Full-time equivalent members	0.14	0.13
<i>Leadership Team</i>		
Remuneration	302,303	257,103
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	306,148	259,358
Total full-time equivalent personnel	3.14	3.13

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	120-130
Benefits and Other Emoluments	0-5	3-4
Termination Benefits	-	-

Other Employees

No other employee received total remuneration over \$100,000 (2017: Nil).

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

21 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

22 Contingencies

There are no contingent liabilities (except as noted below) as at 31 December 2018.

(Contingent liabilities and assets as at 31 December 2017: nil)

Holidays Act Compliance – schools

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

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

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

23 Commitments

(a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(Capital commitments as at 31 December 2017: nil)

(b) Operating Commitments

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

- operating lease of a photocopier
- operating lease of 20 chromebooks

No later than One Year

Later than One Year and No Later than Five Years

2018 Actual \$	2017 Actual \$
-	6,355
-	2,155
-	8,510

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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 actively manage capital but "attempts" to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

25 Financial Instruments

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	54,370	93,112	55,823
Receivables	58,672	58,500	66,466
Investments - Term Deposits	168,822	-	165,837
Total Loans and Receivables	281,864	151,612	288,126
Financial liabilities measured at amortised cost			
Payables	94,662	88,000	105,409
Finance Leases	17,444	17,444	21,670
Painting Contract Liability	9,688	9,445	21,560
Total Financial Liabilities Measured at Amortised Cost	121,794	114,889	148,639

26 Events After Balance Date

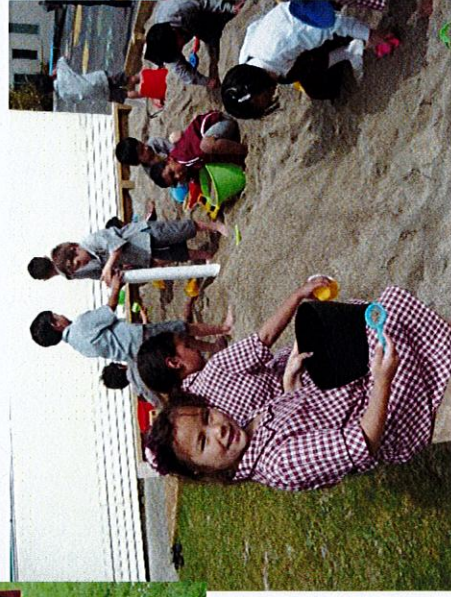
There were no significant events after the balance date that impact these financial statements.

27 Comparatives

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



St Mark's Catholic Primary School Charter 2018-2020 Providing the best education in a Catholic Environment *For 2018



St Mark's Catholic Primary School

CHARTER 2018-2020

Mission Statement

Our school will provide the best education in a Catholic environment.
Ka whakaratoa e te kura nga tino matau teitei I waenganui I nga katorika

Attitude

Attitudes We Foster

Caring & compassion
Positivity
Creativity
Persistence
Personal Best

Motto "Seek and You Shall Find"



Our Guiding Values

Love of God
Respect
Integrity/Honesty
Tolerance
Commitment
Compassion
Self Control

Key Competencies

Thinking
Managing Self
Relating to Others
Participating and Contributing
Using Language, Symbols and Texts

The St Mark's Learner will:

Live Gospel values, be literate, numerate, well rounded, strive for success, have a spirit of inquiry and develop a passion for lifelong learning.

Our Guiding Values

Our Gospel values at St Mark's Catholic School are those values which tell us how to spend our time right here and right now.

Our values act as our compass and keep us on course every single day, so that day after day we are moving in the direction that takes us closer and closer to our definition of the "best life" we could possibly live.

(These values and our ABC's underpin the way we think, act and work at St Mark's Catholic School)

The Cross is our Symbol that we are a Christ-centred Catholic school

The seven fronds on the Koru represent our values -

Love of God

Respect

Honest and Integrity

Commitment

Compassion

Tolerance

Self - Control

K

Koru: - Lifelong learning

holistic Growth and Development –
Spiritual, Intellectual

Vision

To provide a Christ-centered, challenging, safe, happy learning environment where self-confident children achieve success in all areas of the curriculum.

Knowledge and Understanding of:

The Learning Process - so they can take ownership of their learning.

Problem Solving - so they can actively solve problems which are presented to them in their everyday lives.

Respect and Tolerance - for the differences and diversity which make up their immediate school community, and the wider global communities, in which they participate.

Behaviour including Self-Management - so they can manage themselves as learners, goal set and reflect and as citizens in the 21st Century.

Enterprise and Sustainability practices - so they can nurture and protect their environment for the future.

Ensuring that understand the need to apply a systematic approach of inquiry in their learning in order to

Positive Attitudes of:

Respect - for themselves, for others and for the environment.

Positivity - to take risks in learning and relationships.

Creativity - in the way they think, the way they learn and the way they participate and contribute to the school community.

Perserverence - in always doing their best in academic, progress and achievement, building relationships and managing self.

St Mark's Catholic School students who are successful lifelong learners will have:

Skills in:

Literacy - they are literate and have achieved the New Zealand Curriculum Level in reading and writing through their schooling.

Numeracy - they are numerate and have achieved the New Zealand Curriculum Level in mathematics throughout their schooling.

Oracy - they can confidently speak in a variety of situations.

ICT/Information Literacy - they understand how to use ICT as a tool to investigate, participate and communicate in an information rich society.

Inquiry - they can use an inquiry cycle to build knowledge and understandings across all essential learning areas of the New Zealand curriculum.

Relating to Others/Participating and Contributing - they can interact effectively with a diverse range of people in a variety of contexts.

Managing Themselves - they understand how to take care of themselves physically and emotionally, how to take ownership of their learning and the skills needed to be a life-long learner.

Thinking - they are able to use creative, caring, critical thinking and metacognitive processes to: make sense of information and understanding, make good decisions in learning and life and shape the actions and reactions they will have in different situations.

Our Guiding Values as Teachers

The St Mark's Catholic School core values also underpin our work in our Professional Learning Community.
We share these understandings in the way we work with each other.

Passion

Passion for teaching and learning.
 It's all about the children – that's what we are here for.
 Common vision and goals that we all live by and are passionate about.
 High expectations of ourselves, each other, and our students.
 Celebration of people, students

Integrity

Our Professionalism is paramount.
 Communication – open and honest, addressing the issue not the person.
 Clarity around all systems and processes in the school.
 Listening to others and hearing what they are saying.
 Trust in each other.
 Honesty to speak up when needed.
 Generosity of Spirit – going the extra mile for others.
 Loyalty to our school and each other – look after each other.

Diversity

Respect differences.
 Team work is valued – many hands make light work.
 Acknowledgement of students' individuality and diverse needs.

Respect/Responsibility

Respect for our own and others' privacy.
 Respect the need to share and be approachable for others – staff, parents and students.
 Respect differences in each other.
 Responsibility to be prepared and organised.

Compassion/Empathy

Empathise with others – staff, parents and students.
 Share a laugh with others and enjoy the funny side of life.
 Forgiveness for mistakes made.
 Understanding that it is

ST MARK'S CATHOLIC SCHOOL CHARTER AND STRATEGIC PLAN 2019 - 2021

Statement of Commitment

In accordance with Section 64 of the Education Act, this Charter sets out the main aims, purposes and objectives of St Mark's Catholic School. It also incorporates the school's strategic plan including our key goals for the three years ending December 2021 along with annual goals and targets for improving student learning outcomes. The charter uses the national education priorities set by the government of the day.

The needs of the students and their learning shall be the focus of this school. By following the guiding principles of this plan, the Board of Trustees will ensure that all students are provided with an education that enhances their learning, builds on their needs and respects their individuality and dignity. The education provided will challenge them to achieve personal standards of excellence and to reach their full potential. The whole school curriculum will be designed to achieve these purposes.

This plan will show how the school expects to meet the aspirations of the school's community and also how it intends to contribute towards the achievement of national education priorities. We recognise the importance of basing decisions on quality information and of formally assessing our progress towards our stated goals. At the end of each year we complete a comprehensive review of our progress made. We also conduct annual parent surveys to gauge parents' opinions. We use this information as part of our annual planning process, which in turn determines the shape of the following years' annual plan.

The Board of Trustees, through the Principal and staff at St Mark's Catholic School, will ensure the school meets the goals and objectives set out in this plan within the limits of the resources available.

Signed:



Principal



Chairperson - Board of Trustees

01/03/2019

Date

STRATEGIC DIRECTION FOR 2018-2021

NAG 1 CURRICULUM

All students accessing the New Zealand Curriculum will have success as evidence by progress and achievement Strategic Aim 1.

Continue to develop St Mark's School Curriculum giving effect to the New Zealand Curriculum (Strategic Aim).

Inquiry and Thinking Skills to help access NZC are taught across Years 1-6.

Development of assessment to inform learning across the school in order to raise achievement *for all students including Maori, Pasifika and those with special needs.* (Strategic Aim) and strong partnerships with parents will continue to be fostered (Strategic Aim).

A focus on building students who are able to take responsibility for their own learning at their level (Strategic Aim).

Achievement data for reading, writing and maths will be analysed and targets and action plan for improving students' outcomes will be developed to improve student attainment (Strategic Aim).

CATHOLIC CHARACTER

Ensure success for all- inclusive education.

Catholic Values are promoted

Our Catholic Faith, Spirituality and Charism will be celebrated with pride and a sense of belonging to our school & parish community

Parents will be encouraged to be partners in their child's faith journey

Ensure students understand key concepts of Mission Charism

Promote mission through service

Continue reviewing one aspect of Catholic Character each year (see separate Action Plan)

To further develop school and parish links

NAG 3 PERSONNEL

Continue Professional Development in literacy, numeracy and making OTJs against National Standards.

Teacher appraisal goals to be aligned with strategic development.

Staff to be appraised annually to ensure highly skilled, effective staff are teaching at our school.

The Board continues to ensure that effective systems are in place to ensure the Board fulfils its role as a good employer.

NAG 6 ADMINISTRATION

Continue to develop systems to comply with all current legislation through policy and procedures

NAG 7

Complete an annual update of school charter and strategic direction

NAG 8

8.1 To provide an analysis of variance statement between schools aims, objectives and targets.

NAGS 2, 4, 5 SELF REVIEW

To continue to survey parent community, staff and students to inform planning and strategic direction.

To develop and monitor school strategic plan and annually review and develop action plan.

Ongoing review of policies.

Cyclic review of curriculum areas over a four year period.

Communicate and consult effectively and appropriately with minority groups including Maori and Pasifika.

2A (b) Analysis of Data is included in review of Action Plan. Targeted plan & Action Plan set out planned action for lifting achievement

FINANCE AND PROPERTY

To allocate funds to reflect and support strategic and annual plans

Continue to refine and monitor financial expenditure.

Continue to implement an efficient program of maintenance for school buildings and facilities (see 10 year plan).

Develop school facilities to reflect priorities *including ICT as stated in school's charter, strategic and *action plan.

HEALTH AND SAFETY

To provide a safe physical and emotional environment for students and staff.

St Mark's Catholic School 2018-2022
Strategic Direction

CATHOLIC SPECIAL CHARACTER STRATEGIC GOALS

- Catholic Values will be promoted across our school and community.
 - Our Catholic faith, spirituality and identity will be celebrated with pride and a sense of belonging
 - Parents will be encouraged to be partners in their child's faith journey
 - At our school teachers and students will understand the key concepts of our Mission Charism
 - St Mark's will promote our Missions through service
 - Professional Development opportunities will be provided to staff to achieve appropriate Levels of Accreditation in Religious Education
- Review and development in all areas of our Catholic Character will be sustained and fostered – Pastoral Care, Religious Education and Catholic Community.

Cultural Diversity and Maori Dimension

The Unique Position of our Bicultural Country – St Mark's Catholic School will acknowledge the unique position of the Maori culture in New Zealand society. We acknowledge Maori as the elder treaty partner. We seek to develop and promote awareness of te Mana o Aotearoa and foster improved cultural understanding consistent with te Tiriti o Waitangi.

How the school will reflect

New Zealand's Cultural Diversity.....		The unique position of the Maori Culture
By	<ul style="list-style-type: none"> • The cultural diversity of the school is acknowledged and celebrated. • Encouraging students to share their cultures and celebrations and identify different cultures within classes. • Developing class programmes to encourage open-minded exploration of cultures (topic studies). • Using a variety of languages in such situations as greetings. • Presentations at assembly of student's cultures – art work, song and dance. • Professional development – using strengths and expertise of current staff or outside facilitators. • Staff from different ethnicities are employed at St Mark's Catholic School. • Role models from different cultures are welcomed and included in our school programmes -P.E./sports/arts/assemblies. 	By <ul style="list-style-type: none"> • Integrating Maori Spirituality into school wide programmes. • Tikanga and Te Reo Maori incorporated daily into the class programme – commonly used words, phrases and topic words to match inquiry question. • By teaching and learning about the Maori and European history of our area. • Incorporating topics in the curriculum programme – Myths and Legends/history of New Zealand. • Singing the National Anthem at each assembly – first verse in Maori. • Continuing to use bilingual signage and use multi-cultural welcomes. • Acknowledging Maori language week – use of language, art, dance, artefacts and guest speakers. • Visiting our local marae under the guidance of our Kaumatua. • Acknowledging customs and cultural significance.

<i>What reasonable steps will the school take to incorporate Tikanga Maori (Maori culture and protocol) into the school curriculum?</i>	<i>What will the school do to provide instruction in Te Reo Maori (Maori Language) for full time students whose parents ask for it?</i>
<p>St Mark's School recognises our bi-cultural society by the integration of Te Reo and Tikanga Maori in to all teaching and learning programmes.</p> <p>Everyday words and phrases to be incorporated into topic studies and R.E.</p> <ul style="list-style-type: none"> • Have resources available to assist with the programme. • Ongoing professional development. • Celebrate Waitangi Day. • The Religious Education curriculum supports our biculturalism. • Te Reo taught specifically as a separate subject at Year 5/6. • Maori Spirituality. • Continue to teach Spanish Language to Year 5 & 6. • Community Consultation. 	<p>Staff will be encouraged to utilize the strengths of our Maori community and be aware of the partnership as written in the Treaty of Waitangi.</p> <p>School is committed to improving the learning outcomes for Maori students.</p> <p>For our Maori students this means:</p> <ul style="list-style-type: none"> • An opportunity to study Te Reo Maori. • An opportunity to study Tikanga Maori. • An expectation to achieve high Standards. • An opportunity to be part of the Kapa Haka group. <p>Any requests for further tuition in Te Reo Maori or further inclusion in the school programme will be given full and inclusive consideration by the Board of Trustees in consultation with our Maori community. Consideration will be given to availability of appropriate personnel, impact on student learning and availability of resourcing and accommodation.</p>

<i>What steps will be taken to discover the views and concerns of the school's Maori community?</i>	<i>What are some areas which make our school unique and are important to the community?</i>
<ul style="list-style-type: none"> • Consultation – parent meeting once a year. • Survey parents – annually. • Parent interviews – an opportunity to ask a set of questions re the school meeting the needs of the community. • Open door policy: invites parents to express opinions e.g. responses to the fortnightly school newsletter. • Approach key people in the community to encourage parents to attend information gathering sessions. • School events e.g. family picnic lunches following beginning of year Mass and open days. 	<ul style="list-style-type: none"> • Special Character/Religious Education curriculum. • Fostering the Charism of Euphrasie Barbier and the Mission Sisters. • Developing Gospel Values. • Symbols and signs of Catholic Character displayed in and around our school. • Supportive environment. • Commitment/follow-up/home school partnership. • Sacramental programme. • Emphasis on faith building. • Marimba and ukulele Group. • Choir. • Annual Prize Giving. • Wide range of sporting opportunities. • Class Masses. • Behaviour modification programmes/initiatives. • Access to trips/camps. • Supportive community – PTFA/BOT • Wider community relationship – many local families still maintain a positive interest in the school e.g. parish functions, church activities, attendance at prize giving, local secondary schools and other school functions. • Commitment to student development and leadership skills through responsibilities. • School and House Captains. • Librarians/Cool Schools Mediators/Crossing Monitors/ICT Monitors/First Aid Monitors/P.E. Monitors etc.

CONSULTATION PROCESS

A parent survey was given out in November 2015, Parent Teacher interviews and compiled. Results compiled and displayed on our community notice board. * Reviewed by all stakeholders in 2016, 2017 and 2018.

BOT consultation at monthly meetings September, October and November (2015) and February 2016 PTFA consultation was held at meetings in June and August. Ongoing review by BOT at BOT meetings and in depth at November and February meetings to inform Direction and Annual Plan for the following year,

Community consultation meetings were held and included meetings with minority groups throughout 2015 and 2016. Targets from the 2016, 2017, 2018 Targeted Action Plan were reported back to parents at Parent Teacher meetings held in February of each year.. Consultation for Annual Aims is ongoing and forms our Targeted Action plan annually.

Annual Consultation was held with Staff at meetings during Term 3 and 4 in informs strategic direction and action plan were targeted goals were presented on Meet the Teacher Evenings and input sort from whanau/community.

Staff see and discuss data before annual targets are set.

CHARTER UNDERTAKING

The 2016 - 2018 Charter, Strategic Plan and Action Plan were presented at the February BOT meetings and ratified.

While review is ongoing throughout the year Our Strategic Plan and Action Plan were fully reviewed in November 2106, December 2017 and November 2018 and February each year and subsequent changes have been made to our Charter , Strategic Direction Action and Targeted Action Plan as a result of further consultation and reviewing data.

Consultation regarding our Charter, Strategic direction and Action plan in 2018 was done at - 2x Parent Evenings February 2018, minority group meetings, PTFA and BOT meetings..

St Mark's Strategic Section

This section sets out the Board of Trustees' aims and directions
For student progress and achievement over the next three years
2018 – 2020 at St Mark's Catholic School

St Mark's Strategic Aim for 2018

Goal 1: *All students at St Mark's School able to access the NZ Curriculum as evidenced by their progress and achievement.*

Key Actions	Who	Desired Outcomes for 2018	Outcomes
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All students (including those with special needs) to make at least one year's progress in writing, reading and maths.	All teachers and support staff	91% or more of all students reach their expected National Curriculum Levels (NZCL) for their cohort in reading. 78% or more of all students reach their expected NZCL for their cohort in writing. 85% or more of all students reach their expected level for their cohort in maths.	<p>This reading goal was almost met (87%) and was met if we were comparing exactly the same cohort. However, we had a Chinese family move in from mainland china with not a word of English last term 3 and two filipino families who immigrated towards the end of term 2 from the rural areas of the Philippines who have little English.</p> <p>Our writing goal was almost met(75.2%) and would have been surpassed if it was the same cohort that we were comparing.</p> <p>Our Maths goal was almost met-(83%) were At or Above the expected levels. Again the language and problem solving part of Maths requires that you have a good level of English to interpret the problems.</p>
To improve writing across the school focusing on Maori, Pasifika and those students working below appropriate curriculum level for their age.	All teachers and support staff	Students are closely monitored to ensure they are making a value added progress and experiencing success in the classrooms. Those with special needs are reviewed against their IEP goals and are making progress.	<p>All students are closely monitored including those with IEP's and targeted students. Classroom teachers summarise results before handing them in to the Exec for further analysis. All students made significant progress throughout the year.</p>
To strengthen teachers pedagogy and support them with PD to lift both pedagogy and culturally responsive teaching.	All teachers	Professional Development through lead teachers and PLD facilitator will enhance teaching learning programmes to lift students' written language achievement across the school. ALLs' teachers will be sharing their ideas and will be supported by the Literacy team (SIT).	<p>Professional Development enhanced teachers understanding and developed extra skill in the teaching of written language to ensure that all students made progress in written language. Alls contract teachers were Julie Kippen and Rita Furivai who targeted students to accelerate their achievement level.</p>
To grow students self-efficacy and student agency.	All teachers	Our students will be able to talk about their learning, their goals and take more responsibility for meeting those goals.	<p>Most students were able to articulate their goal and talk about how they were going to reach their goals in reading, writing and maths.</p>
To further embed this spiral of inquiry to ensure value added progress for all students.	All teachers	Teachers take on responsibility for their inquiry into their practice and are willing to try new strategies to engage all students to support their development in writing. (written language)	<p>Teachers were responsible to enquire into their practice. Most teachers looked into aspects of literacy to help ensure better outcomes for students.</p>

Literacy Facilitator to strengthen leadership coaching practices.	CR, BOT and all teachers	Literacy leaders to feel confident in modelling or co-teaching in both reading and writing for syndicate members.	Literacy leaders worked alongside facilitator Doreen Dukes and are confident to model, co-teach and give specific feedback to teachers.
The board to resource extra staff in literacy and ESOL to improve outcomes for students.	CR and BOT	The BOT employs Kim Wagstaff as reading recovery teacher who in turn will give 1:1 tuition to support year 2 students. Teacher aide hours increased so there is support for ESOL students and students with moderate to high needs. Marianne Stacey employed as an expert ESOL teacher.	Reading Recovery was successful again this year with Kim Wagstaff lifting 9 or 12 students to expected level. Three students were picked up later in the year and have another 10 weeks to run. We have a new Reading Recovery teacher starting Emma Osborne who will be Reading Recovery trained over 2019-2020. Teacher aide hours were increased in the year to help meet the needs of students with moderate to high needs.
Continue to implement effective practices from PB4L for training to be transferred across the school into curriculum and behaviour expectations inside and outside of classrooms.	All staff	PB4L facilitator, lead teacher, coach and PB4L team to support other teachers in embedding this into their practice. Include support staff in joining teachers for PD on teacher only day.	PB4L is embedded and we are ready to step up to Level 2 at the beginning of 2019. Part of teacher only day in 2018 was put aside for the PB4L facilitator to speak to all staff and we intend to do the same at the beginning of 2019.

Goal 2: Teaching and Learning Programmes at St Mark's to give effect to NZC while meeting the needs of our local school community of learners.

Key Actions	Who	Desired Outcomes for 2018	Outcomes
Effective pedagogy across all teachers and classrooms.	BOT, senior teachers and exec	All students make one year or more progress and moderate to high needs students achieve their IEP goals.	All students made an increase of one year with some students accelerating and moving two years. All students with additional needs met most of their IEP goals.

Assessment used as evidence to plan for students learning and progress.	Classroom teachers	Teachers to use assessment data and observation to plan suitable lessons for their students that are challenging and interesting and where appropriate use authentic experiences.	Teachers are using assessment data to inform planning, suitable programmes to lift achievement of students and are ensuring that they are using authentic experiences or giving students appropriate motivation to ensure success.
Values and Key competencies to be integrated into all teaching programmes.	Classroom teachers	Values and key competencies to be planned into classroom programmes.	This is well embedded into most teachers practice to continue to ensure that new teachers are planning in values and key competencies as part of their programme.
Student's to be surveyed to ensure they are learning and happy at school.	All teachers. (CR and exec will formulate survey)	All students feel happy, safe and know that they are learning at our school.	The majority of students were very positive about their learning and all feel safe at our school according to a survey that we ran at the end of term three.
Apply for PLD in writing and resource lead teachers to co-teach or model across the school to enhance students' written language outcomes.	All teachers, CR and Exec team	Teachers receive in house and professional development from an outside facilitator to lift outcomes for students in written language.	All teachers have attended in house facilitation on PB4L, Religious Education and good practices around written language.
Mathematics multi-level problem solving approach to continue to be part of all classroom Maths programmes.	All teachers and AP's	Multi-level programme and rich tasks will be authentic and evident in all classroom programmes. New teachers will be supported by syndicate leaders to ensure students are learning across all strands of mathematics.	Multi-level problem solving approach is used by all teachers across our school in Mathematics. Students have made significant progress and are willing to talk about the strategies they use to solve problems.
Reading and Writing will be closely monitored to ensure all students are progressing.	CR, Exec team and all teachers	Literacy leader to monitor both writing and reading practices across classrooms in their syndicates and support teachers' development as necessary.	Literacy leaders monitored literacy practices across the school and ensured that our facilitator targeted PLD to suit teachers needs.

Goal 3: Continue to build Strong partnerships and sustained these at St Mark's between home, school, staff, Parish and BOT.

Key Actions	Who	Desired Outcomes for 2018	Outcomes
Continue to build home school relationships inviting minority groups into the school so we have parent voice. This to include Maori and Pasifika parents/whanau.	CR and BOT	Consultation evenings and PTFA events or evenings will be well advertised and where necessary individual invitations will be distributed to ensure our Maori and	PTFA ran a family fun evening, disco, movie nights, fun food festival and several sausage sizzles and ensured all felt involved at various levels from helping or attending. Maori and Pasifika attended a consultation evening and reinforced that they are

		Pasifika families are aware of school events.	happy with St Mark's School and gave feedback that we will take on board.
Consult with new entrant parents after new entrants have been at school for 10-12 weeks.	Lorraine Ross	Lorraine to lead meetings with parents after the child has been at school for a term to ensure lines of communication are opened and answer any questions and give parents time to add ideas that may strengthen the schools communication etc.	To review this as Lorraine is very open to parents visiting on a daily basis. This meeting was held once this year but the attendance was small, therefore, communication may be open enough not to need a special meeting to enlarge on what's happening in the classroom at new entrant level.
Principal to meet with Fr Oliver as needed to ensure there is shared information regarding families who need support.	CR and Fr Oliver	Principal to make a time with new Parish Priest so we forge a good relationship and share information around our families who are in need.	Principal and new Parish Priest have a good relationship and we have started to share information around families who are in need. This is to be continued in 2019.
Marianne Stacey to consult with ESOL parents once a year.	Marianne Stacey	Marianne to consult with parents around expectations and ideas that may enhance our school and answer questions to clarify processes and the way we teach in New Zealand.	Marianne consulted one to one with whanaus and this seems to work well for our ESOL parents.
Feedback will be given to BOT around student achievement around reading, writing and maths and other areas of review.	CR and exec	8 – 10 meetings will be held across the year and board will be kept fully informed under NAG headings including student achievement and review.	Ten meetings were held this year and the Board has a very good understanding of governance and review at all levels. All policies that were on the cyclic review have been attended to and we also filled out ERO's review booklet and a booklet for reviewing Pastoral Care of FFP students. At the time we were reviewed by ERO they were also looking at reviewing teacher appraisal on behalf of the teachers council, therefore, this was done in depth as well with everyone who had been signed off in the last 12-15 months. Appraisal documents being looked at in particular the Principals appraisal, AP's appraisal and a newly registered teachers appraisal. (Rita Furivai)
Catholic Character review will be reported to the BOT and CSO.	CR, DRS and RE team.	Bishops reps and board members will be invited to review meetings and results of these meetings will be shared at board meetings.	Bishops Reps and Board members are invited to take part in RE review meetings. Results of staff review and Board review are shared at meetings.

Staff and parents to be a regular part of any self-review.	All staff and BOT	Self Review to include staff, parents and where applicable students.	All feel included when reviewing. Policies and procedures that affect teaching staff or admin staff are reviewed by them before going to the board.
To work alongside our Kahui Ako SE(COL) at all levels.	BOT and all staff	Staff and BOT are developing partnership with schools in our Kahui Ako.	We are now full members of the South East Christian Kahui Ako. Catherine Rivers, Jenny McKenzie and Trish Hodgson are on the leadership team. Rita Furivai is our across school lead.
To embed Positive Behaviour for learning (PB4L) to parent community at Meet the Teacher, consultation, PTFA evenings.	BOT, Principal, TH and JM	Principal to speak into PB4L at meet the teacher night and at PTFA meetings so parents are aware of our direction and can support their children in being positive and displaying appropriate values and behaviours to enhance their learning.	This was completed at both teacher only day and at PTFA meetings and is included in newsletters so parents are aware of our value statement which is intertwined with PB4L. Principal also wove this into her end of year speech at prize giving. Students who practice our school values are honoured in our good new book which is read out at Assembly weekly and highlighted in our newsletter.

Goal 4: All students are empowered by teachers to take increasing responsibility for their learning and develop resilience and self-reflection

Key Actions	Who	Desired Outcomes for 2018	Outcomes
Teachers to continue to use 'Talk Moves' and co-operative group activities to help students articulate their learning and extend their thinking.	Classroom teachers	Students are more confident to articulate their learning across all areas of the curriculum. Students thinking is extended and they are able to problem solve in a variety of situations planned by the teacher.	Most students are confident to articulate what they are learning and how they are learning in all areas of the curriculum. Continue to embed problem solving and a variety of thinking skills across all levels of the school.
PLD applied for and literacy leaders will co-teach or model the teaching of writing in classrooms.	CR and literacy leaders	PLD resource will mean that Doreen Jukes is able to support our literacy team and teachers in developing pedagogy which will enhance their teaching and learning in literacy specifically writing.	Doreen Jukes has given good support and built up good relationships with teachers across our school and pedagogy has developed to enhance teaching and learning and written language. This support to continue throughout 2019.
Teachers to support students in setting realistic goals in all major subject areas.	Classroom teachers	All students to have goals in reading, writing and maths and one area of the key competencies. Students to be able to articulate their goals and what they are going to do to achieve them.	All students work with teachers to develop goals in reading, writing and maths. The older students from year 3 up also have goals in key competencies.

Students will be able to self-assess against success criteria.	Classroom teachers	Teacher's model to students assessment against success criteria and students are supported until they are independently able to self-assess and decide on next steps.	Most teachers model using success criteria so students are able to co-construct success criteria in written language and many can self assess against this.
Teachers to incorporate resilience teaching and skills as part of programmes.	Classroom teachers	Teachers to teach resilient skills through health and PE programmes and at other appropriate times or give children experiences in being able to be assertive.	This is to be ongoing as children continue to need to develop further resilience skills in order to cope with day to day life.
PB4L skills to be reiterated in classrooms constantly and spoken into at assembly every week.	All staff	PB4L will be highlighted at assembly with a focus area. This is to be reinforced in the classrooms and in all areas of the school by teachers and support staff.	Most teachers teach a lesson around values/PB4L on a Monday morning or after it has been highlighted at the weekly assembly.
School continue to be a waste wise school.	All staff, students Bruna Bannister to lead	Bruna Bannister is willing to run the environmental club including our vegetable garden. Bruna Bannister or Trish to speak into at assembly. "Care of the Environment Code" to be displayed in all classrooms and unpacked by teachers.	Continue this as a necessary part of building a sustainability mindset across students and staff. Care of the Environment code is displayed in all classrooms and unpacked by teachers as part of their RE or Health programmes.

Goal 5: Teachers encourage the use of ICT to support development of 21st century learners and the building of our St Mark's Learning Community

Key Actions	Who	Desired Outcomes	Outcomes
Review ICT 5 year plan in conjunction with staff and board.	BOT, Principal and ICT leader	ICT to be incorporated into classroom programmes so children understand that it is a tool for making meaning and learning.	ICT has been well incorporated into classrooms and students are using IT well though it needs to be monitored carefully by teachers.
New digital curriculum to be unpacked by teachers.	Exec team and ICT team leader to lead	Teachers to attend courses run by the ministry and ICT leader and EXEC to help unpack document.	Due to dates clashing, teachers did not attend IT digital technology courses but this will be looked at as a Kahui Ako in 2019. JM and Beverley Dias further unpacked the new digital curriculum and planned rollout for 2019 and 2020.

Further professional development for all teachers as required.	Principal and ICT team	Teachers to nominate if they need more support in this area.	Several teachers went on PD and Julie Kippen and Rita Furivai are ready to trial BYOD in their classrooms in 2019.
Establish student tech experts.	ICT leader	Student techs to problem solve classroom computers.	Student techs from year 3 up are trained by Mrs Dias to help problem solve in the classrooms.
Strength in digital citizenship.	Classroom teachers and all staff	Teachers to speak into being a responsible digital citizen and internet safety. All students from year 3 up to sign a digital citizenship contract. Parents and child sign on entry to the school.	Teachers in the senior school spoke to students and all students signed contracts from year 3 up. Year 5 and 6 students had input on the digital citizenship contract. Parents signed contracts on behalf of year 1 and 2's as students enrol in the school.
Further Mimio or active board training as required.	CR and ICT leader	Teachers self-select if they would like any more training.	Teachers did not require any further development in 2018.
Google docs training for teachers as required.	CR and ICT team	Teacher self-select if they would like any more training.	Rita and Julie attended a course around Google Docs in Classrooms.
Grow collaboration across the school community through the use of ICT and consultation.	All staff	Continue to use Surveys as well as face to face consultation to gain parent voice in making decisions or when needing feedback/feedforward.	A Filipino consultation, Maori Pasifika was done in term 2 and term 3 2018. Both were well attended and parents feel free to put forward ideas and discuss issues.
Continue to refine system for managing ICT.	ICT leader, CV and all teachers and students	Catherine Verner and ICT leader to ensure systems for managing IT equipment across the school further streamlined and robust.	Catherine Verner and Beverley Dias have updated systems to reflect current stock and ensured that numbers match inventory.
Continue to streamline admin systems.	Office staff and CR	Kerrie with CV and SN to continue to streamline office admin systems in consultation with CR.	Ongoing and Kerrie using the Ministry of Educations School Records Retention/Disposal Information pack to ensure that we retain necessary documents when cleaning out files.

ST MARK'S Targeted Plan & ACTION PLAN 2018



TARGETED ACTION PLAN 2018

2017 Base Data: All our data includes ESOL and special needs

1. **Reading:**
91.2% of students reached National standards in 2017
2. **Mathematics:**
83.4% of all students achieved at National Standards during 2017 (we will this a whole school goal)
3. **Written language:**
70.8% of all students achieved at National Standard in 2017. (Writing will be focus area for 2018)
61.8% of students reached National Standards in writing at year 4 in 2017 (targeted Y5 group for 2018)
66.3% of students reached National Standards in writing at year 5 in 2017 (targeted Y6 group for 2018)

GOALS for 2018

Overall School Goals against New Zealand National Curriculum Levels (NZCL)

Writing - 78% + of all students to reach appropriate curriculum levels across the school in 2018

Reading - 91% + of all students to reach appropriate curriculum levels across the school in 2018

Maths - 86% + of all students to reach appropriate curriculum levels across the school in 2018

Targeted Goals

EOY Outcomes Against Goals

not met - 75.2% AT or AB expected levels (an improvement of 4.4%)

almost met - 87% AT or AB expected levels

almost met 83% AT or AB

Writing:- 77% of Year 5 students to be writing at expected NZC Y5 level- at the end of 2018; (compare to 61.8% of year 4 in 2017). - not met 60% of students AT or AB
 80 % of Year 6 students to be writing at expected NZC level - at the end of 2018; (compare to 65.2% of year 5 in 2017). - met, 82% of students AT or AB
 77 % of Year 2 students to be writing at expected NZC level - at the end of 2018; (compare to 69.5% of year 1 in 2017). - almost met, 75% of students AT or AB (an improvement of 5.5%)

Maori:- Writing 77% of Maori to achieve at or above expected level; (compared 40.0% in 2017).
 Maori:- Reading 84% of Maori to achieve at or above expected level; (compared to 73.3 in 2017).
 Maori:- Mathematics 77% of Maori to achieve at or above expected level; (compared to 60% in 2017).

Pasifika:-Writing 77% of Pasifika to achieve at or above expected level; (compare to 57.2% in 2017).

Pasifika:-Reading 88%+ of Pasifika to achieve at or above expected level; (compare to 82.2 in 2017).

Pasifika:-Mathematics 78% of Pasifika to achieve at or above expected level; (compare to 67.8% in 2017).

- Not met 50% are AT or AB (improvement of 10%)

- not met 50% are AT or AB (a drop of 20.3%)

- met 78% are AT or AB

- almost met 76% are AT or AB (improvement of 18.8%)

- not met 75% are AT or AB (a drop of 13%)

- met 88% are AT or AB (improvement of 10.2%)

ASSESSMENT TOOLS : E-asTTle- written language year 2-6, Exemplars year 1, Moderation, Gloss, IKAN, JAM, Probe or Star Reading
 Assessment alongside overall teacher judgements (OTJ). Literacy Learning Progressions and NZC levels.
ANNUAL ACTION PLAN 2018 (Refer to Annual Budget)

Strategic Aim One

All students at St Mark's Catholic School are able to access the New Zealand Curriculum as evidenced by their progress and achievement

Focus Areas	Who	When	Planned Priorities	Expected Outcome	Actual Outcome / Annual Report
1.1 Writing	All Staff (Principal and Syndicate Leaders to lead)	Throughout 2018	To improve students written language levels across the school focusing on Maori and Pasifika and those that were working below national standards in 2017.	Teachers will continue to be upskilled to teach to the writing needs of students in their class. Teachers to be given time in staff and syndicate meetings to share knowledge and ideas.	Teachers have been upskilled and have more knowledge of the pedagogy to teach writing which has improved outcomes for students. Teachers have been resourced to be released from classrooms to discuss written language programmes with our facilitator and have attended staff meetings led by the expert in written language.
			To improve teachers' pedagogy through sharing expertise.	Teachers will be supported by PD from lead teachers – Trish Hodgson and Jenny McKenzie and to build to	Trish Hodgson and Jenny McKenzie have supported teachers by modelling and co-teaching as has the facilitator

			<p>Teachers to support students' growth in self-efficacy and student agency.</p> <p>All teachers to inquire into their Written Language practices.</p> <p>Strengthen leadership coaching practices.</p> <p>BOT to provide Professional development in written language.</p> <p>To continue to improve students written language.</p>	<p>support teachers in their practise by modelling and/or co teaching.</p> <p>Teachers to support students to believe that they can write and look at ways to hook the reluctant writer in. Students to articulate their learning, know their goals and take on some responsibility for reaching those goals.</p> <p>Teachers to inquire into their practice to identify what we can do differently to support students in written language.</p> <p>Teachers to take responsibility for gaining further knowledge around the teaching of written language.</p> <p>Literacy leaders are confident and willing to model and co-teach for teachers in the school to help support others pedagogy. PLD facilitator will support and model.</p> <p>CR and lead teachers to apply for PLD in written language. If we do not access PLD, our BOT are willing to pay for external expertise.</p> <p>Teachers will be given time to visit and support each other in classrooms. Lead teachers will also be given resource time to model or co-teach in rooms.</p>	<p>and given construction feed-forward and feedback.</p> <p>All children have a positive attitude towards writing and 95% of students from year 2 up are able to articulate their goals in written language, reading and maths and know what they can do to improve their written language.</p> <p>All teachers have done an inquiry into the way they teach written language so that they can identify ways to support their students.</p> <p>Teachers have been committed to professional reading and inquiry into their practice.</p> <p>Leaders are continuing to be supported by facilitator in 2019, however, they have been mentored, coached, modelled and co-planned to support teachers development.</p> <p>CR and AP's applied for PLD and were successful which bought an expert facilitator into our school from Term 2 through to Term 4 and this support will be ongoing into 2019.</p> <p>Teachers made use of time to watch each other co-teach or teach in each others rooms. We will continue this practice next year as the teachers found this valuable.</p>
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				<p>Teachers targeted 3 or 4 students in their individual classrooms. Most students moved at least one sub level in their writing. Other students were either new to the school and had no or little English or were on individual education programmes.</p> <p>Most teachers are providing experiences and/or good models of written languages to help motivate and engage students.</p> <p>Teachers have modelled constructing success criteria for a piece of writing for a particular genre and students from year 2 up are encouraged to co-construct success criteria alongside the teacher.</p> <p>All teachers have started to use 'Gold for Glory' some better than others but this will continue to be a focus for 2019 as it gives the students more ownership for their learning. Learning intentions are used in every class though they need to be repeated during the lesson and be part of the plenary so this will be ongoing for next year to ensure it is entrenched.</p> <p>All classroom teachers selected target students through observation and analysing their data. Executive broke data down to ensure all students are progressing and needs are being met through programmes such as quick 60, reading recovery, literacy booster,</p>
				<p>Teachers to target students who need a boost and/or support in their written language development.</p> <p>Teachers to provide experiences and good models of written language, to hook in learners.</p> <p>Teachers to build student capability so all students are able to co-construct success criteria and self-assess.</p> <p>All teachers to use 'Gold for Glory'. Y1 to Y6 Learning intention. This ensures students feel success often, so they are keener to write. Teachers Year 3 to Year 6 use 'blue to do' - so students are aware of where to next or prompted to edit.</p> <p>Assessment data to be reviewed by classroom teachers and learning needs to be determined for target students. Executive to look in depth at data.</p>

			<p>Teachers to analyse and reflect on writing data to inform teaching and planning and to determine particular needs of students.</p> <p>Teachers to target writing i.e. written language as their inquiry.</p> <p>Written language books to be shared with staff, so they know what is in the school to support their professional reading.</p> <p>Teachers to continue having specific learning conversations with students i.e. where they are at and what their next steps are and how they think they can get there.</p> <p>Compare results i.e. February 2018 Sept/Oct 2018</p> <p>Compare Nov OTJ 2016 with Nov OTJ 2018 to monitor improvement.</p> <p>Whole school moderation to be done vertically and horizontally to help ensure consistency.</p>	<p>language enrichment, being part of a target group in class and ALLs.</p> <p>Professional reading resources were shared at staff meeting and senior staff used a variety of books including Gail Loane and literacy facilitator and ALL's facilitator shared appropriate readings to support teachers inquiries.</p> <p>All teachers completed a written language inquiry and senior leaders are analysing these to pick up any gems that could be shared across the whole staff and with the Kahui Ako.</p> <p>Most teachers are using more specific language when they are having a learning conversation with their students but this will need to be ongoing in 2019 to further entrench and sharpen.</p> <p>Improve results in writing across all classrooms. Weaknesses to be further investigated..</p> <p>This is been done twice a year when we have completed Asttle but needs to be reviewed and done using student's written language books rather than a one off piece of writing.</p>
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1.1.1 Oral Language	All Staff	Throughout 2018	To build oral language in classes to support the development of reading and writing.	<p>Patch Play introduced to support oral language development for moderate to high needs' students as oral language is often linked to their IEP goals.</p> <p>Oral language will be integrated across all curriculum levels.</p> <p>Teachers to use ELL matrixes for writing reports for students who are have little English.</p> <p>Continue to use Quick 60 programme for those students who need to build awareness of phonics to support reading and writing development.</p> <p>Teachers to use a variety of strategies to encourage students to collaborate and participate in groups and share their thinking with confidence.</p>	<p>Patch Play programme was successful to support 6 students over the year to encourage them to speak and to develop their initial oral language skills. They were successful against their LLI and IEP goals.</p> <p>Teachers understand the importance of oral language and they have been integrating it across all classroom levels and using tools to support students and help them express themselves to share their ideas. These include 'talk moves' 'think, pair share' and Kagan.</p> <p>Some teachers are using the ELL matrix to help them monitor students progress and to write more specific report comments. This will be further encouraged in 2019.</p> <p>Quick 60 programme was continued to be used from term 1 to the end of term 3 and there was good feedback from the reading recovery teacher that felt that children who came into reading recovery had improved phonics knowledge.</p> <p>Teachers do use a variety of tools as above, talk moves, think, pair share and kagan frameworks. They also use multi-level problem solving in their classrooms to ensure there is more peer interaction and less teacher talk to help change the locus of control.</p> <p>Mission Day was very successful with students planning, organising and</p>
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				Seniors will combine Mission Day and other similar, authentic occasions to experience prediction and handling of finances. Look for opportunities across the curriculum.	running stalls to raise money for children less fortunate than themselves. For many children it was the first opportunity to give change and have a first hand experience around finances and profit and loss. This was very successful as they enjoyed every part of the process and raised \$2404.90 which has gone to our sister school in South India and to the Papal Missions for Children.
1.1.2 Reading	All staff (Principal and Literacy Team to lead)	Throughout 2018	<p>To continue to improve all students reading skills and level.</p> <p>To continue to support students (accelerate learning by targeting students in the classroom) who are well below or working towards.</p>	<p>Well planned reading programmes to meet students' needs and level. Assessment Data to be reviewed with staff and learning needs determined for target groups to accelerate students learning.</p> <p>Targeted students will be discussed as part of syndicate/team meetings to monitor progress of children and share teaching ideas. Discuss targeted students at syndicate level.</p> <p>Review assessment data with staff and continue to put in place programmes to support particular needs of all students.</p>	<p>87% of our students have reached the expected level in reading. Those who have needs have been supported by programmes including Quick 60, Language Booster, and Reading Recovery. We have also reintroduced Grandparent reading to support those students in year 1 and 2 who need reading mileage.</p> <p>Targeted students are both discussed at a syndicate and senior team meetings and teachers share ideas on how to lift students who have additional needs.</p> <p>Assessment data is reviewed by the classrooms teachers at syndicate level and then at senior leadership level. As above programmes are put in place to support the students development to improve outcomes.</p>

1.1.3 Continue to Embed multi-levelled problem solving as part of the Mathematics programme.			Teachers to ensure students are exposed to multi-levelled problem solving.	<p>Monitor students to ensure all students are improving their use of strategy for problem solving.</p> <p>Students to be able to articulate their thinking when problem solving.</p> <p>Students to be able to articulate their mathematical goals.</p> <p>Senior teachers to model or co-teach alongside new teachers to develop their pedagogy around the teaching of multi-levelled problem solving.</p>	<p>Students enjoy and learn from each other as well as their teachers when using a multi levelled problem solving approach.</p> <p>95% of students are able to articulate their thinking when problem solving and Talk Moves continues to give ESOL students and those with language difficulties a framework to hang their answers on.</p> <p>When speaking with students the Principal and senior leaders have estimated that 95% of students are able to articulate their mathematical goals and this was confirmed in a recent survey titled 'Happy, Safe and Learning at School'.</p> <p>Senior leaders are confident to co-teach or model with 2 new teachers or those teachers that need support.</p>
1.1.4 ESOL programme remains strong	Principal, M Stacey & T Hodgson	Throughout 2018	To support all ESOL students so that they make good progress in literacy and are able to achieve alongside their cohort.	<p>Individual and small group needs identified and met. Children identified earlier by classroom teacher and names given to ESOL teacher.</p> <p>Teachers to make links between oracy and written language explicit.</p>	<p>Individuals and small groups - 35 students have been identified as ESOL students as well as 5 students who have come off their funding, received support through the ESOL programme. ESOL students are also supported as their is a teacher aide in all classrooms for part of the day.</p> <p>Teachers have made the links between oracy and written language and also reading.</p>

1.1.5 Special Needs	L Ross, Principal & Syndicate Leaders, Teachers & Teacher Aides & BOT	Throughout 2018	To ensure we continue to use inclusive practices in all classrooms and across the school.	<p>ESOL teacher to continue to attend local cluster meetings.</p> <p>Professional Development which is specific to the needs of students. A cluster meeting to be held at our school in term 3.</p> <p>Continue to use specialist involvement (RTLb, RT Lit, Paediatric Therapy, MOEGSE) in partnership to help support students wellbeing and outcomes through classroom programmes and IEP's (and other meetings) as needed. Continue to invite both parents/whanau to IEPs. All students with IEP's are closely monitored to ensure progress against IEP goals.</p> <p>Teachers design inclusive teaching and learning programmes to lift achievement of all special needs students.</p> <p>Continue to analyse assessment results at Classroom level, Syndicate level and Exec meetings to target the needs of students below the standard in Reading, Writing & Maths – these students will be our targeted learners.</p>	<p>Our ESOL teacher has attended 3 local cluster meetings this year.</p> <p>The professional development offered through our expert facilitator has been specific to meet needs of the teacher and the students.</p> <p>We enjoy a very good relationship with our support services including RTLb, RT Lit, Paediatric Therapy and MOEGSE and this has helped with ensuring better outcomes for our students with additional needs. 95% of our students with individual education programmes have met their goals over this year and we have had very good response from our parents and whanau in that they have all attended the IEP review and rewriting of their new goals.</p> <p>Our 'Happy, Safe and Learning' Survey showed that students all feel included and that they are challenged and learning at school. Outside agencies have remarked on the inclusive nature of classrooms where there have been a number of moderate to high special needs.</p> <p>Teachers regularly analyse assessment results in their class levels and noting needs of students. Results are collated and senior leadership team/EXEC also review results and discuss ways to improve outcomes for students in all areas of school life.</p>
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				<p>Senco, specific teachers & teacher aides to attend PD days around ASD's and a variety of special needs as required to support students' needs.</p> <p>Principal and SENCO to have a Learning Support Meeting once a term with RTL's to ensure that specific needs of students are being met and discuss where to next.</p>	<p>Tips for Autism, Ruranga Day and other PD has been attended by SENCO and Teacher Aides to help build knowledge and skills so they are better equipped to support students with additional needs.</p> <p>The learning support meetings are valuable and we meet with our RTL's and their lead teacher once a term to review, sign off or further plan additional support.</p>
1.1.5(a) Students with Special Needs in Literacy needs are identified and met.	L Ross, Principal & Syndicate Leaders, Teachers & Teacher Aides & BOT	Throughout 2018	<p>Early identification of those at 5.5 who do not have alphabet and phonic knowledge.</p> <p>Continue Reading Recovery throughout the year to support 6 year old students who have been identified.</p>	<p>All students will be supported to ensure they begin to read and write and therefore reach their potential.</p> <p>All Reading Recovery students to move to Level 16-18 over the 20 weeks.</p> <p>Students monitored carefully to ensure they are having success and making progress.</p> <p>All students, including special needs are expected to move one sub level or more in their writing.</p>	<p>Students receive a variety of different support to meet their learning needs. This support could be Patch Play, Quick 60, Literacy Support, Teacher Aide Support and teachers teaching one to one targeting and flexible grouping.</p> <p>Six of eight students were successful at reading recovery. One child was unsuccessful because of absenteeism caused by sickness and another came off due to behaviour problems and lack of focus and will be further referred.</p> <p>Students were monitored by their classroom teacher, senior teacher and the principal to ensure they were making progress and appropriate support was put in where needed.</p> <p>90% of students moved one level in their writing. Due to migrants moving to our school at the end of term 2, in term 3 and in term 4, meant that these students are gaining skills in oral language and were unable to write in</p>

				<p>English.. Students with global delay and other needs met their IEP or LLI goals.</p> <p>Students enjoy going to Literacy Booster teacher and feel that they are improving their writing sentences and structure and have more ideas to write about.</p> <p>We have employed an extra Teacher Aide to help ease the timetable so allowing to go into rooms at literacy time.</p> <p>We have whanau and grandparent reading programmes in place twice a week as we were unable to get commitment for 4 days a week but this is helpful and if we have more grandparents then maybe we could get more support over more days.</p>	<p>Literacy booster teacher will support classroom programmes.</p> <p>We have employed an extra T. Aide in the mornings to support literacy programmes. (As budget allows) to support teaching in classes where there are students who are well below in writing and reading.</p> <p>Students with reading difficulties or who are ELL have grandparents (if available) come in and read to them 4 days a week before school in the library. (Time to be negotiated). This interaction will enhance reading mileage and a love of reading.</p>	<p>T. Aides work in rooms to support teaching programme.</p> <p>Continue Grandparent group to read to/and with students</p>			<p>All children showed progress in numeracy and were supported appropriately as necessary to ensure they made progress.</p> <p>All classroom teachers have targeted 3 or 4 students in maths this year and all students bar one made progress, though they may not have met the expected level.</p> <p>Great results show in our term 3 student survey titled "Happy, Safe and Learning at School".</p>
1.1.5(b) Special Needs – Numeracy	Principal, Numeracy Team, BOT teachers & parents	Throughout 2018	To support students who have difficulties with Numeracy.	<p>Students will show progress in numeracy and will be monitored carefully.</p> <p>Each classroom teacher to target students including priority students.</p>	<p>Students' needs are met in a happy and challenging environment within their classrooms.</p>	Teachers to continue to meet needs of GAT students in Literacy and Maths.	Throughout 2018	J. McKenzie, T Hodgson & Principal	1.1.6. Provide ongoing CWSA Programme

			<p>Music and Movement Specialist for GAT students.</p> <p>Maori/Spanish to be taught to all</p> <p>Sports</p> <p>Develop leadership skills in students</p>	<p>Continue to have Musiqhub providing guitar and ukulele while Mrs Leafberg provides keyboard lessons. These lessons will be held after school.</p> <p>Jellybeans Music Specialists to be employed for one term to deliver an expert music programme.</p> <p>Mrs Wood to teach Te Reo, Spanish over 2 terms to Y4, Y5 and 6 students.</p> <p>Gifted or talented students in year 3 will be able to take part in senior school sporting opportunities.</p> <p>All students are encouraged to take on leadership roles including class monitors, first aid duties, milk monitors, PE shed monitoring, recycling monitors, crossing monitoring, library duties etc.</p>	<p>Jordan from Musiqhub continues to provide guitar and ukulele while Mrs Leafberg continues to do keyboard lessons. Lessons are provided Monday, Tuesday and Wednesday.</p> <p>This is a fabulous programme enjoyed by both students and teacher who attend to help with upskilling their knowledge of music.</p> <p>Mrs Wood has been employed to teach both Te Reo and Spanish to y 4 to 6 students. Year 4-6 enjoy their 2 terms of Maori Language followed by 2 terms of Spanish Language facilitated by Mrs Wood.</p> <p>All year 3 gifted and talented students were able to take part in athletics, swimming and cross country at a year 4 level.</p> <p>All year 4-6 students take on leadership roles. Year 2-3 students organise paper and cardboard recycling and even new entrants and year 1 students take turns being the classroom leader or the messenger so all students develop good leadership skills across the school as described.</p>
1.2 Continue to implement Key Competencies and Values so that they underpin our curriculum.	All Staff	Ongoing	<p>Continue to ensure values and key competencies are planned into all units of work to encourage students to become more</p>	<p>Students will become more independent and self-regulated, learners.</p>	<p>Students are becoming more independent and self regulatory but this needs to continue as we build skills across the age levels.</p> <p>Ongoing, however, we did receive very good feedback from the PB4L facilitator</p>

			independent and self-regulated learners.	Continue to ensure students are able to discuss values and key competencies.	when they came out to check that the students and staff could name and discuss our values. 92% were confident to articulate these.
				<p>Students to be able to use thinking tools appropriate to their level and to the situation at hand. They will be given opportunities, authentic in nature to build collaborative and problem solving skills to enhance their learning.</p> <p>Continue to embed thinking skills, Values into Integrated Topic and RE strand work.</p>	<p>Most students are able to use thinking skills and will apply them in everyday situations as well as under supervision of their teachers, however, this will need to be ongoing as we build students repertoire of thinking skills across the school.</p> <p>Teachers are aware to plan in values, thinking skills into inquiry topics including RE and strand work.</p>
1.2.1 Continue ICT development and introduce the new Digital curriculum.	All Staff as required. Principals/IC T Team	Throughout 2018	Look at a plan for rolling out MOE's new Digital Curriculum.	<p>All teachers to receive support from Beverley Dias, Rita Furivai and Assembly personnel (who are only a phone call away).</p> <p>Principal and APs to attend PD for leaders.</p> <p>Two IT leaders to attend subsequent PD as it is rolled out by the MOE. Teachers and support staff to receive support as needed. Release members of IT Team to review ICT plan and rewrite a Digital Curriculum after receiving PD.</p> <p>Admin staff to do online courses or webinars. Also they are made aware that facilitators are only a phone call away.</p>	<p>Rita, Kerrie and Beverley are always willing to support those who need IT support. Assembly's on call staff are always polite and willing to problem solve instantaneously.</p> <p>Principals and AP's attended a course at the Diocesan School for leaders.</p> <p>Rita, Kerrie and Beverley attended a meeting with Assembly regarding the new roll out of the new Assembly system at Highbrooke.</p> <p>BD and JM wrote a digital curriculum rollout plan for 2019 and 2020 and knowledge will be further strengthened through our Kahui Ako partners.</p> <p>Sujata has been proactive in accessing Webinars to gain knowledge around financial packages and through Assembly and Zero.</p>

					To be able to access 1:1 time with assembly facilitator if they deem this necessary.	Not needed as on call service has been exceptionally good.
1.2.2 Staff to work together when moderating writing.	All staff	Throughout 2018	Teachers to become confident in using OTJ's in reading, maths & writing using a variety of evidence.	Teachers to become confident in using OTJ's in reading, maths & writing using a variety of evidence.	Principal and Senior Exec attending cluster meetings and workshops so they are able to lead staff discussions around moderation against literacy learning progressions. Continue work/participate with our Kahui Ako (COL) with our newly formed S.E. Christian Cluster of Schools.	Principal and Senior leaders are confident to lead moderation in and across the school. All meeting attended and our input at a scoping level was valued and our plan and objectives have been endorsed by the ministry.
1.3.1 Continue to develop a curriculum that is integrated to support inquiry learning approach.	All staff Teach/ implement inquiry model All staff to teach thinking skill	Throughout 2018	To support students to develop the skills of inquiry. Teachers to teach thinking skills and use thinking tools appropriate to topic and students' needs.	To support students to develop the skills of inquiry. Teachers to teach thinking skills and use thinking tools appropriate to topic and students' needs.	Our SMS inquiry model will continue to be displayed in every classroom, so teachers and students can refer to it quickly. New Teachers will be inducted by the Principal or Syndicate Leader. PCT teachers will receive support from a tutor teacher. Students to continue to be taught skills of inquiry at their level so they become lifelong learners i.e. so they take more ownership as they further develop skills of inquiry. To continue to improve students creative, compassionate and critical thinking.	Our St Mark's enquiry model is used across the school and both the Catholic Schools Office and ERO review teams were impressed with the model. All teachers are using thinking hats and other thinking tools as the students get more able to ensure they are able to problem solve across the curriculum. Teachers ensure that they model inquiry skills and give appropriate guidance so students are able to take on more ownership for their own learning. Two outside review agencies commented on how our students are engaged in their learning and are able to think through and articulate their problem solving.

1.4 Further develop Assessment/Reporting Systems.	Literacy and Maths Team All teachers and Exec team	Throughout 2018	Review assessment data procedure.	<p>So students' progress is easily tracked, which in turn highlights which students need support.</p> <p>Teachers to facilitate with students, a learning discussion and possible next steps from AsTTle assessments.</p> <p>Ongoing review so that all assessments are used to inform teaching.</p> <p>Continue to review formative and summative assessment systems.</p> <p>Continue to share data with BOT.</p>	<p>Teachers track their students in classrooms and this is further tracked by discussing target students at syndicate level and at senior leadership meetings.</p> <p>Teachers are involved in learning conversations across their classrooms. Students know what levels they are at in Reading, Writing and Maths and from year 2 up are able to tell you their next steps in their learning.</p> <p>This is constantly being reviewed by the senior management team and each year we tweak our assessment overviews so there is no unnecessary formative assessments being carried out.</p> <p>Completed and discussed with the BOT at mid year, end of year and start of year to inform resourcing and strategic plan.</p> <p>Beverley Dias is very good being able to convert data into graphs so that CR can discuss with senior management team and board to inform school direction.</p>	<p>Good relationships have been built with the leadership team at Kahui Ako. In 2019 the across school and in school leads will further build their relationships as they are a new team and will need to build relationships in schools.</p>
1.4.1 Continue work with South Eastern Christian Schools Cluster Group to share expertise across schools.	Leaders CR, JM, TH and Board of Trustees in support	Throughout 2018/2020	Principal and Syndicate leaders to look at data and identify gaps across our school and the Cluster.	<p>Continue to build a relationship across all schools who are part of the Kahui Ako so there is a respectful and trusting relationship and student outcome is at the centre of the relationship.</p>		

				<p>Teacher only day to inform all staff from each school including support staff.</p> <p>Identify common goals across cluster that will ensure that all students feel success and become lifelong learners.</p>	<p>All staff attended a teacher only day early in 2018 so they understood what the aim of a Kahui Ako is.</p> <p>Leadership team worked alongside other Kahui Ako leadership teams to establish common goals across all schools to help ensure all students become lifelong learners.</p>
1.4.2 Consult with parents and whanau around charter, action plan and targets.	Board Principal	Throughout 2018-2020	<p>Consultation and feedback to parents/whanau.</p>	<p>Continue to consult around targets set, progress and achievement against these targets at 'Meet the Teacher' night, consultation meetings, minority group meetings, and PTFA and board meetings.</p>	<p>Principal fed back goals from 2017 and how these were met and informed parents, whanau around possible goals for 2018.</p> <p>Minority groups had meetings to collect input for further goals.</p>
1.4.3. Consultation meeting with Maori parents.	Principal	Throughout 2018	<p>Maori parents to have input on Charter and Strategic Planning.</p> <p>Report on targeted goals.</p>	<p>Maori parents/whanau are an important part of our community and their opinions and ideas are welcomed.</p> <p>Maori achievement will be reported at this meeting.</p>	<p>Meeting with Maori whanau is on Thursday 21st June - alongside will be Rita Furivai and Bruna speaking to our Pasifika families.</p> <p>Met</p>
1.5 Students are empowered to take increasing responsibility for their own learning.	Principal & all Teachers	Ongoing	<p>Teachers to model and use co-constructed success criteria to empower students to take more ownership of their own learning.</p>	<p>Students will know success criteria and will be able to self-assess against success criteria. Students are able to set learning goals in reading, writing and maths and reflect their progress against them.</p>	<p>Most teachers are setting success criteria to support students being able to access against goals. Those teachers who are new to our school will continue to have professional development to support their growth in this area.</p> <p>Most students are able to articulate their goals in reading, writing and maths.</p>

Strategic Aim Two

Teaching and learning programmes at St Mark's Catholic School give effect to the New Zealand Curriculum –

Principles, Values, Key

Competencies, Effective Pedagogy and Assessment – while meeting the needs of the local school community of learners

Focus Area	Who	When	Planned Priorities	Expected Outcome	Actual Outcome / Annual Report
2.1 Review our writing curriculum documents .	Principal and Literacy Team in conjunction with All Staff	2018	Literacy team to review Writing Scheme and assessments.	Literacy team will review and streamline Data collection to inform teaching and learning programmes.	Literacy team have streamlined data and have decided to not do Astle writing at the beginning of the year as it is of little value and teachers can see the needs of students through their daily writing.
2.2 Curriculum Teams to review their area.	Principal, BOT & Curriculum Review Committees	2018	Ongoing literacy review	Teachers to receive support from literacy leaders who are willing to co-teach or model writing lessons. Also we have applied for PLD in writing which will be due in on the 16 th February.	Teachers have received support from both Literacy facilitator and from Syndicate leaders over the year. PLD application was successful therefore we have had Doreen Dukes in our school working alongside teachers in our school.
2.3 Teachers to inquire into their practice.	Principal, Exec. & all Teaching Staff.	Ongoing	Teachers to reflect and inquire into practice to ensure that they are lifting student's outcomes.	To reflect and do professional reading and trial different strategies to lift student achievement in all areas of the curriculum. Teachers to ensure they are targeting students in their classrooms to help accelerate their learning. Teachers to evaluate the effect they are having on student outcomes.	Teachers have inquired into their practice and have had some professional reading given to them via Principal or Senior Leaders. Also they are responsible to do their own reading in their area of inquiry. Teachers all had target students in their classrooms which were given an extra 10-15 minutes per day teaching to help lift their learning. Evaluations came in to senior leaders at syndicate level and then were passed onto the Principal.
2.4 Monitor all results against appropriate curriculum level using MOE support documents such as literacy progressions.	Principal J McKenzie P Hodgson & teachers	Ongoing	To continue to lift results across maths, reading and writing.	To ensure growth in each student and to look at trends and extra teacher support if needed. Use a variety of assessment tools including teacher observation, ITJ's and OTJ's.	All results were closely monitored by classroom teachers, syndicate leaders and the Principal. All teachers are using a variety of assessment tools including Rich Tasks, observation and ITJ's/OTJ's.

2.4.1 Continue to work on student engagement.	Principal, Literacy Team and teachers	Compare samples from the beginning of the year and OTJ's at the end of the year.	<p>Look at ways to encourage reluctant writers so that they are hooked in to writing. This may include Quick Writes and/ or notebook writing to help lift writing standards across the school.</p> <p>Use Masam Review Tool or other to help lift teachers knowledge and awareness.</p> <p>Students to be surveyed (collect student voice) to ensure they are learning and feel safe at school.</p>	<p>Students to enjoy written language in a variety of forms across the school.</p> <p>Teachers to trial different ways to hook their reluctant writers in as discussed on teacher only days and other ways they may come up with through their inquiry with the outcome being that students' enjoy written language time.</p> <p>Teachers' awareness of culturally responsive teaching is lifted.</p> <p>Survey to include main points around learning, pastoral care and feeling safe.</p>	<p>Students do comment that they now enjoy writing and though there are some boys that are reluctant they are no longer putting up a barrier towards their writing.</p> <p>Teachers were open to suggestions from each other on teacher only day and many of them trialled different ways to hook their writers in.</p> <p>Staff meetings were taken by Julie Kippen and Doreen Dukes on ways to be more culturally responsive. Also senior leaders read ERO report around cultural responsiveness.</p> <p>Student voice collected at the end of term 3. Very positive comments and feedback. Those few who did not feel safe included the corridor being a dark or watching a movie at home that had been scary. Both these things were discussed with the child to ensure they were being heard.</p>
2.4.2 Continue to report to parent community and Board on achievement of all students including Maori, Pasifika and Asian.	Principal, Exec. & Teachers	February to December	<p><u>To Keep Parents Informed:</u> - Parent Teacher interviews (2 or 3 way) in Week 9 or 10, Term 1.</p>	<p>Interviews to take place so parents feel informed. Parents and students know where their children are at, what their next step is. Parents know how they can help at home.</p> <p>'Meet the Teacher' night early in Term 1 i.e. an opportunity for whanau members to meet their child's teacher.</p> <p>Parents are informed by the Principal about expectations and planned priorities and receive</p>	<p>Interviews went ahead in week 9 of term 1 and parents were able to choose two or three way interviews which seemed to satisfy the different needs from the parents.</p> <p>Meet the teacher nights happened in week 2 and week 3. One for senior school and one for junior school.</p> <p>Parents were informed of planned priorities and received the feedback on targeted goals from 2017. Principal asked if there</p>

				<p>feedback on the prior year's targeted goals.</p> <p>Continue to inform parents of one month test results.</p> <p>To ensure parents, whanau feel that they are part of St Mark's community and they have a voice which in turn will help students progress in achievement.</p> <p>BOT are informed and able to act on recommendations. Includes updates on PB4L, data, and surveys etc.</p> <p>Use Hautu to review the way they are responding to aspirations of Maori community by using evidence and action that support Maori students to enjoy and achieve success as Maori.</p>	<p>was any questions or further feedback and made herself available if anyone would like to speak to her.</p> <p>Trish Hodgson and Lorraine Ross continue to speak to parents around results of one month tests.</p> <p>Maori and Pasifika parents that attend this meeting are able to discuss ideas and put forward other ideas to enhance learning experiences for their students. They also are feedback results from targeted goals for Maori and Pasifika.</p> <p>Board are updated at meetings regarding review or recommendations in a variety of ways.</p> <p>We started to use this tool twice at board levels and next year I will use it with my Maori parents to get a better understanding of aspirations of our parent community.</p>	
2.5 Lift Maori and Pasifika achievement.	Principal & BOT	Throughout 2018	<p>Minority Group meetings for Maori & Pasifika to be held in Term 2.</p> <p>Report to BOT at monthly meetings as data is collated or new initiatives being trialled.</p> <p>BOT to investigate the way they respond to aspirations of our Maori Community.</p> <p>Consult with Maori, Pasifika and Asian parents/whanau about expectations. Report to parents of Maori & Pasifika students about achievement and how to help at home.</p>	<p>Maori & Pasifika families & whanau, caregivers feel supported and informed and have knowledge of how to help at home: - *Seek Maori and Pasifika community aspirations;</p> <p>Develop targets for Maori and Pasifika students as groups of priority learners. Staff to receive PD around Kahikatea.</p>	<p>Maori and Pasifika parents and whanau feel that they are supported at St Mark's School and particularly enjoy the small group consultation and the supportive comments on the reports on how they can help at home.</p> <p>CR develop targets for Maori and Pasifika students which were met across reading, writing and maths.</p>	

					CR contacted MOE for a facilitator to provide support around the new Kahikatea document but was unable to get in a facilitator during 2018.
2.5.1 Report on and Monitor Numeracy Results.	Principal, J McKenzie P. Hodgson	December 2016 & compare with December 2018	To continue to lift mathematics results.	To ensure growth in each student and to look at trends and extra teacher support if needed. Use a variety of assessment tools including teacher observations to moderate.	Students made good progress with 87% reaching expected levels and all other students showing that they were learning. Students who needed more support were targeted in their classrooms to ensure they progressed.
2.5.2 Consultation	Principal, Teachers, ESOL Teacher & BOT	Throughout 2018	Continue to meet with all minority groups and Filipino community.	Report back and talk into targets at Annual Meeting, PTFA Annual meeting, minority group meetings i.e. morning tea for ESOL parents and afternoon tea for Maori & Pasifika parents. Evening Meeting for Filipino parents. New Entrant meetings – once per term as needed. Training for new parents so they can support literacy programme. Information evening for parents so they can support.	Targets were spoken into at different levels and across meetings with parents, PTFA, minority group meetings. Our ESOL parents are mostly working and therefore morning teas for them are not successful and meeting them differently will need to be revised. Not done - discuss with TH and JM.
2.6 Board of Trustees Training	All Board Members	Ongoing for 2018	Board to continue to be updated around NEGs and NAGs and compliances issues from MOE and DAB and CSO.	Board members to attend one or more Board Training session, or do webinars, appropriate to their needs. i.e. Bishop's reps to attend CSO training. Property group to attend Property updates provided by DAB, CSO, or MOE.	Board member attended meetings at Catholic Schools Office or more locally at Papatoetoe around Catholic Character and property. Board members are responsible to do their own training through webinars and we would ask that they let Kerrie know so that we have a PD record.

ANNUAL ACTION PLAN 2018 (Refer to Annual Budget)

Strategic Aim Three

Strong partnerships are built and sustained at St Mark's Catholic School.

Partnerships are strengthened between home and school. Families are engaged in supporting their children's learning.

Collaborative working relationships are built and sustained between Parish and family, community, staff, leadership and BOT

Focus Area	Who	When	Planned Priorities	Expected Outcome	Review
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3.1 Continue to report to parent community and Board on achievement of all students including Maori, Pasifika and Asian.	Principal, Exec. & Teachers	February to December	<p><u>To Keep Parents Informed:</u> Parent Teacher interviews (2 or 3 way) in Week 9 or 10, Term 1.</p> <p>Written reports to be sent home twice a year.</p> <p>Each student to have an assessment folder, which will include assessments and their goals they are working towards.</p>	<p>Interviews to take place so parents feel informed. Parents and students to know where their children are at, what their next step is and how they can help at home.</p> <p>Mid-year and end of year reports to go home twice a year.</p> <p>Children's needs are being met at all times. Students and parents are able to discuss assessments and goals.</p> <p>Parents are also phoned and meetings arranged to discuss 6 year old net results. LR also informs parents of one month test results.</p> <p>Parents are informed by the Principal and teachers about expectations and planned priorities and receive feedback on the prior year's targeted goals.</p> <p>Parents or Teachers are able to request an interview re individual students when there is a need.</p> <p>To ensure parents, whanau feel that they are part of St Mark's community and they have a voice which in turn will help students progress in achievement. BOT are informed and able to act on recommendations.</p>	<p>This went ahead as planned and parents are happy being able to select whether they bring their child to the meeting or whether they meet the teacher one to one.</p> <p>Written reports went home in July and in December.</p> <p>Children each had an assessment folder which went home at the end of term 1 and term 3. Also their RE folder went home at the end of each strand and parents were encouraged to make a comment or sign that they had seen it.</p> <p>Trish Hodgson phones each parent regarding their six year old results and has meetings if needed. LR does the same around one month testing.</p> <p>Parents/whanau continued to be informed around planned priorities, targets and expectations at meet the teacher nights.</p> <p>Parents/whanau and teachers are encouraged to make a time to interview if there is a student need or worry.</p> <p>As above, meetings went ahead in term 2 and 3.</p>
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			Report to BOT at monthly meetings as data is collated.		BOT is kept up to date and informed around issues and needs so they are able to resource to meet these needs.
3.2 Lift Maori and Pasifika achievement.	Principal & BOT	Throughout 2018	Consult with Maori, Pasifika and Asian parents/whanau about expectations. Report to parents of Maori & Pasifika students about achievement and how to help at home.	<p>Maori & Pasifika families/whanau, caregivers feel supported and informed and have knowledge of how to help at home.</p> <ul style="list-style-type: none"> • Seek Maori and Pasifika community aspirations. • Develop targets for Maori and Pasifika students as groups of priority learners. • Staff to receive PD around Kahikatea to help build cultural capital. 	Maori and Pasifika parents and whanau are consulted with in minority groups and as individuals. Teachers and Principal are very open to feedback and feed forward regarding students. Teachers have targeted all Pasifika and Maori as part of their groups over 2018 in Reading, Writing and Maths to ensure all students were given a lift in these areas to help support outcomes and build student efficacy and cultural capital.
3.3 Consultation	Principal, Teachers, ESOL Teachers & BOT	Throughout 2018	Continue to meet with all minority groups and Filipino community.	<p>Report back and talk into targets at Annual Meeting, PTFA Annual meeting, minority group meetings i.e. morning tea for ESOL parents and afternoon tea for Maori & Pasifika parents. Evening Meeting for Filipino parents.</p> <p>New Entrant meetings – 1 or 2 per term as needed. Training for new parents so they can support literacy programme.</p>	<p>Met at all levels as above.</p> <p>New entrant meetings went ahead every term so new parents were aware of expectations. Training of new parents was not done and needs to be further discussed.</p>
3.4 Work effectively alongside schools in our South Eastern Christian Kahui Ako	Teachers, Staff, Principal & BOT	Ongoing	Continue to meet to formally establish our South Eastern Kahui Ako at all levels.	All staff to attend a staff only day on Feb 5 at SMC. BOT to meet with others in Kahui Ako, MOE and NZSTA on March 5. Principals and lead teacher to input to processes, data gathering and Achievement Objectives,	All staff including support staff attended the Kahui Ako meeting held at Sancta Maria College on the 5th February. This went ahead as planned and our BOT has been in the loop at every step. Principal and lead teacher had discussed achievement objectives which came out of the data.

ANNUAL ACTION PLAN 2018 Finance and Property (Refer to Annual Budget)

Strategic Aim Four

St Mark's Catholic School Students including special needs are empowered to take increasing responsibility for their learning, developing resilience and self-reflection. Students are able to set their own learning goals and know what to do to achieve them.

Teachers' practice is responsive to student needs

Focus Area	Who	When	Planned Priorities	Expected Outcome	Actual Outcome / Annual Report
4.1. To fund additional staff and resourcing to meet vision/strategic directions and goals.	Principal & BOT	2018	Extra resourcing to meet students' needs, especially in Literacy.	Ongoing employment of extra teacher and teacher aides to support students to lift oral and written language across the school.	An extra teacher aide was employed to support a new high needs student. Also existing teacher aides were given extra time to support teachers and students and teachers in classrooms. One teacher aide ran Patch Play to support the oral language development of students with additional needs.
				Continue to make provision around budgeting for a reading recovery teacher.	Kim Wagstaff was employed to do Reading Recovery lessons for six year old students who needed acceleration.
			Employment of ESOL teacher to support students as needed.	ESOL teacher to start teaching small groups from week 3 to ensure students with English as a second language are fully supported. Increase hours as needed to support ESOL students.	Marianne Stacey continued to take our ESOL students. Most students do well being fully immersed in their classrooms and with input from Mrs Stacey who ensures she builds knowledge of the language needed for the classes inquiry topics.
			Support classroom teachers and students.	Employ teacher aides to support teachers who have moderate to high needs' students in their classrooms. This will help them be supported so they can meet students' needs and ensure that all students make progress so they met their capacity.	As above. Students with additional needs met most of their IEP goals through being catered for in their classrooms by their teachers with the support of teacher aides.
			Resources to extend gifted and talented students and to further extend our curriculum so all students are able to access a range of areas.	Employ Music Specialist and Language Specialist.	Jellybeans Music specialist extended a musical group of students as well as taking music across the school in term 3.

					<p>Culture Group/Kapa Haka and Dance teachers to extend those with talents in this area.</p> <p>Choir and Pasifika was taken by Mrs Furivai while dance was taken at both a junior and a senior level by Miss Davis and Mr Sasis respectively. Kapa Haka was tutored by Hemi with full assistance from Mrs Manickum.</p>
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ANNUAL ACTION PLAN 2018 Health & Safety (Refer to Annual Budget)

Strategic Aim Five

St Mark's Catholic Primary School encourages the use of ICT to support the development of 21st Century learners and the building of our Learning Community.

Focus Area	Who	When	Planned Priorities	Expected Outcome	Actual Outcome / Annual Report
5.1 ICT Professional Development	ICT Lead Teachers AR & SH	Throughout 2018	Lead teacher to be given release time as needed to support other.	Lead teachers to support other teachers, especially those who are new to our school in use of Assembly system for student hub and collation of data.	Beverley Dias and Rita Furivai are happy to support other teachers. Kerrie also is very also very able and helps teachers with reports and other necessary items.
			Lead teacher to be released when graphing data alongside principal.	Lead teacher to support Principal in crunching and graphing data for BOT.	Mrs Dias able to crunch data for Principal in term 4 so it could go out to the BOT pre Christmas.
			Lead teacher/teachers will train Digi-kids.	Students to troubleshoot in classrooms and work overhead projector for Masses, liturgies and other occasions.	Mrs Dias trained lead Digi-kids from year 3 up to help troubleshooting in each classroom. Aaron Chan is very good at working the projector at Mass and on other occasions as necessary.
			Facilitator or lead teachers to update teachers around use of google docs.	Teachers to be more confident in using google docs and other programmes to support students learning.	Teachers are more confident in using google docs and Mrs Kippen and Mrs Furivai are ready to trial BYOD.
			Assembly to give support to Admin Staff and ICT leaders as necessary.	Admin & lead teachers feel supported in carrying out their positions.	Admin and ICT leaders feel that they are well supported by Assembly help line and have not needed to have one to one this year.

				Students to be digitally aware in use of laptops and interactive boards to access and support learning.	Students are digitally aware and there has been only one incident of inappropriate use in the form of online feedback to the local swimming pool. This was quickly dealt with.
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Business as Usual Nags 2-8

Nag 2 Self Review

Planned Priorities	Who	When	Expected Outcome	Actual Outcome / Annual Report
2.1 Continue ongoing policy review cycle.	Principal, BOT & Self Review Committee	Throughout 2018	Continue to review policies as per cycle and to meet MOE and NZCEO and DAB requirements.	Well met with MLM, Mieke and CR meeting regularly to review policy and procedures.
2.2 Literacy Review - teaching of literacy	Principal and all teachers in conjunction with PD support for lead teachers through Vision Education.	Throughout 2018	Review lead by literacy team. Resource literacy leaders to be released to co teach and/or model for other teachers. Release teachers to observe others in their classrooms. This process to be supported by PLD facilitator if we are successful in our application. PD for teachers so they so gain ideas and are more confident in the teaching of written language.	Literacy review will continue in 2019. Lead teachers are released to work alongside facilitator and observe others in their classrooms. Our PLD application was successful and started in term 2 2018 and will continue through to the end of 2019.
2.3 Maths curriculum	All teachers	Throughout 2018	Teachers to embed 'Talk Moves' into their classrooms instruction. Students will be able to articulate and take part in discussion work not only being able to explain what they have done but also be able to add to what has been said, agree giving reasons or disagree giving reasons etc. Improved outcomes for students as they will be experiencing all facets of maths at their level and working collaboratively with each other on problem solving.	Embedded at most levels but will need to be continued in 2019 to ensure teachers newer to our staff are confident to teach and facilitate students in their classrooms. Maths results and observations show that students are using different strategies and able to articulate the ways they are problem solving.
2.3 Continue to review assessment systems.	Principal and all teachers	Throughout 2018	Input the majority of assessment data into assembly to streamline assessment systems.	Continually reviewed and areas of reading, writing and maths are entered into Assembly.

2.4 Senior team members to be part of Kahui Ako set up group.	Principal and APS	ongoing	Release senior team to help review data and set Achievement objectives. Also to have input into further exploring vision, processes and policy to ensure our Kahui Ako has a sound direction.	Senior staff helped review and crunch data at a Kahui Ako level and also had input into vision, policy and achievement objectives.
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Business as Usual Nags 2-8

Nag 3 Personnel

Planned Priorities	Who	When	Expected Outcome	Actual Outcome / Annual Report
3.1. Continue staff performance and consistent practice across school.	Principal, Exec. & BOT	Through-out 2018	Appraisal procedures updated. Give some time for them to inquire into their practise. Principal and senior staff to be appraised by an outside appraiser.	Appraisal procedures were updated and will need to be further updated in 2019. Principal and AP's were appraised by outside appraisers. All had positive appraisals.
3.1.1. To maintain high levels of staff performance.	Principal, Exec. & BOT	Through-out 2018	Appraisals setup for any new teachers or additional support staff members. Appraisal system review to meet new Code criteria.	All new staff members had appraisal documents and were appraised over 2018.
3.2.1. All Staff and school to reflect the special character and requirements of CSO & BOT.	BOT & Principal	Through-out 2018	Continue to employ a part time DRS to support DRS who is in the classroom and teachers new to our school including PRTs. Continue Reading Recovery to support 6 year olds who are experiencing reading difficulties. Continue to support students with special needs. Continue to employ language teacher part time to teach Spanish to Year 4, 5 & 6. Employ part time a teacher to teach Te Reo for two terms in Senior School, so students have a very good model of Te Reo being spoken. PD is available in Maori Language so that classroom teachers gain more confidence to teach Te Reo.	Arminda Wood supported Beverley Dias at the beginning of term 1 but felt that Beverley did not need it during the rest of the year so took a reading group for term 3 and helped with a leavers powerpoint in term 4. Look at Arminda doing 40 minutes with a senior reading group every Tuesday in 2019. Reading Recovery was very successful in that 9 of 12 students accelerated to their expected level. A Wood continued to take both Maori and Spanish. Maori was taken in term 1 and 2 and Spanish was taken in term 3 and 4 for all students in year 4-6.

3.3. Whole Staff Development	Principal, Exec. & facilitators	Throughout 2018	Ongoing PD around teaching of literacy. Teachers to continue to co-construct success criteria with students and give specific feedback and feed-forward so students are able to take more ownership for their own learning. All staff to attend Staff only day so they know about our S.E. Kahui Ako.	Met as above. Will need to continue to reinforce for teachers newer to the school and also continue alongside students to build student agency. Met as above.
3.4 The Board is a good employer	Self-Review Team	Throughout 2018	To ensure the Board remains a good employer as defined in the state sector act 1988.	Reviewed and met on all levels. This was checked by ERO as part of their term 4 review.
3.5 The BOT is to continue to be a good employer	Self-Review	BOT 2018	Our BOT continues to be a good employer as defined by the act and help with all teaching appointments.	Met. MLM continues to sit on any long term appointments or permanent appointments.

Business as Usual Nags 2-8

Nag 4 Finance and Property

Planned Priorities	Who	When	Expected Outcome	Actual Outcome / Annual Report
4.1. To fund additional staff and resourcing to meet vision/strategic directions and goals.	Principal & BOT	2018	Extra resourcing to meet student needs, especially in Literacy. Employment of ESOL teacher to support students as needed. Resources to extend gifted and talented students and to further extend our curriculum so all students are able to access a range of areas.	Teacher aides time tabled to help with written language (where possible). Met as above. Teachers extend students in classrooms in maths, reading and writing and through targeting, however, there was extra curricular self selected activities that students were able to join.
4.2. To maintain a transparent financial reporting system.	Principal, & BOT Finance	Throughout 2018	Maintain fee recording on spreadsheet and detail receipts so we are able to easily put records together in readiness for our audit.	This year we changed accountants as Mrs Viv Yee retired after 22 years. The new accountant found the job stressful

	Subcommittee and Sujata Naik		Budget set Nov/Dec 2018 Continue monthly reviews of financial position at BOT meetings.	so we are now with Edtech which seems to be working out. Budgets set at November meeting with a couple of amendments. Monthly finance meetings continued throughout the year.
4.3 Revise 10 Year Maintenance Plan.	Principal & BOT	Ongoing	10 year plan is passed and sent into CSO on time.	Met. CSO were sent a document online and also a hard copy was given a Watershed in November.
4.3.1. Property maintenance and painting work to be kept up to date.	Principal & BOT Wilbert Santos	Ongoing throughout 2018	Upkeep of buildings and property to be ongoing. Continue to enhance property to that it is aesthetically pleasing and safe.	Buildings are in good order according to Watershed with minor leaks continually being attended to. 2018/2019 painting completed both exterior and interior of block A and block B.
4.4 Develop school facilities.	BOT	During 2018	Continue to communicate with DAB and CSO Property manager, Michelle Elsmore to develop a shaded canopy area. Discuss plans around multi-purpose shade space and get permission for plan and placement of canopy in the school grounds. Continue to upgrade and beautify environment.	Our shade canopy was erected in the term 3 holidays after consultation with parents, staff and students. We have planted more fruit trees and natives.
4.5 Comply with negotiated conditions of current asset management.	Kerrie Hunt/ Catherine Verner	Term 1 2018	To ensure asset register is up to date.	Asset register is up to date and systems being streamlined around ICT.

Business as Usual Nags 2-8

Nag 5 Health and Safety

Planned Priorities	Who	When	Expected Outcome	Actual Outcome / Annual Report
5.1 To provide a safe, healthy emotional	All staff	Throughout 2018	Maintain a safe and healthy school including the playground area using cool school student mediators through	We no longer feel that we need Cool Schools mediators because our PB4L

environment for students.			reinforcing that we all follow Jesus through our ABC's and 3 R's everywhere and always. Posters to be kept up around the school with rules coming out of this slogan.	has been successfully embedded across the school. However, CR does speak to house and school captains around mediation techniques so they can support students in the playground as necessary.
			Classroom Teachers along with Teacher Aides to provide caring and safe learning environments.	Our survey reinforces that teachers, teacher aides and support staff provide a caring and safe learning environment.
			Office staff to be warm and welcoming and attend to parents and students with care.	Office staff are aware that they are face of the school and are very welcoming and caring which was noted by the Catholic Schools Office review team.
			There is a high expectation in our school that staff and students will look after each other.	High expectations are reinforced by the Principal, AP's and all staff members and our students as a whole are very caring and compassionate and this was also noted by ERO and Catholic Schools Reviewers.
5.2. Ongoing review of Health & Safety policies.	BOT & Principal	Throughout 2018	All Health & Safety policies to comply with legal requirements and be reviewed on a cyclic basis or as needs arise.	All Health and Safety policies and procedures are up to date and Mrs Hunt and Mr Pattison ensure that MSDS data sheets are kept on file.
5.2.1. Health & safety of all Staff members	Principal, BOT and all staff	Throughout 2018	All staff to assist by identifying Health & Safety issues.	Once a term walk around by the Principal and the caretaker to see classrooms and consult with teachers and students around issues or items that they have noticed that could have a health and safety implication.
5.2.2. Health & Safety around property issues.	Principal, BOT and all staff.	Throughout 2018	To ensure physical health and safety of school students and community and to help ensure we comply with legal requirements.	As above. Playground is also checked and recorded by Mr Pattison on a regular basis.

Business as Usual Nags 2-8

Nag 6 Compliance

Planned Priorities	Who	When	Expected Outcome	Actual Outcome / Annual Report
6.1. Comply to meet MOE and Government requirements regarding attendance, length of school day and of the school year.	Principal, & BOT	Throughout 2018	To meet MOE legislation	Attendance registers are marked online and board ensures that we meet the MOE regulations of being opened the correct amount of half days during the year.
6.1.2 To meet MOE and Government required standards in regards to legal and immigration issues.	Principal & BOT	Throughout 2018	Continue to be informed or updated about changes as required around Code of Practice for FFP students and all legal and immigration issues.	CR and KH ensure that we are up to date with Code News and Immigration changes. MLM and CR filled out a review booklet for ERO around the Pastoral Care of Foreign Fee Paying Students in Term 4 as well as doing a review for the Code of Practice (NZQA).

Business as Usual Nags 2-8

Nag 7 Planning and Reporting

7.1 Complete an annual update of school charter/strategic plan.	Principal & BOT	To be completed by 28 th February	The ministry i.e. secretary for education receives an annual review of charter/strategic plan in March. Teachers and BOT set new goals re targeted action plan for 2018 which goes into MOE in March 2018.	Reviewed Charter, Strategic Plan & Action for 2018 and our new Charter, Strategic Plan and Action Plan sent to Auditor in March and MOE on set date 31 May 2018.
7.1.1 Review planning and reporting.	Principal, Exec & BOT	Throughout 2018	To Meet MOE required Standards and accountability by continuing to implement to meet guidelines.	All guidelines and Ministry regulations have been met throughout 2018.

Nag 8 Analysis of Variance

Planned Priorities	Who	When	Expected Outcome	Actual Outcome / Annual Report
Analysis of Variance	Principal and BOT	March 2018	To provide an analysis of variance between the schools performance and relevant aims, priorities and targets set out in the schools strategic and targeted action plan.	Auditors visited us on Day 1 of Term 2 and we had a very good review. all areas of variance were checked and all

				including the Financials, Our Charter, Strategic plan, Action plan and targeted plan were sent to MOE and the Diocese. They were also put onto our website.
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Area 9 Catholic Character.

Planned Priorities	Who	When	Expected Outcome	Actual Outcome / Annual Report
Plan after meeting with CSO around new review processes and expectations.	CR and RE Team, staff and BOT	During March 2018	CR to understand new review process and present to staff and Board of Trustees.	CR reported to staff at March RE Review meeting by speaking into CSO powerpoint and as a staff we discussed direction of review for 2018. As we had done part of Catholic Community in 2017, it was decided to inquire into Christian Witness which dovetails into Catholic Community. Spoke to BOT in March about review and presented powerpoint in May and followed with starting review process by bus stopping aspects of Partnership and Collaboration.
Review dates set for staff meetings and BOT review meetings.	CR & RE team and BOT review team.	March 2018	Dates are put onto a calendar to ensure we have time to review collaboration with community. Meet Legal Obligations -fill out Attestation document in consultation with BOT chair and review committee.	DRS and CR have set some dates which are to go out to BOT incase they are able to attend staff RE review meetings
Plan Priorities from 2018 - Support for new DRS	CR/AW	ongoing	Build a strong RE team so that DRS feels supported in all that she does. PD appropriate to her position and RE conference in Wellington will be funded.	CR shoulder tapped staff who would enjoy working alongside our new DRS. Mrs Dias has attended a 'New DRS day', Triannual RE conference along

			DRS will be suitable resourced so she can meet the demands of her position. Update induction folders and RE/prayer resources for new teachers coming into our school.		with our RE Team. She has also discussed RE papers she would like to do over the next 3 years. The BOT is willing to support her in this.
Ensure we do not lose our Mission Charism, as we have 4 new staff.	CR/RE team	ongoing	CR to liaise with Sister Anne Sklenars to facilitate PD sessions around Charism, important feast days to Sisters of the Missions and prayer to ensure our Charism remains strong.		Sister Anne has facilitated two staff meetings and some in class support during the first half of the year.
CR to work with Mr Bulay	CR	March 2018	Mr Bulay has requested meetings several times a year around 'Youth for Christ' asking for CR's support and help with resourcing.		'Youth for Christ' o use Room 2 on a Monday evening or Sunday afternoon Also able to use school facilities and some PE equipment in term holidays.
Inquiring into how our school builds strong commitments to all groups it relates to.	CR, RE Team & all staff BOT Review	ongoing/ meetings in term 2, term 3 and term 4	Both BOT and Staff to look at how our school builds stronger relationships with our whanau and families. Our founding congregation and our parish so that we are working collaboratively for the good of our students.		Ongoing as there is new families moving into the area all the time. Parish children Masses once a term are successful but we would like more families to attend. Look at ways to improve this attendance.
Consulting with our Maori and Pasifika parents	CR, RF, B, B BD & all staff	ongoing	Build stronger relationship with our Maori and Pasifika whanau, so they feel more part of our school.		Meeting date set for 21st June 2018 Successful meeting held and this will continue annually.
Information and consultation meetings with parents /whanau of year 1 students.	LR, TH, CR	Ongoing	Meetings with NE and Y1 (LR to lead). Parents to have the opportunity to ask questions about school and tell the teachers about their expectations for their child and share the way their child learns etc.		Mrs Ross led a meeting with Year 1 parents in term 2. Look at having this more regularly ie one in term 3 or early term 4.

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised or adaptive sport to promote their fitness and team building. In 2018, the school received a total of \$2980.44 (excluding GST). This funding was used to support three basketball teams' entry fees and cover the cost of a Gymnasium so they could practice over the term two and Term 3 because of the cold and the rain. We also cover the cost of various balls being replaced for netball, soccer, softball, basketball and tennis balls so that a greater amount of children could practise at one time. We also bought some new softball gear in time for the Howick Pakuranga field day and covered the cost cross-country entry fee. We also paid for several junior students who could not afford swimming tuition fees, to allow for full participation. All this was done through the Kiwi Sport funding.

Independent Auditor's Report

To the readers of St Mark's School Pakuranga's Financial statements For the year ended 31 December 2018

The Auditor-General is the auditor of St Mark's School Pakuranga (the School). The Auditor-General has appointed me, Colin Henderson, using the staff and resources of RSM Hayes Audit, 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 19, that comprise the statement of financial position as at 31 December 2018, 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 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2019. This is the date at which our opinion is expressed.

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

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

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 includes the statement of responsibility, board member list, analysis of variance and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

Other than the audit, we have no relationship with or interests in St Mark's School (Pakuranga).

A handwritten signature in blue ink that reads 'Colin Henderson'.

Colin Henderson
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand