



Riwaka School

HE WAKA EKE NOA

We're all in this together

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	3217
Principal:	Fraser Campbell
School Address	School Road, Riwaka
School Postal Address:	School Road, RD 3, Motueka, 7198
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RIWAKA SCHOOL

Annual Report - For the year ended 31 December 2019

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Riwaka School

Statement of Responsibility

For the year ended 31 December 2019

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

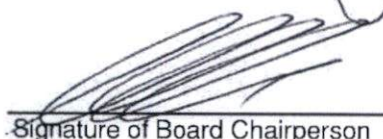
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflect the financial position and operations of the school.

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

Claudine Dupuy

Full Name of Board Chairperson



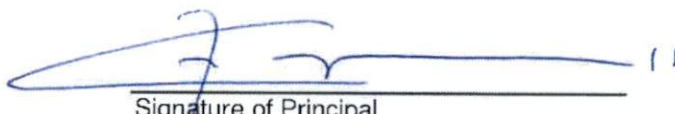
Signature of Board Chairperson

28/05/2020

Date:

FRANK CAMPBELL

Full Name of Principal



Signature of Principal

28/05/2020

Date:

Riwaka School

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How Position Gained	Held Until
Claudine Dupuy	Chairperson	Elected	May 2022
Fraser Campbell	Principal	ex Officio	
Jessica Anderson	Staff Rep	Elected	May 2019
Amy Dalton	Parent Rep	Elected	May 2022
Chris Drummond	Parent Rep	Elected	May 2022
Louise Fry	Deputy Chair	Elected	May 2022
Raymond Goodall	Parent Rep	Elected	May 2019
Andrea Lightfood	Parent Rep	Elected	May 2022
Kathrine Mytton	Staff Rep	Elected	May 2022
Steven O'Donnell	Deputy Chair	Elected	May 2019
Janet Sim	Parent Rep	Elected	May 2022
Claire Stilwell	Parent Rep	Elected	May 2019



Riwaka School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	1,788,709	1,775,801	1,645,861
Locally Raised Funds	3	62,061	-	99,576
Interest Income		5,485	-	1,187
		<u>1,856,255</u>	<u>1,775,801</u>	<u>1,746,624</u>
Expenses				
Locally Raised Funds	3	24,555	-	39,589
Learning Resources	4	1,251,370	1,194,154	1,132,691
Administration	5	133,514	139,079	123,524
Finance Costs		988	-	885
Property	6	401,068	412,565	422,276
Depreciation	7	29,635	30,000	30,245
Loss on Disposal of Property, Plant and Equipment		55	-	2,108
		<u>1,841,185</u>	<u>1,775,798</u>	<u>1,751,318</u>
Net Surplus / (Deficit)		15,070	3	(4,694)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>15,070</u>	<u>3</u>	<u>(4,694)</u>

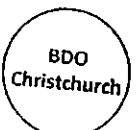
The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Riwaka School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	378,285	378,285	382,979
Total comprehensive revenue and expense for the year	15,070	3	(4,694)
Equity at 31 December	393,355	378,288	378,285
Retained Earnings	393,355	378,288	378,285
Equity at 31 December	393,355	378,288	378,285

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Riwaka School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	296,162	195,164	165,161
Accounts Receivable	9	80,269	95,561	95,561
GST Receivable		1,160	-	-
Prepayments		4,465	4,128	4,128
Inventories	10	1,198	-	-
Investments	11	234,348	31,699	31,699
		<u>617,602</u>	<u>326,552</u>	<u>296,549</u>
Current Liabilities				
GST Payable		-	2,810	2,810
Accounts Payable	13	154,910	99,681	99,681
Revenue Received in Advance	14	2,512	-	-
Provision for Cyclical Maintenance	15	16,560	12,420	12,420
Finance Lease Liability - Current Portion	16	5,913	4,463	4,463
Funds held for Capital Works Projects	17	238,489	-	-
		<u>418,884</u>	<u>119,374</u>	<u>119,374</u>
Working Capital Surplus/(Deficit)		199,218	207,178	177,175
Non-current Assets				
Property, Plant and Equipment	12	234,984	205,847	235,847
		<u>234,984</u>	<u>205,847</u>	<u>235,847</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	28,060	34,420	34,420
Finance Lease Liability	16	12,787	317	317
		<u>40,847</u>	<u>34,737</u>	<u>34,737</u>
Net Assets		<u>393,355</u>	<u>378,288</u>	<u>378,285</u>
Equity		<u>393,355</u>	<u>378,288</u>	<u>378,285</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



Riwaka School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		403,030	390,122	377,496
Locally Raised Funds		94,014	-	75,426
Goods and Services Tax (net)		(3,970)	-	9,969
Payments to Employees		(224,372)	(214,532)	(258,712)
Payments to Suppliers		(148,681)	(145,587)	(174,221)
Cyclical Maintenance payments in the Year		(13,000)	-	(28,600)
Interest Received		4,035	-	1,184
Net cash from the Operating Activities		111,056	30,003	2,542
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(55)	-	-
Purchase of PPE (and Intangibles)		(8,103)	-	(36,924)
Purchase of Investments		(202,649)	-	(31,699)
Proceeds from Sale of Investments		-	-	30,649
Net cash from Investing Activities		(210,807)	-	(37,974)
Cash flows from Financing Activities				
Finance Lease Payments		(7,737)	-	(8,064)
Funds held for Capital Works Projects		238,489	-	-
Net cash from Financing Activities		230,752	-	(8,064)
Net increase/(decrease) in cash and cash equivalents		131,001	30,003	(43,496)
Cash and cash equivalents at the beginning of the year	8	165,161	165,161	208,657
Cash and cash equivalents at the end of the year	8	296,162	195,164	165,161

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 which form part of these financial statements.

Riwaka School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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



Cyclical Maintenance

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

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

1.5. 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.

1.6. 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.



1.7. Accounts Receivable

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

Prior Year Policy

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

1.8. 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.

1.9. Investments

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

Prior Year Policy

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

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

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

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

1.10. Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	33 years
Furniture and equipment	5-10 years
Information and communication technology	3-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

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

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

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

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

1.12. 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.

1.13. Employment 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



1.14. Revenue Received in Advance

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

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

1.15. Provision for Cyclical Maintenance

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

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

1.16. 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.17. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.18. Budget Figures

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

1.19. Services received In-kind

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



2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	364,747	369,317	355,683
Teachers' salaries grants	1,065,876	1,065,876	957,966
Use of Land and Buildings grants	301,803	301,803	300,535
Other MoE Grants	30,227	14,882	31,677
Other government grants	26,056	23,923	-
	<u>1,788,709</u>	<u>1,775,801</u>	<u>1,645,861</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	10,610	-	10,484
Fundraising	7,759	-	7,879
Other revenue	11,464	-	29,567
Trading	5,541	-	5,344
Activities	25,817	-	46,302
Overseas Trip Income	870	-	-
	<u>62,061</u>	<u>-</u>	<u>99,576</u>
Expenses			
Activities	18,017	-	31,850
Trading	2,811	-	3,994
Fundraising (costs of raising funds)	3,727	-	3,745
	<u>24,555</u>	<u>-</u>	<u>39,589</u>
<i>Surplus for the year Locally raised funds</i>	<u>37,506</u>	<u>-</u>	<u>59,987</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	24,164	24,744	28,107
Equipment repairs	2,041	2,650	1,529
Information and communication technology	3,747	2,000	-
Library resources	6,027	2,080	227
Employee benefits - salaries	1,211,930	1,156,680	1,097,321
Staff development	3,461	6,000	5,507
	<u>1,251,370</u>	<u>1,194,154</u>	<u>1,132,691</u>

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,667	4,094	3,560
Board of Trustees Fees	4,490	4,600	3,535
Board of Trustees Expenses	2,122	800	435
Communication	2,055	2,000	1,657
Consumables	15,039	16,250	15,136
Operating Lease	326	4,035	-
Other	14,204	20,865	10,987
Employee Benefits - Salaries	83,459	78,466	80,288
Insurance	3,832	3,649	3,665
Service Providers, Contractors and Consultancy	4,320	4,320	4,261
	<u>133,514</u>	<u>139,079</u>	<u>123,524</u>



6. Property

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cyclical Maintenance Provision	10,780	13,000	10,780
Grounds	12,135	5,950	21,647
Heat, Light and Water	14,476	18,000	19,722
Rates	5,497	5,500	5,118
Repairs and Maintenance	2,011	5,050	8,816
Use of Land and Buildings	301,803	301,803	300,535
Employee Benefits - Salaries	54,366	63,262	55,658
	<u>401,068</u>	<u>412,565</u>	<u>422,276</u>

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

7. Depreciation of Property, Plant and Equipment

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements	8,105	8,000	7,963
Furniture and Equipment	2,912	10,000	3,540
Information and Communication Technology	9,577	9,900	9,798
Leased Assets	6,794	100	6,888
Library Resources	2,247	2,000	2,056
	<u>29,635</u>	<u>30,000</u>	<u>30,245</u>

8. Cash and Cash Equivalents

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Current Account	279,105	195,164	148,427
Bank Call Account	17,057	-	16,734
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>296,162</u>	<u>195,164</u>	<u>165,161</u>

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

Of the \$296,162 Cash and Cash Equivalents, \$238,489 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	3,940	33,381	33,381
Interest Receivable	1,789	339	339
Teacher Salaries Grant Receivable	74,540	61,841	61,841
	<u>80,269</u>	<u>95,561</u>	<u>95,561</u>
Receivables from Exchange Transactions	5,729	33,720	33,720
Receivables from Non-Exchange Transactions	74,540	61,841	61,841
	<u>80,269</u>	<u>95,561</u>	<u>95,561</u>

10. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	1,198	-	-
	<u>1,198</u>	<u>-</u>	<u>-</u>

11. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	234,348	31,699	31,699
	<u>234,348</u>	<u>31,699</u>	<u>31,699</u>

12. Property, Plant and Equipment

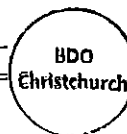
	Opening					
	Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	170,840	-	-	-	(8,105)	162,735
Furniture and Equipment	14,393	3,962	-	-	(2,912)	15,443
Information and Communication	31,325	555	-	-	(9,577)	22,303
Leased Assets	4,900	20,669	-	-	(6,794)	18,775
Library Resources	14,389	3,641	(55)	-	(2,247)	15,728
Balance at 31 December 2019	<u>235,847</u>	<u>28,827</u>	<u>(55)</u>	<u>-</u>	<u>(29,635)</u>	<u>234,984</u>

	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value
2019	\$	\$	\$
Building Improvements	269,920	(107,185)	162,735
Furniture and Equipment	324,580	(309,137)	15,443
Information and Communication	292,617	(270,314)	22,303
Leased Assets	24,024	(5,249)	18,775
Library Resources	52,168	(36,440)	15,728
Balance at 31 December 2019	<u>963,309</u>	<u>(728,325)</u>	<u>234,984</u>

The net carrying value of equipment held under a finance lease is \$18,775 (2018: \$4,900)

	Opening					
	Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	168,144	10,659	-	-	(7,963)	170,840
Furniture and Equipment	13,996	3,937	-	-	(3,540)	14,393
Information and Communication	22,359	18,764	-	-	(9,798)	31,325
Leased Assets	11,788	-	-	-	(6,888)	4,900
Library Resources	14,989	3,564	(2,108)	-	(2,056)	14,389
Balance at 31 December 2018	<u>231,276</u>	<u>36,924</u>	<u>(2,108)</u>	<u>-</u>	<u>(30,245)</u>	<u>235,847</u>

	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value
2018	\$	\$	\$
Building Improvements	269,920	(99,080)	170,840
Furniture and Equipment	320,627	(306,234)	14,393
Information and Communication	292,052	(260,727)	31,325
Leased Assets	20,838	(15,938)	4,900
Library Resources	48,713	(34,324)	14,389
Balance at 31 December 2018	<u>952,150</u>	<u>(716,303)</u>	<u>235,847</u>



13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	9,259	8,359	8,359
Accruals	3,067	2,944	2,944
Banking staffing overuse	58,864	18,000	18,000
Employee Entitlements - salaries	74,540	61,841	61,841
Employee Entitlements - leave accrual	9,180	8,537	8,537
	<u>154,910</u>	<u>99,681</u>	<u>99,681</u>
Payables for Exchange Transactions	<u>154,910</u>	<u>99,681</u>	<u>99,681</u>
	<u>154,910</u>	<u>99,681</u>	<u>99,681</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	2,512	-	-
	<u>2,512</u>	<u>-</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	46,840	46,840	64,660
Increase/ (decrease) to the Provision During the Year	10,780	-	10,780
Use of the Provision During the Year	(13,000)	-	(28,600)
Provision at the End of the Year	<u>44,620</u>	<u>46,840</u>	<u>46,840</u>
Cyclical Maintenance - Current	16,560	12,420	12,420
Cyclical Maintenance - Term	28,060	34,420	34,420
	<u>44,620</u>	<u>46,840</u>	<u>46,840</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	7,489	4,681	4,681
Later than One Year and no Later than Five Years	14,493	325	325
	<u>21,982</u>	<u>5,006</u>	<u>5,006</u>



17. Funds Held for Capital Works

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution	Closing Balances \$
Upgrade Block A, B and D	In Progress	-	252,212	13,723	-	238,489
Totals		-	252,212	13,723	-	238,489

Represented by:

Funds Held on Behalf of the Ministry of Education

238,489

238,489

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution	Closing Balances \$
Block C Roof Replacement	Completed	-	24,053	24,053	-	-
Water Treatment System	Completed	-	11,083	11,070	(13)	-
Totals		-	35,136	35,123	(13)	-

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,490	3,535
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	392,018	347,414
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	396,508	350,949
Total full-time equivalent personnel	4.10	4.10

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	110 - 120
Benefits and Other Emoluments	3-4	3 - 4
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 -110	-	-
110 -120	-	-
120 - 130	-	-
	-	-

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

20. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	\$ -	\$ -
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

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

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating contracts:



23. 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.

24. Financial Instruments

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

Financial assets measured at amortised cost

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	296,162	195,164	165,161
Receivables	80,269	95,561	95,561
Investments - Term Deposits	234,348	31,699	31,699
Total Financial assets measured at amortised cost	610,779	322,424	292,421

Financial liabilities measured at amortised cost

Payables	154,910	99,681	99,681
Finance Leases	18,700	4,780	4,780
Total Financial liabilities measured at amortised Cost	173,610	104,461	104,461

25. Events After Balance Date

Impact from COVID-19

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

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

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

26. Comparatives

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

27. Adoption of PBE IFRS 9 Financial Instruments

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

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

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.



Analysis of Variance Year ending 31 December 2019

Strategic Aim 1:

To improve student learning and achievement by building our teaching and learning culture throughout our school.

Strategic Aim 2:

To develop our school curriculum based on the NZ curriculum, with our learners and learning at the centre.

Annual Achievement Target:

Our goal is to increase ability in mathematical reasoning for students at the Y5-8 level.

Baseline Data:

We have analysed data from the Adaptive Mathematics PAT Test. We looked at data for our students in years 5-8. We looked at the amount of progress shown by these students from one year (2017) to the next (2018) using data from end of year testing. We looked at the results as scale scores rather than stanines for 2017 and 2018. We only included data for students where there were 2017 and 2018 results available. This was to ensure that the data was clean so a valid comparison could be made. The scale score is aligned to levels in the NZC (New Zealand Curriculum). A higher level scale score indicates that a student is able to operate at a higher level in the NZC. The scale score gives a more detailed picture of student progress than the stanine result.

The table below indicates the scale score shifts from one year to the next which compares cohorts across 2017 to 2018.

MEAN SCALE SCORE RESULTS AND SHIFTS FOR Y5-9 STUDENTS

Year Level for 2019	2017 Mean Scale Score Results	2018 Mean Scale Score Results	Mean Scale Score Shift	National reference Group Mean Scale Score Shift
Y9 (23)	58.3 (49.6)	56.4 (55.0)	-1.9	5.6
Y8 (16)	54.0 (45.1)	61.1 (49.6)	7.1	5.4
Y7 (28)	46.5 (38.9)	52.2 (45.1)	5.7	4.5
Y6 (23)	39.6 (30.6)	44.2 (38.9)	4.6	6.2
Y5 (19)	-	35.3 (30.6)	-	8.3

*Numbers in brackets provide statistics for all students in the national reference group

According to the data above, our 2018 Y8 students as a group showed a downward trajectory in progress based on the PAT test data. Even though their mean scale score as a group was above the National Reference Group mean, their rate of progress was well below what we expected. Our 2019 Y6 group as a cohort showed a lower trajectory of progress than what we expected. This is not as significant as the 2018 Y8 group, however it is still an area that requires attention and deeper investigation.

2019 Endpoint Data

MEAN SCALE SCORE RESULTS AND SHIFTS FOR Y5-8 STUDENTS

Year Level for 2020	2018 November Mean Scale Score Results	2019 November Mean Scale Score Results	Mean Scale Score Shift	Scale score shift comparison to national reference group mean scale score shift
8 (16)	59.5 (49.6)*	63.8 (55.0)*	4.3 (5.6)*	-1.3
7 (30)	51.7 (45.1)*	57.1 (49.6)*	5.4 (5.4)*	0.0
6 (21)	44.7 (38.9)*	49.9 (45.1)*	5.2 (4.5)*	+0.7
5 (16)	36.2 (30.6)*	43.8 (38.9)*	7.6 (6.2)*	+1.4

*Numbers in brackets provide statistics for all students in the national reference group

We are looking at rate of progress for each of the year level cohorts over time. Time one data was taken in Nov 2018 and time two data was taken in Nov 2019. The NZCER Maths Adaptive PAT test was used to measure this.

The National Reference Group mean is the overall mean for all students taking the test across New Zealand for that given year and is used as a comparison both for mean achievement levels in a school and also for mean rates of progress.

It is important to note that any standardised test is a 'point in time' measure. It is not the sole means of assessing the knowledge and progress of an individual student. Where performance on such a test is above or below the teacher expectation, other in-class assessments are also used to build a picture of what the learning needs of individual students are. What this cumulative standardised assessment data does is gives us a picture of the overall trends and allows us to pose questions for inquiry into what makes a difference for groups of learners.

Over the twelve month period ending November 2019, there has been a significant positive shift in the range of scores for the 2020 Y8 cohort. Overall mean stanine score for the Y8 group is above expected for Y8 students nationally. However, as in 2018, the rate of progress for Y8s is below that expected nationally. As a group, their rate of progress accelerated and in comparison to the previous year's cohort at that year level, the mean scale score shift is higher. There has also been a significant shift in the range of scores with an increase of 9.5 scale score points for the lowest score on the test.

For the 2020 Y7 cohort, their rate of progress is at a level equal to the national reference group. We also saw an increase in score of 6.8 scale score points for the lowest score on the test.

For the 2020 Y6 cohort, their rate of progress is at a level above the national reference group. There has been a significant improvement for the lowest scoring student over time with an increase in scale score points of 14.6.

For the 2020 Y5 cohort, their rate of progress in 2019 was above that of the national reference group. There was also a significant increase over time in 11.6 scale score points for the lowest scoring student on the test.

Overall the table above shows that each 2020 year level cohort is tracking above the expected mean scale score level.

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the variance (Why did it happen?)	Evaluation (Where to next?)
Seek outside expertise through NZCER to develop our evaluative capability as a leadership team in looking at NZCER data.	Session with NZCER leadership team reported increased understanding of how to interpret NZCER PAT Maths data to guide an inquiry.	Time allocated and revisiting of this in meetings.	Look to distribute this understanding wider to whole staff- distribute through team meetings.
Analyse specific item reports from NZCER Maths PAT data for students at different year levels to draw out specific foci for teaching.	Some level of achievement in this through staff meetings but more work needed on this.	Disruption to scheduled meetings due to key personnel being away.	Explore possibility for 2020-syndicate team workshops on this.
Analysing item report from W@S survey for identified Y6 cohort and Y8s.	Analysis carried out with MoE data analyst.	No items of concern reported.	Continue W@S survey to monitor trends.
Trial NZCER Me and My School survey for identified cohorts to look for any direct voice that identifies reservations around risk-taking, confidence and anything else related to Key Competencies that may be having a detrimental impact on maths progress.	Did not carry this out due to time constraints and existing workload for staff.	N/A	N/A
We will utilise ALiM (Accelerated Learning in Mathematics) as MOE funded intervention for 2019 for identified students within classes.	Three teachers worked on this for 2019. Significant acceleration noted for cohort involved.	Mindset and capability of teachers.	Teacher enrolled for 2020 for ALiM. Will increase the number of teachers who have had involvement in this to five.
Reflective practice will be evident through appraisal cycle with inquiries into what makes a difference for learners in maths.	Evident in PLGs, Team Meetings, Leadership team meetings and other schoolwide PLD.	Embedded and expected part of our professional learning.	No longer a requirement for appraisal but evidence of reflective practise will continue to be evident in meeting minutes.

Sharing pedagogical content knowledge and best practice strategies will take place on an ongoing basis.	Evident in PLGs, Team Meetings, Leadership team meetings and other schoolwide PLD. Sharing of successes from ALIM.	Mindset and capability of teachers.	A continued expectation for 2020.
Student achievement measured, analysed with targets set and reviewed in relation to expectations.	Data shared and hands-on session conducted for all teaching staff to look at individual and group data for their students. Staff in pairs to discuss enquiries into how they cater for students identified in these cohorts as requiring additional support.	Time allocated to staff and team meetings.	A continued expectation for 2020.
Priority learners identified in every class and progressed tracked.	Support register updated twice a term and discussed at SENCO meetings.	ALIM Regular monitoring	Look at any possible causative relationships between AREA (RbL) data and maths PAT data
Measure and gather student voice on the effectiveness of Mathletics as a tool for providing differentiation, 'rewindable learning' and opportunities for 'Mastery learning'.	Did not do this	N/A	N/A
Undergo professional development in utilising Mathletics as a tool for differentiation, mastery learning and an assessment tool.	This happened in teams and new staff given support by team leaders to become familiar in using this as a tool for mastery learning and providing differentiation		
Data from July and Nov Maths PAT testing will be analysed for improvements in scale scores particularly for our Y6 and Y8 students.	Refer table and commentary		

Planning for 2020

We have engaged with DMIC as a MoE funded project. There is a strong feeling amongst staff that they want to improve their capability in teaching maths, particularly exploring different approaches to ability groupings, task board driven sessions and current practises in the school. The cultural responsiveness and collaborative aspects of DMIC appealed to us given our work on Relationship-based Learning and motivation to engage in using rich contexts for maths teaching and learning.

We have one staff member enrolled for ALIM to further strengthen knowledge on what strategies accelerate progress for learners.

With some changes to key leadership staff for 2020, there has been a greater need for distributed leadership across the school. One staff member who has been involved in ALIM has taken on the DMIC lead teacher role for 2020.

Teacher Only days have been allocated for DMIC as well as mentors for the school.

The BoT continues to provide provision for the use of Mathletics in the school. A review of the effectiveness of this and also a look at how it aligns to emerging practises in DMIC are areas worth exploring.

The impact of PB4L and RbL work through the Kāhui Ako are also areas for gathering voice and measuring other factors in the school setting that have a positive impact on teaching and learning.

Strategic Aim 2:

To develop our school curriculum based on the NZ curriculum, with our learners and learning at the centre.

Annual Achievement Target:

To increase the level of pro-social behaviour shown between students at the Y5-8 level particularly around respecting each other and teachers, listening to, and including one another.

Baseline Data:

Data on student wellbeing was collected in July 2018 using the NZCER Wellbeing @ School survey. This is an initiative funded by the Ministry of Education. Data was gathered from all Y5-8 students in the school and a report provided by MOE data analyst as a deeper analysis. The survey was also completed by all teaching staff. Survey items where there was 25% or greater disagreement were flagged as areas for greater investigation.

Strengths of the school identified by students were; positive relationships between the school, community, parents and whanau, positive relationships between teachers and students and positive cultural inclusion by both students and teachers. The area of focus identified by student responses was pro-social student culture and behaviour. There was also an identified need from both students and staff around the teaching and learning of specific strategies for students to manage their own emotions and also learn how to respond to bullying behaviour. The two identified cohorts with the greatest need from 2018 are our current Y6 and Y8 students.

Work over 2017 and 2018 has focused on a DIY model of PB4L to identify strengths and weaknesses in the systems of the school that reinforce positive behaviour for learning. On-going progress has been made in developing systems for recording and tracking behaviours, developing specific behaviour plans for more 'at-risk' students, utilising outside expertise and analysing playground behaviour. Through this self-funded commitment, we have been approved ongoing funding from the Ministry of Education to continue this work.

Actions (What did we do?)	Outcomes (What happened?)	Reasons for the variance (Why did it happen?)	Evaluation (Where to next?)
Analyse W@S survey data to identify specific items for attention.	Principal and DP worked with MoE data analyst. They reported no items of concern but recommended we continue test at midpoint for ongoing monitoring.	It is possible that an improved consistency in teaching and monitoring expected behaviours through PB4L has supported learning of pro-social behaviour.	Continue taking test for Y5-8 at midpoint. Compare with voice gathering through student council and RbL.
Develop shared understanding across the staff and students of what our expectations are around behaviour.	Embedded in PB4L meetings led by PB4L Leader and outside MoE appointed facilitators.	All staff displayed and reported increased understanding and reflection on shared expectations.	Continue to monitor and revisit.
Use RbL (Relationship-based Learning) work through Kāhui Ako to promote teaching and learning of pro-social behaviours.	Emphasis on teaching to the 'north-east' quadrant (high relationships, high teaching skills) has kept relationships at the centre of what we do.	Staff committed to Impact Coaching and concepts of 'power sharing' and 'co-construction' in looking at behaviour choices and how to make a positive impact in creating change.	Impact Coaching to continue through RbL with training of Impact coaches/ WST teachers.

Develop leadership opportunities to gather voice from senior students in what leads to improvement in their learning environment.	Student council was set up. Regular meetings with classes held to gather voice.	Feedback on incentives and ideas for playground development actioned.	Continue to look at school development plan and what can be done to enhance play environments.
Develop immediate reward system that reinforces pro-social student behaviour.	Use of Class Dojo to award waka points.	All teachers using this reward system via tickets, tally charts or app.	Continue this as first level of rewards.
Decrease frequency of repeats of minor behaviour instances through coaching, reporting check-ins, referrals to senior management, discussion with whanau and individual management plans.	Significant decrease in reported behaviours for students appearing frequently for management referrals. Teaching of expectations evident at class level and schoolwide. Whole staff PLD in RP (MoE funded).	Follow through with these systems has contributed to the changes. Also, emphasis on relationships and certainty in how a situation will be dealt with may contribute.	Continue reviewing, monitoring and improving these systems through our PB4L work.
Analyse patterns of behaviour and impact of interventions from playground behaviour.	Our frequency of reported instances of 'white sheet' behaviours- minor or major for 2019 were as follows: Mon 53 Tues 61 Weds 64 Thurs 43 Fri 61 Peak time remains at 1:15pm- 1:30pm.	Ongoing analysis of data and trialling strategies has allowed us to be flexible and responsive to any trends emerging. There has also been an over-representation from some students presenting with Tier 3 behaviours who require a higher level maintenance plan. This needs to be taken into consideration when looking at cumulative data.	Continue work as a PB4L schoolwide team looking at systems. BoT support on School Development to fund projects that will enhance and improve playground environments.
Engage with whanau early to reinforce, monitor and reward positive pro-social behaviour.	Leadership Team met with parents on ongoing basis to discuss needs of students as well as plans with outside agencies. Positive feedback from whanau in dealing with behaviour situations at school.	Timely, honest communication with engagement of outside support where necessary.	Ongoing for 2020.
Engage with whanau in educating and sharing policy and ways we work proactively with students to teach pro-social behaviour.	As above.	As above.	As above.
A comparison of 2018 and 2019 data from the W@S will be made in July to measure level of pro-social behaviour seen across the school. We will engage a data analyst	The data from the W@S Survey remained relatively the same with an overall greater level of agreement seen across the school both within staff attitudes as well as	PB4L has contributed to the greater agreement on test items within the staff group as well as the student group.	Continue to run survey annually every July.

from the Ministry of Education to help with summary of findings.	within student attitudes. A greater level of agreement indicates a positive feeling on those test items.		
<p>Planning for 2020</p> <p>The following will be continued as part of our strategies to support ongoing pro-social behaviour within the school environment:</p> <ul style="list-style-type: none"> - ongoing gathering of student voice - BoT and leadership work on School Development (especially playground environment) - PB4L work with cluster of Tier Two schools - W@S Survey - Restorative Practises - work with outside agencies - monitoring of playground behaviour entries 			

Kiwisport Funding

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2019, the school received total Kiwisport funding of \$2,738.40 (excluding GST). The funding was spent on employing a sports co-ordinator. All students benefitted from the Kiwisport Funding.

**INDEPENDENT AUDIT REPORT TO THE READERS OF
RIWAKA SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Riwaka School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, 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 3 to 18 that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - financial position as at 31 December 2019; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 28 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 18 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

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

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

Independence

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

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



Michael Rondel
BDO Christchurch

On behalf of the Auditor-General
Christchurch, New Zealand