

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

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The Auditor-General is the auditor of Ruawai Primary School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

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

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2020. 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.

**Emphasis of Matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

**Basis for our opinion**

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

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

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



### **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



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

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

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

Our responsibilities arises 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, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

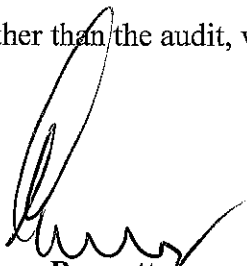
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (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 the School.



**Steve Bennett**

**BENNETT & ASSOCIATES**

On behalf of the Auditor-General  
Whangarei, New Zealand



# RUAWAI PRIMARY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 1095

**Principal:** Wayne Steele

**School Address:** 4376 State Highway 12

**School Postal Address:** Main Rd, RUAWAI, 0549

**School Phone:** 09 439 2307

**School Email:** admin@ruawai.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Occupation</b>	<b>Term Expires/ Expired</b>
Kim Jenyns	Chairperson	Elected	Contractor	Jun 2019
Curtis Gaylor	Principal	ex Officio		
Wayne Steele	Principal	ex Officio		
Eliose Barlow	Parent Rep	Elected	Homebased childcare	Jun 2022
Craig Sanford	Parent Rep	Co-opted	Self Employed/Farmer	Jun 2022
Kelvin Bristow	Parent Rep	Elected	Self Employed/Busines	Jun 2022
Jewelie Sterling	Parent Rep	Elected	Teacher Aide	Jun 2022
Cole Ringrose	Parent Rep	Elected	Self Employed/Builder	Jun 2022
Adele Slatter	Staff Rep	Elected	Teacher	Jun 2022

**Accountant / Service Provider:** Education Services Ltd

# **RUAWAI PRIMARY SCHOOL**

Annual Report - For the year ended 31 December 2019

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	Kiwisport



**Ruawai  
Primary**

## Ruawai Primary 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 reflects the financial position and operations of the school.

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

*Jewelie Sterling*  
Full Name of Board Chairperson

*Wayne Steele*  
Full Name of Principal

*[Signature]*  
Signature of Board Chairperson

*[Signature]*  
Signature of Principal

*29/5/20*  
Date:

*29/05/20*  
Date:

**Ruawai Primary School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	966,859	889,805	898,354
Locally Raised Funds	3	70,036	30,100	105,719
Interest income		4,319	-	5,501
		<u>1,041,214</u>	<u>919,905</u>	<u>1,009,574</u>
<b>Expenses</b>				
Locally Raised Funds	3	46,226	21,200	38,336
Learning Resources	4	673,311	630,800	622,317
Administration	5	66,150	71,901	68,406
Finance		784	760	1,111
Property	6	202,383	184,908	176,898
Depreciation	7	37,966	31,000	38,542
		<u>1,026,820</u>	<u>940,569</u>	<u>945,610</u>
<b>Net Surplus / (Deficit) for the year</b>		14,394	(20,664)	63,964
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>14,394</u>	<u>(20,664)</u>	<u>63,964</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.



**Ruawai Primary School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		469,775	410,962	405,811
Total comprehensive revenue and expense for the year		14,394	(20,664)	63,964
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,821	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	23	485,990	390,298	469,775
Retained Earnings		485,990	390,298	469,775
<b>Equity at 31 December</b>		485,990	390,298	469,775

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.





# Ruawai Primary School Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	176,377	158,273	225,084
Accounts Receivable	9	44,092	40,136	39,085
GST Receivable		-	4,978	3,796
Prepayments		518	413	4,979
Inventories	10	6,875	8,111	9,954
Investments	11	112,783	106,166	-
Funds owed for Capital Works Projects	17	-	-	50,382
		<u>340,645</u>	<u>318,077</u>	<u>333,280</u>
<b>Current Liabilities</b>				
GST Payable		114	-	-
Accounts Payable	13	52,647	45,459	59,828
Revenue Received in Advance	14	4,927	28,966	4,821
Provision for Cyclical Maintenance	15	17,539	40,154	19,000
Finance Lease Liability - Current Portion	16	5,174	4,894	5,478
Funds held for Capital Works Projects	17	2,377	-	-
		<u>82,778</u>	<u>119,473</u>	<u>89,127</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>257,867</b>	<b>198,604</b>	<b>244,153</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	273,898	224,512	265,881
Work in Progress		-	5,448	-
		<u>273,898</u>	<u>229,960</u>	<u>265,881</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	38,401	33,757	30,263
Finance Lease Liability	16	7,374	4,509	9,996
		<u>45,775</u>	<u>38,266</u>	<u>40,259</u>
<b>Net Assets</b>		<b><u>485,990</u></b>	<b><u>390,298</u></b>	<b><u>469,775</u></b>
<b>Equity</b>		<b><u>485,990</u></b>	<b><u>390,298</u></b>	<b><u>469,775</u></b>

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



**Ruawai Primary School**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

	2019	2019	2018
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
<b>Cash flows from Operating Activities</b>			
Government Grants	282,510	256,835	271,848
Locally Raised Funds	70,633	29,800	79,680
Goods and Services Tax (net)	3,910	-	1,182
Payments to Employees	(157,883)	(149,126)	(146,606)
Payments to Suppliers	(137,088)	(81,633)	(127,740)
Cyclical Maintenance Payments in the year	-	-	(16,129)
Interest Paid	(784)	(760)	(1,111)
Interest Received	3,752	-	6,400
Net cash from Operating Activities	65,050	55,116	67,524
<b>Cash flows from Investing Activities</b>			
Purchase of PPE (and Intangibles)	(51,689)	(18,200)	(60,220)
Purchase of Investments	(112,783)	-	-
Proceeds from Sale of Investments	-	-	106,166
Net cash from Investing Activities	(164,472)	(18,200)	45,946
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	1,821	-	-
Finance Lease Payments	(4,098)	(5,951)	(3,964)
Funds Held for Capital Works Projects	52,992	-	(11,730)
Net cash from Financing Activities	50,715	(5,951)	(15,694)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(48,707)</b>	<b>30,965</b>	<b>97,776</b>
Cash and cash equivalents at the beginning of the year	8 225,084	127,308	127,308
<b>Cash and cash equivalents at the end of the year</b>	<b>8 176,377</b>	<b>158,273</b>	<b>225,084</b>

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

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



# **Ruawai Primary School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

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

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial reports have been prepared for the period 1 January 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 Provision*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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



### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Use of Land and Buildings Expense**

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

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

### **g) Cash and Cash Equivalents**

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

### **h) Accounts Receivable**

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.*

### **i) Inventories**

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



## **j) Investments**

Bank term deposits 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.*

## **k) Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$1000 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	40 years
Furniture and Equipment	5-18 years
Information and Communication	4 years
Library Resources	8 years
Leased assets are depreciated over the life of the lease.	



## **l) Intangible Assets**

### *Software costs*

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

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

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

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

## **m) Impairment of property, plant, and equipment and intangible assets**

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

### *Non cash generating assets*

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

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

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

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

## **n) Accounts Payable**

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



#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

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

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

##### *Long-term employee entitlements*

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

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

#### **p) Revenue Received in Advance**

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

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

#### **q) Funds Held in Trust**

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

#### **r) Shared Funds**

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

#### **s) Provision for Cyclical Maintenance**

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

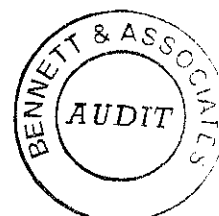
Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the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

#### **t) Financial Assets and Liabilities**

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

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

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





**u) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

**v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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



## 2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	233,238	231,707	225,073
Teachers' Salaries Grants	538,177	502,282	500,634
Use of Land and Buildings Grants	142,571	128,515	125,926
Reading Together	-	-	900
Resource Teachers Learning and Behaviour Grants	2,498	-	3,391
Other MoE Grants	49,012	27,301	41,229
Transport grants	1,363	-	1,201
	<b>966,859</b>	<b>889,805</b>	<b>898,354</b>

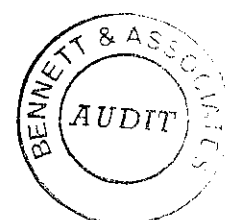
## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	7,273	5,000	32,807
Bequests & Grants	-	-	20,071
Activities	30,507	1,300	19,037
Trading	16,048	14,500	18,561
Fundraising	8,408	1,500	7,443
Other Revenue	7,800	7,800	7,800
	<b>70,036</b>	<b>30,100</b>	<b>105,719</b>
<b>Expenses</b>			
Activities	24,477	4,200	13,535
Trading	14,866	13,500	17,938
Fundraising (Costs of Raising Funds)	3,672	-	5,356
Other Locally Raised Funds Expenditure	3,211	3,500	1,507
	<b>46,226</b>	<b>21,200</b>	<b>38,336</b>
<i>Surplus for the year Locally raised funds</i>	<b>23,810</b>	<b>8,900</b>	<b>67,383</b>

## 4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	18,276	19,195	13,339
Library Resources	1,979	1,145	927
Employee Benefits - Salaries	641,016	595,660	593,713
Staff Development	5,721	11,300	11,306
R&m & Purchases <\$1,000	6,319	3,500	3,032
	<b>673,311</b>	<b>630,800</b>	<b>622,317</b>



## 5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,100	4,100	4,000
Board of Trustees Fees	2,175	3,500	2,540
Board of Trustees Expenses	3,744	5,755	2,559
Communication	2,989	2,800	3,407
Consumables	2,105	5,610	2,025
Operating Lease	300	360	475
Other	10,162	10,116	11,499
Employee Benefits - Salaries	32,445	32,748	33,939
Insurance	1,050	-	1,050
Service Providers, Contractors and Consultancy	7,080	6,912	6,912
	<u>66,150</u>	<u>71,901</u>	<u>68,406</u>

## 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	5,314	3,460	4,708
Cyclical Maintenance Expense	6,677	9,213	(572)
Grounds	7,340	5,700	7,484
Heat, Light and Water	13,265	10,620	9,764
Repairs and Maintenance	4,927	3,700	8,028
Use of Land and Buildings	142,571	128,515	125,926
Security	107	700	1,531
Employee Benefits - Salaries	22,182	23,000	20,029
	<u>202,383</u>	<u>184,908</u>	<u>176,898</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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings	2,200	1,769	2,200
Building Improvements	2,215	1,556	1,935
Furniture and Equipment	15,984	14,367	17,861
Information and Communication Technology	9,211	6,611	8,219
Motor Vehicles	1,539	1,238	1,539
Leased Assets	5,432	4,347	5,405
Library Resources	1,385	1,112	1,383
	<u>37,966</u>	<u>31,000</u>	<u>38,542</u>



**8. Cash and Cash Equivalents**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	50	-	50
Bank Current Account	126,892	113,768	65,351
Bank Call Account	49,435	44,505	49,259
Short-term Bank Deposits	-	-	110,424
Cash equivalents for Cash Flow Statement	<u>176,377</u>	<u>158,273</u>	<u>225,084</u>

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

Of the \$176,377 Cash and Cash Equivalents, \$66,482 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 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	2,766	3,229	2,044
Banking Staffing Underuse	-	320	-
Interest Receivable	591	923	24
Teacher Salaries Grant Receivable	40,735	35,664	37,017
	<u>44,092</u>	<u>40,136</u>	<u>39,085</u>
Receivables from Exchange Transactions	3,357	4,152	2,068
Receivables from Non-Exchange Transactions	40,735	35,984	37,017
	<u>44,092</u>	<u>40,136</u>	<u>39,085</u>

**10. Inventories**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	1,254	438	1,921
Uniforms	5,621	7,469	8,033
Canteen	-	204	-
	<u>6,875</u>	<u>8,111</u>	<u>9,954</u>

**11. Investments**

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	112,783	106,166	-
Total Investments	<u>112,783</u>	<u>106,166</u>	<u>-</u>



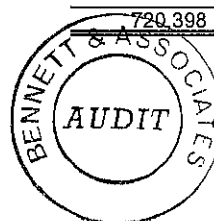
## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	11,900	-	-	-	-	11,900
Buildings	56,650	-	-	-	(2,200)	54,450
Building Improvements	45,285	6,608	-	-	(2,215)	49,678
Furniture and Equipment	103,771	27,727	-	-	(15,984)	115,514
Information and Communication Tech	23,193	7,940	-	-	(9,211)	21,921
Motor Vehicles	5,760	-	-	-	(1,539)	4,221
Leased Assets	14,010	2,636	-	-	(5,432)	11,214
Library Resources	5,312	1,073	-	-	(1,385)	5,000
<b>Balance at 31 December 2019</b>	<b>265,881</b>	<b>45,984</b>	<b>-</b>	<b>-</b>	<b>(37,966)</b>	<b>273,898</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	11,900	-	11,900
Buildings	88,000	(33,550)	54,450
Building Improvements	79,425	(29,747)	49,678
Furniture and Equipment	364,568	(249,054)	115,514
Information and Communication	123,290	(101,369)	21,921
Motor Vehicles	7,696	(3,475)	4,221
Leased Assets	26,504	(15,290)	11,214
Library Resources	61,832	(56,832)	5,000
<b>Balance at 31 December 2019</b>	<b>763,215</b>	<b>(489,317)</b>	<b>273,898</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	11,900	-	-	-	-	11,900
Buildings	58,850	-	-	-	(2,200)	56,650
Building Improvements	40,910	6,310	-	-	(1,935)	45,285
Furniture and Equipment	82,757	38,875	-	-	(17,861)	103,771
Information and Communication Technology	9,177	22,233	-	-	(8,219)	23,192
Motor Vehicles	7,299	-	-	-	(1,539)	5,760
Leased Assets	18,266	1,149	-	-	(5,405)	14,010
Library Resources	5,553	1,143	-	-	(1,383)	5,313
<b>Balance at 31 December 2018</b>	<b>234,712</b>	<b>69,710</b>	<b>-</b>	<b>-</b>	<b>(38,542)</b>	<b>265,881</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	11,900	-	11,900
Buildings	88,000	(31,350)	56,650
Building Improvements	72,816	(27,531)	45,285
Furniture and Equipment	336,841	(233,070)	103,771
Information and Communication	115,352	(92,160)	23,192
Motor Vehicles	7,696	(1,936)	5,760
Leased Assets	27,035	(13,025)	14,010
Library Resources	60,758	(55,445)	5,313
<b>Balance at 31 December 2018</b>	<b>720,398</b>	<b>(454,517)</b>	<b>265,881</b>



**13. Accounts Payable**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	4,785	3,781	7,936
Accruals	4,100	3,920	4,000
Capital Accruals for PPE Items	-	-	8,341
Employee Entitlements - Salaries	40,735	35,664	37,017
Employee Entitlements - Leave Accrual	3,027	2,094	2,534
	<u>52,647</u>	<u>45,459</u>	<u>59,828</u>
Payables for Exchange Transactions	52,647	45,459	59,828
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>52,647</u>	<u>45,459</u>	<u>59,828</u>

The carrying value of payables approximates their fair value.

**14. Revenue Received in Advance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue Received In Advance	4,927	28,966	4,821
	<u>4,927</u>	<u>28,966</u>	<u>4,821</u>

**15. Provision for Cyclical Maintenance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	49,263	64,698	66,054
Increase/(decrease) to the Provision During the Year	6,677	9,213	(662)
Use of the Provision During the Year	-	-	(16,129)
Provision at the End of the Year	<u>55,940</u>	<u>73,911</u>	<u>49,263</u>
Cyclical Maintenance - Current	17,539	40,154	19,000
Cyclical Maintenance - Term	38,401	33,757	30,263
	<u>55,940</u>	<u>73,911</u>	<u>49,263</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	5,507	4,894	5,951
Later than One Year and no Later than Five Years	7,620	4,509	10,576
	<u>13,127</u>	<u>9,403</u>	<u>16,527</u>



**17. Funds Held (Owed) for Capital Works Projects**

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Junior BLK Roofing & Upgrade	<i>in progress</i>	(50,382)	-	13,723	-	(64,105)
Main Block Re-roof	<i>in progress</i>	-	69,252	2,770	-	66,482
<b>Totals</b>		<b>(50,382)</b>	<b>69,252</b>	<b>16,493</b>	<b>-</b>	<b>2,377</b>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	66,482
Funds Due from the Ministry of Education	(64,105)
	<u>2,377</u>

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
SPG Fencing	<i>completed</i>	(17,321)	17,627	306	-	-
Junior BLK Roofing & Upgrade	<i>in progress</i>	(21,701)	206,540	235,221	-	(50,382)
<b>Totals</b>		<b>(39,022)</b>	<b>224,167</b>	<b>235,527</b>	<b>-</b>	<b>(50,382)</b>

**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, Deputy Principals and Heads of Departments.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,175	2,540
Full-time equivalent members	0.12	0.09
<i>Leadership Team</i>		
Remuneration	200,777	195,962
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	202,952	198,502
Total full-time equivalent personnel	2.12	2.09

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
<b>Salaries and Other Short-term Employee Benefits:</b>		
<b>Principal A</b>		
Salary and Other Payments	50 - 60	100 - 110
Benefits and Other Emoluments	1 - 2	3 - 4
Termination Benefits	-	-
<b>Principal B</b>		
Salary and Other Payments	20 - 30	-
Benefits and Other Emoluments	-	-
Termination Benefits	-	-
<b>Principal C</b>		
Salary and Other Payments	30 - 40	-
Benefits and Other Emoluments	0 - 1	-
Termination Benefits	-	-

*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	-	-
	0.00	0.00

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

(a) Contract for the Junior Block Roofing and Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry to the value of \$206,540.10 and \$270,645.15 has been spent on the project to balance date.

(b) Contract for the Main Block Re Roof as agent for the Ministry of Education. This project is fully funded by the Ministry to the value of \$69,252.30 and \$2769.95 has been spent on the project to balance date.

### (b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2019 Actual \$	2018 Actual \$
No later than One Year	4,410	4,410
Later than One Year and No Later than Five Years	8,085	12,495
Later than Five Years	-	-
	<u>12,495</u>	<u>16,905</u>

## 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 (2018: Loans and receivables)

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	176,377	158,273	225,084
Receivables	44,092	40,136	39,085
Investments - Term Deposits	112,783	106,166	-
Total Financial assets measured at amortised cost	<u>333,252</u>	<u>304,575</u>	<u>264,169</u>

### Financial liabilities measured at amortised cost

Payables	52,647	45,459	59,828
Borrowings - Loans	-	-	-
Finance Leases	12,548	9,403	15,474
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>65,195</u>	<u>54,862</u>	<u>75,302</u>

## 25. Events After Balance Date

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

- Note 9 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.
- Note 11 Investments:

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.



19 February 2020



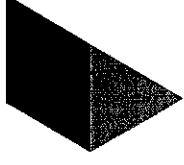
**Ruawai  
Primary**

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2018 the school received total Kiwisport funding of \$1574.57 (excluding GST). The funding was spent on transport to regional sporting events, sports equipment. The number of students participating in organised sport was approximately 60%.

Regards

Wayne Steele

# Analysis of Variance Reporting



<b>School Name:</b>	Ruawai Primary School
<b>School Number:</b>	1095

<b>Strategic Aim:</b>	<ul style="list-style-type: none"> <li>The explicit raising of student achievement across all areas (Reading, Writing &amp; Maths) of our school</li> </ul>
<b>Target:</b>	<ol style="list-style-type: none"> <li>The <b>reading</b> levels of all learners will be improved, enabling children to be effective readers as a foundation skill of learning to learn. We expect to have <b>85%</b> at or above the expected level</li> <li>The <b>writing</b> levels of learners will be improved, enabling children to be effective writers in a variety of genres, improving their skills as effective communicators. We expect to have <b>85%</b> at or above the expected level.</li> <li>Learner levels of achievement will be improved particularly in the number and measurement strands of <b>mathematics</b> to enable successful participation in our society. We expect to have <b>85%</b> of our learners at or above the expected level.</li> </ol>

<b>Baseline Data:</b>	Ruawai Primary Learners achieving 'At' or 'Above'				
	2015	2016	2017	2018	2019
Reading	86.3%	75.8%	77.2%	74.3%	81%
Writing	85.3%	80.0%	81.1%	76.3%	77%
Numeracy	89.2%	80.0%	81.2%	81%	77%

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p><b>Reading - We expect to have 85% at or above the expected level</b></p> <ul style="list-style-type: none"> <li>• Target learners to be identified by end of week 4 by all teachers</li> <li>• Letters to be sent home to inform whānau. This is to make sure that they are aware and can offer vital support at home.</li> <li>• STEPS web group has been established in Mānuka. Jewelie and Serah to oversee this with the support of RTLB.</li> <li>• Mānuka and Puka kaiako have deepened their understanding and application of Reading Eggs. This has been really valuable. Much more accurate reporting on progress and achievement. The Active panels support the whole teaching really well.</li> </ul>	<p>81% of our learners are achieving At or Above</p> <p>This compares with 74.3% in 2018.</p>	<p>A number of reasons for not achieving our targets. Mainly the Year 1-3 students are still learning to learn and developmentally may not be ready for reading, especially comprehension.</p> <p>There are a number of truant/transient students in and out of the school throughout the year as well.</p>	<p>Continue to target students who need that extra support using a needs analysis type assessment.</p> <p>Continue with Reading Eggs and Reading Eggspress for our Year 3s and up.</p> <p>Continue with our Playbased curriculum</p> <p>We will continue with Multi-Lit for our priority learners for Terms 2 &amp; 3 for 2020.</p> <p>We will continue with the reading mileage programme for our learners who need it.</p> <p>Allocate extra funding for learning assistants to support all learners.</p> <p>We will continue to use National curriculum (Expected Levels) as our internal measurement tool.</p>

- Keith has been working one-one with two of our dyslexic boys. Keith has been doing a great job with this. Learning Support (Murray Hemsley) has been guiding Keith in this process.
- Keith & Adele are booked into attend a Dyslexia workshop. We, as a school, need to deepen our capacity to support our learners who have dyslexic tendencies.
- Cathy (RTL) is supporting a target group within Rata whānau with a new phonics programme
- New junior readers have been purchased. These will help with increasing engagement.
- Reading Mileage group (with adult volunteers) has been in place since the beginning of Term 2, to support learners with their reading. This involves learners from every class in the school every Tuesday for 1 ½ hours.

- Our enthusiastic School Librarians have been working very hard with Mrs Simpkin to achieve their Librarian Certificates. They are creating some very impressive displays in the library and the Library is well used by learners during lunch times.

**Writing - We expect to have 85% at or above the expected level**

- Target learners to be identified by end of week 4 by all teachers
- Letters to be sent home to inform whānau. This is to make sure that they are aware and can offer vital support at home.
- Acceleration plans have been created, monitored and updated
- Mid-year writing exemplars due this term
- RTLB working with a group of year 2s in Rata

77% of our learners are achieving At or Above  
This compares with 76.3% for 2018

A number of reasons for not achieving our targets. Mainly the Year 1-3 students are still learning to learn and developmentally may not be ready for reading, especially comprehension.

There are a number of truant/transient students in and out of the school throughout the year as well.

Writing will be our school wide focus for 2020. An improvement plan has been created.  
We will be using an external moderation process.

Align learner passions with writing topics via our play-based curriculum and STEM

- **Cathy (RTLB) is supporting a target group within Rata whānau with a new writing programme**
- **Denise and Dorothy attended a dyslexia workshop to help support a year 1 in Nikau whānau**
- **Keith & Adele attended a writing workshop in Whangarei.**
- **Adele has purchased a new set of headphones & mic (talk-to-text) to help a year 6 boy put his ideas onto paper**
- **Cathy (RTLB) is working with Serah & Jewelle to support a target group in Mānuka whānau with a new online reading & writing programme called STEPS**
- **2 sets of headphones & microphones - (talk-to-text) also bought for learners in Karaka to assist their writing.**



## Maths - We expect to have 85% at or above the expected level

- Target learners to be identified by end of week 4 by all teachers
- Letters to be sent home to inform whānau. This is to make sure that they are aware and can offer vital support at home.
- Maths Whizz has upgraded its platform. Feedback from our learners is that they like it.
- N/A - Maths seems to be tracking well

77.0% of our learners are achieving At or Above (See attached data sheets)

This compares with 81% from 2018

Feedback from our learners, staff and community informed us that maths whizz was a major success. Especially in regards to learner agency and engagement.

Maths Whizz is one tool that we use to formatively measure the strands of maths which has allowed us to make more accurate and robust OTJ's.

Increase teacher capability around how to maximise the benefits of Maths Whizz reports via PD and best practice examples from Adele Slatter.

Increase learner agency via Step Up wall displays of current achievement levels and next steps.

Consolidate current practice and identify best methods that will allow for more teacher-to-learner time that will cater for individual needs.

Make maths purposeful by aligning passions with mathematical concepts via our play-based curriculum

Use Jo Boalers 'Mathematical Mindsets' as a resource to incorporate into math programme.

## Planning for next year.

See 2020 annual plans for detailed description of strategies for improvement. We will be setting targets of 85% At or Above in all areas for 2020.