

20 February 2019

To the community of Papatoetoe East Primary,

I am delighted to report on a very successful year for our school. Our closing roll for 2018 was 530 slightly lower than in recent years. This was due to lower than usual enrolments at only 138 students compared to 167 in 2017.

### **Curriculum and Student Achievement**

We live in a curious time regarding the future of teaching and learning in New Zealand schools. National Standards are gone and schools are largely without a strictly articulated directive for life inside the classroom. This is a good thing because despite the view of successive governments our teachers are not fresh out of ideas. Our post-National Standards era is already providing our teachers opportunities for greater flexibility and the chance to rely on their professional expertise rather than the box ticking exercise that the Standards had become. This is exciting and our teachers are making the most of this. Meanwhile we continue meeting our self-imposed high benchmarks in reading, writing and mathematics.

One example of making the most of our new found freedom is the rise and rise of playful learning. In 2018 some of our teachers dabbled in learning through play and in 2019 we will take this to a new level. Evidence that playfulness enhances learning is well established, particularly for our younger students' transition to school. Watch this space for the creativity and fun that will be emerging from the classrooms adopting this in 2019.

I'll continue this section on curriculum by discussing what we affectionately refer to as 'Other Learning Areas' (OLA). OLAs is one of the premium aspects of our curriculum because it is uniquely designed for Our Place and our learners. Each year we plan four units of inquiry based around overarching concepts. Over the course of the year these concepts support us to plan schoolwide units ensuring we cover science, social science, arts, technology and health aspects of the curriculum.

Again in 2018 the Papatoetoe Principals' Association hosted an art exhibition at Papatoetoe North School. Firstly, it should be mentioned that Pap North did a great job of hosting this event and our school very much appreciates the efforts that they put into this event. Secondly, if I do say, the quality of the work on display from Papatoetoe East students was wonderful and a real standout. It is great to know that we have so much talent in this area and that the arts are alive and well at our school.

In 2018 students enjoyed some wonderful learning through the overarching concepts of sustainability, inquiry, creativity and hauora. These concepts provided an array of rich learning experiences that are relevant and authentic to our school community. Highlights this year from OLA were our wearable arts display in Term 3 and a well remembered trip to Mangere Mountain earlier in the year.

Another area of the curriculum enjoying some revitalisation post-National Standards is mathematics. Teachers have enjoyed some quality professional learning around contextualising mathematics in more relevant contexts. This is making learning more enjoyable for students, which is something that mathematics learning has historically struggled to achieve. I'm excited to say that this will continue in

2019 with a STEM Mathematics pilot planned. The focus of this new initiative will be to integrate computer coding as well graphics and design into mathematics learning.

### **Kiwisport**

Another year has passed and we have again as a New Zealand state school enjoyed the support of Kiwisport funding of \$7484.52. With our extensive programme of sport and PE in the school this funding has been extremely helpful. At PEP we have invested our Kiwisport funding into several key areas. They are:

- Sport and PE equipment: \$ 952.46
- Transport for sports teams and outdoor education activities: \$1701.80

This was a light year for spending on sports equipment after investing over \$12,000 during 2017. Field days that our students have participated in are: swimming, playball, cricket, rugby, soccer, netball, touch, rugby, gymnastics, cross country and athletics.

### **Extra Curricular Life**

I'll start by saying that our school's kapa haka group were wonderful ambassadors for our school. Their performance was inspiring and left me with the hairs on the back of my neck standing up! A very special thanks goes to Natalie Fowler who worked wonders with the group of students within a very short time frame.

The Papatoetoe schools run a series of sporting field days each year that have a real buzz about them. I can say, without bias, that our students have been easily the best behaved school at all these events. At the inter-school athletics we had a grandmother from one of the other schools approach our teachers and say that our students were immaculately behaved and inquired into our secret. The same could be said at any of the other offsite events I attended this year, such as the Tironui Trust Production, cross country, and the Papatoetoe Schools Kapa Haka Festival where sportsmanship and behaviour was top notch.

Our students, of course, loved the experience of representing the school when given the chance. A full list of our achievements would be too much to include in this document. A thank you goes to Mr Siluuga who coordinated our sport teams and coached a number of them himself.

### **Staff**

A letter outlining the current status of our school would not be complete unless I rang the praise of our wonderful teachers. With confidence, having worked at several different schools, I can say that at PEP we are well served by a group of outstanding classroom teachers. Collectively they make a wonderful team, giving the school a friendly and warm environment. Individually they offer creativity, fun and excitement to students on a daily basis.

A special mention here should be made of our school's senior leaders - Nicola Eley (DP) and Vicki Tipama'a (AP). In the last year Nicola has said goodbye to long standing colleagues Graeme Gilbert and Sherryl Compston. This has meant, due to her holding a huge amount of institutional knowledge, she has needed to carry a heavy load this year with regard to the day-to-day running of the school. We all owe her a great deal of appreciation.

As many of you know Vicki Tipama'a has moved on to another local school, we wish her well. Toward the end of 2018 the Assistant Principal's position was merged together with that of our special educational needs co ordinator (SENCO). The outcome is that Mrs Sarah Jones joins the school's Senior Management Team. Her wealth of experience working in leadership positions will make her a wonderful asset and resource to our classroom teaching staff.

Our teachers continue to be engaged in a rigorous professional learning and appraisal system. This is continually under review to ensure that we are providing the best possible environment for our learners.

We continued our relationship with PACT (Papatoetoe Adolescent Christian Trust). We have community worker Glenn Tabor running several key programmes that are very well received by our students and their parents. Glenn is also a keen coach and has supported several of our teams.

### **Board of Trustees**

School boards play a vital part in the functioning of New Zealand schools. For this reason I'd like to thank our current board members for all their work. Three of our BOT members, Mark Wilkie, Sekuni Amerika and Gina Bedwell, have stayed on and served long after their children left Our Place. Their dedication has been much appreciated. The balance of the governance team - Mary Budd and Kate Salim have been hugely supportive and have maintained a very supportive environment for me to enter the school.

### **Finance and Property**

I am delighted to report that the school is in a strong financial position leading into the 2019 school year. We have a healthy amount of working capital available to deploy when needed.

We are also able to boast of a very tidy and well maintained school site. A big thank you goes to Graeme Brown (Financial Officer) and Antony Eley (Property Officer) for their ongoing work. I know very few schools as well served as ours in the property department and for this reason we have very well maintained buildings and grounds.

In the coming year we will explore options for school improvement. One project that is on the radar is a covered outdoor learning area (COLA). This is a dome shaped structure that we hope can be set up over our outdoor stage area and the ground immediately in front of this. At present we have no area that the whole school can assemble as a community with students and teachers comfortably seated. The COLA concept allows for this and is therefore on our agenda for 2019 as a real possibility.

### **Future Direction of the School**

While the current talk in education is often doom and gloom, especially with regards to teachers' pay and conditions I remain excited and optimistic about the year ahead. Schools have the potential to be healthy and vibrant communities that encourage growth and wellbeing for all. At Papatoetoe East Primary we are very much fulfilling this potential. In the coming year we will launch new curriculum initiatives in play based learning, STEM Maths and Te Reo Maori. This will happen alongside the already vibrant and engaging thematic approach we currently have in place where we will explore the themes of Survival, Making a Difference, Change and Diversity. Our teachers will lead dozens of field trips, sports exchanges, and cultural experiences. And, if 2018 is anything to go by our students

will engage in these activities enthusiastically and for the most part with impeccable behaviour. Despite the rhetoric in the media Papatoetoe East Primary will be propelled forward by a very energetic staff who, like me, enjoy our work in education.

Whatever your interest in 'Our Place' I encourage you to join in our learning journey, and enjoy what will be a fun and fulfilling ride in 2019!

Paul Crowhurst

**For the Papatoetoe Board of Trustees**

**February 2019**

RSM Hayes Audit

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## Independent Auditor's Report

### To the readers of Papatoetoe East School's Financial statements For the year ended 31 December 2018

The Auditor-General is the auditor of Papatoetoe East School (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2018; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 30 May 2019. This is the date at which our opinion is expressed.

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

#### Basis of opinion

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

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

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



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

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

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

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

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

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

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

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

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

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

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



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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance and kiwisport report but does not include the financial statements, and our auditor's report thereon.

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

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

### Independence

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

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



**Elaine Yong**  
RSM Hayes Audit  
On behalf of the Auditor-General  
Auckland, New Zealand

# PAPATOETOE EAST SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 1427

**Principal:** Mr Paul Crowhurst

**School Address:** 116 Tui Road, Papatoetoe

**School Postal Address:** P O Box 63-013, Manukau 2241

**School Phone:** (09) 2785446

**School Email:** [administrator@pep.school.nz](mailto:administrator@pep.school.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Position Expires
Mark Wilkie	Chair Person	Elected	May-19
Paul Crowhurst	Principal	ex Officio	
Graeme Gilbert	Principal	ex Officio	Retired May 2018
Gina Bedwell	Parent Rep	Elected	May-19
Mary Budd	Parent Rep	Elected	May-19
Sekuini Amerikā	Parent Rep	Elected	May-19
Kate Salim	Staff Rep	Elected	May-19

**Accountant / Service Provider:** Primary Business Services : Graeme Brown



# PAPATOETOE EAST SCHOOL

Annual Report - For the year ended 31 December 2018

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# Papatoetoe East School

## Statement of Responsibility

For the year ended 31 December 2018

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

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

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

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

RICHARD MARK WILKIE

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

30 May 2019

Date:

PAUL CHARLES CROWHURST

Full Name of Principal

[Signature]

Signature of Principal

30 May 2019

Date:

**Papatoetoe East School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	4,639,453	4,861,045	4,747,127
Locally Raised Funds	3	93,738	28,600	147,585
Interest Earned		14,607	15,000	14,692
		<u>4,747,798</u>	<u>4,904,645</u>	<u>4,909,404</u>
<b>Expenses</b>				
Locally Raised Funds	3	39,607	27,800	54,756
Learning Resources	4	2,910,081	3,112,500	2,941,154
Administration	5	313,689	286,300	267,347
Finance		362		470
Property	6	1,457,356	1,354,045	1,525,684
Depreciation	7	202,636	130,000	189,425
Loss on Disposal of Property, Plant and Equipment		12,541	-	(1,302)
		<u>4,936,272</u>	<u>4,910,645</u>	<u>4,977,534</u>
<b>Net Surplus / (Deficit) for the year</b>		(188,474)	(6,000)	(68,130)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(188,474)</u>	<u>(6,000)</u>	<u>(68,130)</u>

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

# Papatoetoe East School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>1,615,920</u>	<u>1,446,121</u>	<u>1,684,050</u>
Total comprehensive revenue and expense for the year	(188,474)	(6,000)	(68,130)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	-
<b>Equity at 31 December</b>	<u>1,427,446</u>	<u>1,440,121</u>	<u>1,615,920</u>
Retained Earnings	1,427,446	1,440,121	1,615,920
Reserves	-	-	-
<b>Equity at 31 December</b>	<u>1,427,446</u>	<u>1,440,121</u>	<u>1,615,920</u>

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



# Papatoetoe East School Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	288,605	72,891	285,166
Accounts Receivable	9	201,799	206,000	166,954
GST Receivable		13,036	20,000	26,280
Prepayments		10,962	8,000	435
Inventories	10	721	-	199
Investments	11	189,195	400,000	304,195
MOE Capital Works projects		53,819		39,966
		<u>758,137</u>	<u>706,891</u>	<u>823,195</u>
<b>Current Liabilities</b>				
Accounts Payable	13	358,057	250,000	356,630
Provision for Cyclical Maintenance	14	-	-	-
Finance Lease Liability - Current Portion	15	20,536	2,000	2,977
		<u>378,593</u>	<u>252,000</u>	<u>359,607</u>
<b>Working Capital Surplus/(Deficit)</b>		379,544	454,891	463,588
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	1,187,228	1,048,230	1,212,317
		<u>1,187,228</u>	<u>1,048,230</u>	<u>1,212,317</u>
<b>Non-current Liabilities</b>				
Cyclical Maintenance Liability	14	79,778	60,000	58,055
Finance Lease Liability	15	59,548	3,000	1,930
		<u>139,326</u>	<u>63,000</u>	<u>59,985</u>
<b>Net Assets</b>		<u>1,427,446</u>	<u>1,440,121</u>	<u>1,615,920</u>
<b>Equity</b>		<u>1,427,446</u>	<u>1,440,121</u>	<u>1,615,920</u>
		-	-	-

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

# Papatoetoe East School Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,024,291	1,031,045	1,035,918
Locally Raised Funds		97,571	49,261	147,139
Hostel		-	-	-
International Students		-	-	-
Goods and Services Tax (net)		65,058	(20,000)	(27,847)
Payments to Employees		(609,789)	(531,500)	(326,041)
Payments to Suppliers		(552,683)	(519,145)	(619,513)
Cyclical Maintenance Payments in the year		(10,081)	(27,659)	-
Interest Paid		(362)	-	(470)
Interest Received		14,810	16,000	15,425
Net cash from / (to) the Operating Activities		28,815	(1,998)	224,611
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		28,669	-	6,303
Purchase of PPE (and Intangibles)		(216,516)	(50,000)	(190,435)
Purchase of Investments		-	-	(9,653)
Proceeds from Sale of Investments		115,000	-	-
Net cash from / (to) the Investing Activities		(72,847)	(50,000)	(193,785)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	-
Finance Lease Payments		75,177	-	(2,308)
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		-	-	-
Funds Held for Capital Works Projects		(27,706)	-	(315,609)
Net cash from Financing Activities		47,471	-	(317,917)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>3,439</b>	<b>(51,998)</b>	<b>(287,091)</b>
Cash and cash equivalents at the beginning of the year	8	285,166	124,889	572,257
Cash and cash equivalents at the end of the year	8	288,605	72,891	285,166

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.



# **Papatoetoe East School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2018**

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

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

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

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

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

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

###### ***Basis of Preparation***

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

###### ***Financial Reporting Standards Applied***

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

###### ***PBE Accounting Standards Reduced Disclosure Regime***

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

###### ***Measurement Base***

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

###### ***Presentation Currency***

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

###### ***Specific Accounting Policies***

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

###### ***Critical Accounting Estimates And Assumptions***

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

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

###### ***Useful lives of property, plant and equipment***

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 14.

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 21.

#### ***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.

For Non-integrated schools only:

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

#### ***Other Grants***

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

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

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

#### ***Interest Revenue***

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

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

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

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

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

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

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



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

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

#### **h) Accounts Receivable**

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

#### **i) Inventories**

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

#### **j) Investments**

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

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.

#### **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 \$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.

#### **Leased Assets**

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



### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	2.5 Straight Line
Furniture and equipment	20% Diminishing Value
Information and communication technology	20% - 33.3% Straight Line
Motor vehicles	5% Straight Line
Plant and Equipment	20% Diminishing Value
Leased assets held under a Finance Lease	33.33% Diminishing Value
Library resources	12.5% Diminishing Value

### **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 \$500 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. It's 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 grants 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 are recognised at the amount borrowed. 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 the balance date.

**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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	862,052	889,045	944,426
Teachers' salaries grants	2,413,582	2,700,000	2,443,637
Use of Land and Buildings grants	1,192,774	1,100,000	1,180,523
Resource teachers learning and behaviour grants	144,305	130,000	142,590
Other MoE Grants	26,740	26,000	20,951
Transport grants	-	-	-
Other government grants	-	16,000	15,000
	<b>4,639,453</b>	<b>4,861,045</b>	<b>4,747,127</b>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	11,511	12,000	17,138
Activities	28,364	12,100	30,589
Trading	1,941	2,500	1,091
Fundraising	11,002	2,000	47,167
Other Revenue	40,920	-	51,600
	<b>93,738</b>	<b>28,600</b>	<b>147,585</b>
<b>Expenses</b>			
Activities	36,910	23,800	37,921
Trading	2,556	4,000	2,744
Fundraising costs	141	-	14,091
Transport (local)	-	-	-
Other Expenses	-	-	-
	<b>39,607</b>	<b>27,800</b>	<b>54,756</b>
<b>Surplus/ (Deficit) for the year Locally raised funds</b>	<b>54,131</b>	<b>800</b>	<b>92,829</b>

## 4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	49,133	55,000	59,812
Equipment repairs	-	-	-
Information and communication technology	10,493	6,000	29,972
Extra-curricular activities	-	-	-
Library resources	2,210	1,000	469
Employee benefits - salaries	2,798,777	2,998,500	2,818,331
Resources / attached teacher costs	12,580	15,000	13,720
Staff development	20,084	25,000	19,320
RTLITS	16,804	12,000	-
	<b>2,910,081</b>	<b>3,112,500</b>	<b>2,941,624</b>

## 5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,650	6,000	5,300
Board of Trustees Fees	3,545	6,300	4,720
Board of Trustees Expenses	36,685	36,500	21,521
Communication	12,688	14,000	14,069
Consumables	15,729	18,000	17,329
Operating Lease	7,391	18,000	22,053
Legal Fees	-	-	-
Other	92,060	42,500	49,114
Employee Benefits - Salaries	114,407	115,000	102,453
Insurance	471	5,000	3,190
Service Providers, Contractors and Consultancy	25,063	25,000	27,598
	<u>313,689</u>	<u>286,300</u>	<u>267,347</u>

## 6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	13,672	10,000	25,161
Consultancy and Contract Services	52,496	58,000	52,980
Cyclical Maintenance Expense	31,804	20,000	29,022
Grounds	-	4,000	3,540
Heat, Light and Water	31,292	32,000	31,623
Rates	-	-	-
Repairs and Maintenance	66,827	62,045	143,695
Use of Land and Buildings	1,192,774	1,100,000	1,180,523
Security	6,568	10,000	8,683
Employee Benefits - Salaries	61,923	58,000	50,457
	<u>1,457,356</u>	<u>1,354,045</u>	<u>1,525,684</u>

## 7. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	27,622	20,000	27,005
Building Improvements	-	-	-
Furniture and Equipment	47,282	10,000	45,064
Information and Communication Technology	89,839	70,000	91,365
Motor Vehicles	1,982	-	4,280
Plant and Equipment	10,202	20,000	9,396
Leased Assets	20,420	-	2,391
Library Resources	5,289	10,000	9,924
	<u>202,636</u>	<u>130,000</u>	<u>189,425</u>

## 8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	500	500	500
Bank Current Account	187,647	72,391	284,666
Bank Call Account	80	-	
Short Term Deposit	100,378		
Cash and cash equivalents for Cash Flow Statement	<u>288,605</u>	<u>72,891</u>	<u>285,166</u>

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

## 9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables from the Ministry of Education	27,814	-	21,245
Provision for Uncollectibility	-	-	-
Interest Receivable	981	1,000	1,184
Teacher Salaries Grant Receivable	173,004	200,000	144,525
	<u>201,799</u>	<u>201,000</u>	<u>166,954</u>
Receivables from Exchange Transactions	981	1,000	1,184
Receivables from Non-Exchange Transactions	200,818	200,000	165,770
	<u>201,799</u>	<u>201,000</u>	<u>166,954</u>

## 10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	721	-	199
	<u>721</u>	<u>-</u>	<u>199</u>

## 11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	189,195	400,000	304,195
Non-current Asset			
Long-term Bank Deposits	-	-	-

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	856,127	22,529	-	-	(27,622)	851,033
Furniture and Equipment	110,343	9,430	-	-	(47,282)	72,491
Information and Communication	143,956	71,708	-	-	(89,839)	125,825
Motor Vehicles	70,185	2,335	(41,210)	-	(1,982)	29,328
Plant and Machinery	26,721	12,092	-	-	(10,202)	28,613
Leased Assets	4,659	95,699	-	-	(20,420)	79,938
Library Resources	326	4,990	(7,526)	7,499	(5,289)	-
<b>Balance at 31 December 2018</b>	<b>1,212,317</b>	<b>218,783</b>	<b>(48,736)</b>	<b>7,499</b>	<b>(202,636)</b>	<b>1,187,228</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	-	-	-
Buildings	1,111,997	(260,964)	851,033
Building Improvements	-	-	-
Furniture and Equipment	456,432	(383,941)	72,491
Information and Communication	681,952	(556,127)	125,825
Motor Vehicles	41,974	(12,646)	29,328
Plant and Machinery	192,631	(164,018)	28,613
Leased Assets	104,325	(24,387)	79,938
Library Resources	87,108	(87,108)	-
<b>Balance at 31 December 2018</b>	<b>2,676,419</b>	<b>(1,489,191)</b>	<b>1,187,228</b>



2017	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	865,692	17,439	-	-	(27,005)	856,127
Furniture and Equipment	116,931	38,476	(27,484)	27,484	(45,064)	110,343
Information and Communication Technology	122,963	112,357	(30,896)	30,896	(91,365)	143,956
Motor Vehicles	74,465	-	-	-	(4,280)	70,185
Plant and Machinery	25,800	10,317	(2,652)	2,652	(9,396)	26,721
Leased Assets	4,728	2,322	-	-	(2,391)	4,659
Library Resources	3,405	5,543	(518)	1,820	(9,924)	326
	-	-	-	-	-	-
<b>Balance at 31 December 2017</b>	<b>1,213,984</b>	<b>186,454</b>	<b>(61,550)</b>	<b>62,852</b>	<b>(189,425)</b>	<b>1,212,317</b>

2017	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	-	-	-
Buildings	1,089,468	(233,341)	856,127
Building Improvements	-	-	-
Furniture and Equipment	401,937	(291,594)	110,343
Information and Communication Technology	610,244	(466,288)	143,956
Motor Vehicles	85,609	(15,424)	70,185
Plant and Machinery	180,538	(153,817)	26,721
Leased Assets	8,626	(3,967)	4,659
Library Resources	89,644	(89,318)	326
	-	-	-
<b>Balance at 31 December 2017</b>	<b>2,466,066</b>	<b>(1,253,749)</b>	<b>1,212,317</b>

### 13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	81,255	70,000	97,478
Accruals	18,840	-	11,651
Capital accruals for PPE items	-	-	-
Banking staffing overuse	73,288	-	93,073
Employee Entitlements - salaries	182,577	180,000	153,016
Employee Entitlements - leave accrual	2,097	-	1,412
	<b>358,057</b>	<b>250,000</b>	<b>356,630</b>
Payables for Exchange Transactions	358,057	250,000	356,630
	<b>358,057</b>	<b>250,000</b>	<b>356,630</b>

The carrying value of payables approximates their fair value.

#### 14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	58,055	58,055	49,333
Increase/ (decrease) to the Provision During the Year	21,723	20,000	29,022
Use of the Provision During the Year	-	-	(20,300)
Provision at the End of the Year	79,778	78,055	58,055
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	79,778	60,000	58,055
	79,778	60,000	58,055

#### 15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	20,536	2,000	2,977
Later than One Year and no Later than Five Years	59,548	3,000	1,930
Later than Five Years	-	-	-
	80,084	5,000	4,907

#### 16. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Heaters	<i>completed</i>	(30,251)	-	(20,743)	-	(50,994)
5yp	<i>completed</i>	(2,825)	-	-	-	(2,825)
Breakout Space	<i>completed</i>	(6,890)	6,890			-
Totals		(39,966)	6,890	(20,743)	-	(53,819)

#### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

-  
53,819

(53,819)

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Ceiling Tiles	<i>completed</i>	18,000	2,000	(21,430)	(1,430)	
Lighting Upgrade	<i>completed</i>	75,968	8,863	(84,831)	-	-
Roof Upgrade	<i>completed</i>	81,000	6,396	(87,396)	-	-
Toilet Upgrade	<i>completed</i>	18,000	1,968	(19,968)	-	-
5yp Preparation	<i>completed</i>	(2,825)	-	-	-	(2,825)
Breakout Space	<i>in progress</i>	85,500	103,031	(195,421)	-	(6,890)
Heatpumps	<i>in progress</i>	-	-	(30,251)	-	(30,251)
B Block Modernisation	<i>completed</i>	-	-	(44,538)		
Totals		275,643	122,258	(483,835)	(1,430)	(39,966)

## 17. Related Party Transactions

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

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

The school vehicle was purchased by the previous Principal's wife for \$28,695 (GST excl.).

## 18. Remuneration

### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,545	4,720
Full-time equivalent members	0.13	1
<i>Leadership Team</i>		
Remuneration	343,351	343,529
Full-time equivalent members	4	3
Total key management personnel remuneration	346,896	348,249
Total full-time equivalent personnel	4.13	3.98

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



### Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	0	4.5
Termination Benefits	0	0

### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	1	1
	1	1

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

## 19. 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:

	2018 Actual \$1,800	2017 Actual \$3,000
Total Number of People	2	2

## 20. Contingencies

There are no contingent liabilities and no contingent assets as at **31 December 2018** (Contingent liabilities and assets at **31 December 2017**: nil).

### Holidays Act Compliance – schools payroll

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

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

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2018 there were no Capital Commitments

### (b) Operating Commitments

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

#### (a) Operating lease of a photocopier

	2018 Actual \$	2017 Actual \$
No later than One Year	25,981	12,339
Later than One Year and No Later than Five Years	60,025	5,465
Later than Five Years	-	
	<u>86,006</u>	<u>17,804</u>

## 22. 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.

## 23. Financial Instruments

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

### Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	288,605	72,891	285,166
Receivables	201,799	201,000	166,954
Investments - Term Deposits	189,195	400,000	304,195
Total Loans and Receivables	<u>679,599</u>	<u>673,891</u>	<u>756,315</u>

### Financial liabilities measured at amortised cost

Payables	358,057	250,000	356,630
Cyclical Maintenance Liability	79,778	60,000	59,985
Lease Liability	80,084	5,000	4,907
Total Financial Liabilities Measured at Amortised Cost	<u>517,919</u>	<u>310,000</u>	<u>416,615</u>

## 24. Events After Balance Date

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

## 25. Comparatives

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

## **26. Breach of Law -Concurrence**

The previous Principal received additional benefits above his base salary. The Board did not apply and obtain concurrence for additional benefits received by the former Principal which is a breach of section 75 of the State Sector Act 1988.



# Analysis of variance

Papatoetoe East Primary 1427

<b>Focus: Reading 2018</b>			
<b>Strategic Aim: All students are able to access the N.Z. Curriculum as evidence in achievement in relation to NZC Levels</b>			
<b>Annual Aim: 1.1 To increase the number of students achieving at the expected level for reading</b>			
<b>Baseline data from 2017:</b> <ul style="list-style-type: none"> <li>Across the school there is a slight drop of less than 1% (3 students) working at or above NS</li> <li>5% increase in students working at or above NS</li> <li>Maori student working at or above NS has dropped by 14 % from 79 to 65%. This does however align it again more closely with 2015 and 2014 results</li> <li>No noticeable change to Asian results</li> <li>A significant drop of NZ European students 8% working at or above NS with a difference of 12 students</li> <li>First year of inclusion of MELAA and Other indicated that 71% of these students are working at or above. Small number of 7 students in total</li> </ul>			
<b>2018 Target:</b>			
<ul style="list-style-type: none"> <li>To raise the level of 6 x Year 4 students who were working at and have dropped to below back to working at an expected level</li> <li>To raise the level of 12 x Year 4 students currently working below an expected level to be working at an expected level</li> </ul>			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
Senior Leadership (SLT) to collate and analyse 2017 data, highlighting strengths, patterns of progress, trends and specific groups of concern in order to generate	The analysis of the 2018 school data showed <ul style="list-style-type: none"> <li>School wide roll drop by 38 students being assessed at expected</li> </ul>	The following successful actions were undertaken during 2018 to accelerate the target students' in Reading: <ul style="list-style-type: none"> <li>Assistant Principal with responsibility for target student</li> </ul>	<ul style="list-style-type: none"> <li>Increase Data Literacy for teachers to strengthen deliberate use and analysis of assessment tools at classroom level to</li> </ul>



<p>2018 Reading targets and Professional Learning priorities</p> <p>Support meetings with Year 4 Team leader to discuss, plan and monitor progress of target students</p> <p>Focus on Reading Together as a tool to support identified students and the 2018 target student parents</p> <p>Data Literacy: strengthen use of SMS EDGE to analyse data effectively to identify patterns, trends and learning needs</p> <p>Embed Clear Learning Pathways: Embed use of Child speak indicators and Assessment for Learning Practice: Clarity</p>	<p>learning ranges (drop of Asian and NZ European ethnicities)</p> <ul style="list-style-type: none"> <li>Generally percentages have stayed within a 5%-6% percent range except for Maori students achieving at or above which increased by 10.79% (7 students)</li> <li>Overall 0.51% decrease of students achieving at or above across the school</li> </ul> <p>The analysis of the 2018 Target Student data showed:</p> <ul style="list-style-type: none"> <li>Of the 6 students who had dropped from working at to working below 1 student did not return for 2018, 2 students are now working at and 3 remain below.</li> <li>Of the 12 students working below 1 has left, 2 are now working at expected levels, 7 have remained below and 1 is working well below</li> <li>Of this total group of 18 Year 4 students 7 are ESOL students, 4 are working with Health and Social agencies and 2 are monitored for attendance and have had truancy referrals.</li> </ul>	<p>tracking and program planning for 2018</p> <ul style="list-style-type: none"> <li>Targeted instruction by classroom teachers in consultation with Assistant Principal</li> <li>Termly monitoring and tracking of target students by Senior Leadership Team</li> <li>Development of Clear Learning pathways to facilitate student ownership and learning conversations between students, parents and whanau and teachers</li> <li>PLD in administration and analysis of assessment tools to support teaching and learning</li> <li>Staff PLD to increase professional knowledge and understanding of tracking and targeting identified students.</li> </ul>	<p>strengthen planning and practice</p> <ul style="list-style-type: none"> <li>Embed and strengthen the use of Clear Learning pathways to facilitate Learning Conversations resulting in increased student and whanau ownership of learning journeys</li> <li>Focus on Reading Together as a tool to support identified students and the 2018 target student parents</li> </ul>
<p><b>Planning / Considerations for 2019:</b></p> <ul style="list-style-type: none"> <li>Continue to monitor this group of students</li> <li>School review of reading resources to support student engagement in literacy materials</li> </ul>			



# Analysis of variance

Papatoetoe East Primary 1427

<b>Focus: Mathematics 2018</b>			
<b>Strategic Aim: All students are able to access the N.Z. Curriculum as evidence in achievement in relation to NZC Levels</b>			
<b>Annual Aim: 1.3 To increase the number of students achieving at the expected level for mathematics</b>			
<b>Baseline data from 2017:</b> <ul style="list-style-type: none"> <li>Mathematics was the school wide curriculum focus in 2017 - 1.5% increase school wide of students working at or above NS - Highest school wide data since before 2014</li> <li>7% decrease in students working at or above at the 80 week anniversary</li> </ul>			
<b>2018 Target:</b> <ul style="list-style-type: none"> <li>To sustain and strengthen the 2017 school wide growth in students achieving at or above an expected level</li> <li>Raise the level of 7 students who were working at and have dropped to below back to working at an expected level when assessed at 80 weeks</li> </ul>			
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
Senior Leadership Team (SLT) to collate and analyse 2017 data, highlighting strengths, patterns of progress, trends and specific groups of concern in order to generate 2018 Maths targets and Professional Learning priorities  Mathematics lead teacher and SMT to discuss and plan continuation of PLD in 2018	The analysis of the 2018 school data showed: <ul style="list-style-type: none"> <li>School wide roll drop by 38 students being assessed at expected learning ranges (drop of Asian and NZ European ethnicities)</li> <li>School wide decrease of 4.7% from 76% - 72% achieving at or above expected level</li> </ul>	The following successful actions were undertaken during 2018 to accelerate the target students' in Mathematics: <ul style="list-style-type: none"> <li>Assistant Principal with responsibility for target student tracking and program planning for 2018</li> <li>Continued schoolwide PLD focus for 2018</li> </ul>	<ul style="list-style-type: none"> <li>Development of STEAM teacher inquiry team to support curriculum integration and build teacher practice and pedagogy in this area</li> <li>Further support teacher inclusion in local maths cluster meetings to promote integrated mathematical pedagogy</li> </ul>



Mathematics lead teacher to identify and collect data related to 80 week assessment information	<ul style="list-style-type: none"> <li>school wide drop accredited to Asian decrease from 83% - 74% working at or above</li> <li>decrease from 79% to 54% of students working at or above an expected mathematics level after 4 years of school - this is concerning as this group included our 2018 Target students</li> </ul>	<ul style="list-style-type: none"> <li>Development of schoolwide planning to support 'overarching themes' integrated throughout all learning areas and across the mathematics strands</li> <li>Classroom placement with previous ALIM and MST trained teacher</li> <li>Maths lead teacher worked in collaboration with classroom teacher to develop support program including teacher aid program</li> <li>Termly tracking and sharing of data and assessment tasks completed</li> <li>Discussions were held by the Senior Leadership Team as part of our planning and assessment process to review target student programme termly.</li> <li>Data Literacy PLD started to support robust assessment and monitoring</li> <li>staff PLD to increase professional knowledge and understanding of tracking and targeting identified students.</li> </ul>	<p>and assessment moderation with local schools</p> <ul style="list-style-type: none"> <li>Continue development of clear learning pathways which support student and whanau tracking and understanding of mathematical knowledge and journey</li> </ul>
Mathematics lead teacher to meet with teacher of 80 week anniversaries and priorities identified students	<p>The analysis of the 2018 Target Student data showed:</p> <ul style="list-style-type: none"> <li>3 students remained below expected level indicating they had made 1 years progress.</li> <li>3 students fell to well below expected level indicating they had made less than a years progress</li> <li>1 student moved to working AT an expected level indicating they made more than a years progress.</li> <li>4 of the 7 target students at Foundation and Stage 1 ESOL</li> </ul>		
Develop Clear Learning Pathways: Embed use of Child speak indicators and Assessment for Learning Practice: Clarity			
Data Literacy: strengthen use of SMS EDGE to analyse data effectively to identify patterns, trends and learning needs			
<b>Planning / Considerations for 2019:</b> <ul style="list-style-type: none"> <li>continue to track student group based on Year 4 result drop</li> <li>Implementation of STEM to support authentic mathematics inclusion and student engagement</li> <li>review of assessment tools used to support teaching and learning in mathematics</li> </ul>			



# Analysis of variance

Papatoetoe East Primary 1427

<b>Focus: Writing 2018</b>				
<b>Strategic Aim: All students are able to access the N.Z. Curriculum as evidence in achievement in relation to NZC Levels</b>				
<b>Annual Aim: 1.1 To increase the number of students achieving at the expected level for writing</b>				
<b>Baseline data from 2017:</b> <ul style="list-style-type: none"> <li>1% drop across the school from 2016 to 2017 of students working at or above NS</li> <li>No noticeable changes to Maori, Pasifika or Asian Achievement</li> <li>A decrease of 6% from 81% to 75% of NZ European students working at or above NS with an overall decrease of 11 NZ European students in total.</li> </ul>				
<b>2018 Target:</b> <b>To raise the level of:</b> <ul style="list-style-type: none"> <li>7 x Year 4 students who were working at and have dropped to below back to working at an expected level</li> <li>12 x Year 4 students currently working below the expected level to be working at an expected level</li> </ul>				
<b>Actions (what did we do?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>	
Senior Leadership (SLT) to collate and analyse 2017 data, highlighting strengths, patterns of progress, trends and specific groups of concern in order to generate 2018 Writing targets and Professional Learning priorities	The analysis of the 2018 school data showed: <ul style="list-style-type: none"> <li>School wide roll drop by 38 students being assessed at expected learning ranges (drop of Asian and NZ European ethnicities)</li> </ul>	The following successful actions were undertaken during 2018 to accelerate the target students' in Writing: <ul style="list-style-type: none"> <li>Assistant Principal with responsibility for target student tracking and program planning for 2018</li> </ul>	<ul style="list-style-type: none"> <li>Revisit oral language PLD and the use of activities to support oral rehearsal for writing.</li> <li>Embed and strengthen the use of Clear Learning pathways to facilitate Learning Conversations resulting in increased</li> </ul>	



<p>Support meetings with Year 4 Team leader to discuss, plan and monitor progress of target students</p> <p>Data Literacy: strengthen use of SMS EDGE to analyse data effectively to identify patterns, trends and learning needs</p> <p>Develop Clear Learning Pathways: Embed use of Child speak indicators and Assessment for Learning Practice: Clarity</p>	<ul style="list-style-type: none"> <li>71% of students overall achieving at or above - increase of 0.41% across the school</li> <li>decrease from 67% - 53% of students after 120 weeks at school working at or above an expected writing level</li> <li>decrease from 80% - 64% of Year 4 students working at or above an expected writing level</li> <li>increase of 10% at year 5 level of students working at or above expected writing levels</li> </ul> <p>The analysis of the 2018 Target Student data showed:</p> <ul style="list-style-type: none"> <li>Of the 7 students who had dropped from working at to working below 2 students did not return for 2018, 3 students are now working at, 1 is now working above and 1 remains below.</li> <li>Of the 12 students working below 1 has left, 3 are now working at expected levels, 6 have remained below and 2 are working well below</li> <li>Of this total group of 19 Year 4 students 6 are ESOL students, 2 are working with Health and Social agencies and 4 are monitored for attendance and have had truancy referrals.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of e-asTTle assessment and moderation, including moderation with local schools to ensure robust data and OTJs</li> <li>Targeted instruction by classroom teachers.</li> <li>Inclusion of relevant oral language strategies to support oral rehearsal before writing.</li> <li>Development of Clear Learning pathways to facilitate student ownership and learning conversations between students, parents and whanau and teachers</li> <li>Staff PLD to increase professional knowledge and understanding of tracking and targeting identified students.</li> </ul>	<p>student and whanau ownership of learning journeys</p> <ul style="list-style-type: none"> <li>To strengthen teacher pedagogy in the Assessment for Learning practices particularly Clarity</li> </ul>
<p><b>Planning / Considerations for 2019:</b></p> <ul style="list-style-type: none"> <li>School review of writing practice and pedagogy at 120 week and Year 4 level based on significant decrease from 2017 data</li> <li>Continuation of writing OTJ moderation to support validity of data</li> </ul>			



- Year 5 Target writing group to continue to monitor this cohort of students

**Papatoetoe East School**  
**Kiwi Sport**  
**2018**

Another year has passed and we have again as a New Zealand state school enjoyed the support of Kiwi sport funding of \$7484.52. With our extensive programme of sport and PE in the school this funding has been extremely helpful. At PEP we have invested our Kiwi sport funding into several key areas. They are:

- Sport and PE equipment: \$ 952.46
- Transport for sports teams and outdoor education activities: \$1701.80

This was a light year for spending on sports equipment after investing over \$12,000 during 2017.

Field days that our students have participated in are: swimming, playball, cricket, rugby, soccer, netball, touch, rugby, gymnastics, cross country and athletics.