

WAERENGA-O-KURI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	2712
Principal:	Richard McCosh
School Address:	Tiniroto Road, Gisborne
School Postal Address:	P O Box 24, Waerengaokuri, Gisborne, 4072
School Phone:	06 867 8145
School Email:	admin@wok.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Matthew Evans	Chairperson	Elected	Farmer	Jun 2019
Kylie Johnson	Chairperson	Elected	Farmer	Jun 2022
Richard McCosh	Principal	ex Officio		
Kerry Butt	Parent Rep	Elected	Teacher Aide	Jun 2022
Toni Morrison	Parent Rep	Co-opted	Administrator	Jun 2022
Jess Roche	Parent Rep	Elected	Farmer	Jun 2022
Kylie Johnson	Parent Rep	Elected	Farmer	Jun 2019
Taryn Helm	Parent Rep	Elected	Farmer	Jun 2022
Tira Nikora	Parent Rep	Elected	St Johns Educator	Jun 2022
Yvonne Nikora	Staff Rep	Co-opted	Teacher	Jun 2019

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

WAERENGA-O-KURI SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
------	-----------

Financial Statements	
-----------------------------	--

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 12	Statement of Accounting Policies
13 - 21	Notes to the Financial Statements

Other Information	
--------------------------	--

Analysis of Variance	
----------------------	--

Kiwisport	
-----------	--

Waerenga-o-Kuri 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.

Kylie Johnson

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

2 June 2020

Date:

Richard McLoish

Full Name of Principal

[Signature]

Signature of Principal

2 June 2020

Date:

Waerenga-o-Kuri School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	562,120	515,081	501,440
Locally Raised Funds	3	42,149	32,500	28,885
Interest income		379	2,000	980
		<u>604,648</u>	<u>549,581</u>	<u>531,305</u>
Expenses				
Locally Raised Funds	3	13,124	11,400	34,913
Learning Resources	4	304,961	255,063	262,558
Administration	5	48,698	46,150	41,797
Finance		194	200	98
Property	6	80,882	136,552	78,243
Depreciation	7	17,636	16,500	17,837
Loss on Disposal of Property, Plant and Equipment		799	-	-
Transport		104,145	105,000	103,464
		<u>570,439</u>	<u>570,865</u>	<u>538,910</u>
Net Surplus / (Deficit) for the year		34,209	(21,284)	(7,605)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>34,209</u>	<u>(21,284)</u>	<u>(7,605)</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.

Waerenga-o-Kuri School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>396,481</u>	<u>371,796</u>	<u>404,086</u>
Total comprehensive revenue and expense for the year		34,209	(21,284)	(7,605)
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	21	<u>430,690</u>	<u>350,512</u>	<u>396,481</u>
Retained Earnings		430,690	350,512	396,481
Equity at 31 December		<u>430,690</u>	<u>350,512</u>	<u>396,481</u>

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.

Waerenga-o-Kuri School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	187,355	200,175	341,855
Accounts Receivable	9	36,985	19,500	12,900
GST Receivable		1,996	4,503	-
Prepayments		860	1,382	363
Funds owed for Capital Works Projects	15	3,338	-	-
		<u>230,534</u>	<u>225,560</u>	<u>355,118</u>
Current Liabilities				
GST Payable		-	-	7,909
Accounts Payable	12	27,134	24,196	22,997
Provision for Cyclical Maintenance	13	15,883	6,889	6,958
Finance Lease Liability - Current Portion	14	889	3,989	962
Funds held for Capital Works Projects	15	-	-	72,626
		<u>43,906</u>	<u>35,074</u>	<u>111,452</u>
Working Capital Surplus/(Deficit)		186,628	190,486	243,666
Non-current Assets				
Investments (more than 12 months)	10	80,000	-	-
Property, Plant and Equipment	11	182,222	178,540	177,210
		<u>262,222</u>	<u>178,540</u>	<u>177,210</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	17,319	18,514	22,664
Finance Lease Liability	14	841	-	1,731
		<u>18,160</u>	<u>18,514</u>	<u>24,395</u>
Net Assets		<u>430,690</u>	<u>350,512</u>	<u>396,481</u>
Equity				
		<u>430,690</u>	<u>350,512</u>	<u>396,481</u>

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

Waerenga-o-Kuri School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		230,019	214,438	228,827
Locally Raised Funds		42,149	19,500	28,974
Goods and Services Tax (net)		(9,905)	-	12,412
Payments to Employees		(62,318)	(57,000)	(49,620)
Payments to Suppliers		(175,902)	(203,311)	(188,234)
Interest Paid		(194)	(200)	(98)
Interest Received		379	2,000	980
Net cash from Operating Activities		24,228	(24,573)	33,241
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(23,447)	(13,500)	(4,337)
Purchase of Investments		(80,000)	-	-
Net cash from Investing Activities		(103,447)	(13,500)	(4,337)
Cash flows from Financing Activities				
Finance Lease Payments		(409)	(600)	(278)
Funds Held for Capital Works Projects		(74,872)	-	74,381
Net cash from Financing Activities		(75,281)	(600)	74,103
Net increase/(decrease) in cash and cash equivalents		(154,500)	(38,673)	103,007
Cash and cash equivalents at the beginning of the year	8	341,855	238,848	238,848
Cash and cash equivalents at the end of the year	8	187,355	200,175	341,855

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.

Waerenga-o-Kuri School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Waerenga-o-Kuri 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 25.

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 11.

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 13.

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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-40 years
Furniture and Equipment	5-15 years
Information and Communication	5 years
Motor Vehicles	5 years
Library Resources	8 years DV

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	112,495	109,438	114,315
Teachers' Salaries Grants	253,847	200,863	219,038
Use of Land and Buildings Grants	54,356	98,880	53,872
Other MoE Grants	141,422	105,900	114,215
	<u>562,120</u>	<u>515,081</u>	<u>501,440</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	2,017	800	1,244
Activities	1,018	200	1,359
Trading	35	-	65
Fundraising	25,819	18,500	13,737
School House	13,260	13,000	12,480
	<u>42,149</u>	<u>32,500</u>	<u>28,885</u>
Expenses			
Activities	5,676	6,500	12,037
Trading	368	-	5,847
Fundraising (Costs of Raising Funds)	-	-	763
School House	7,080	4,900	16,266
	<u>13,124</u>	<u>11,400</u>	<u>34,913</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>29,025</u>	<u>21,100</u>	<u>(6,028)</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	7,960	12,400	7,516
Library Resources	-	500	-
Employee Benefits - Salaries	291,019	229,863	246,712
Staff Development	3,008	9,200	4,577
Minor Equipment & Repairs	2,974	3,100	3,753
	<u>304,961</u>	<u>255,063</u>	<u>262,558</u>

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,100	4,100	3,980
Board of Trustees Fees	3,240	3,500	3,240
Board of Trustees Expenses	992	1,400	924
Communication	1,143	1,300	989
Consumables	4,401	5,600	5,232
Operating Lease	-	-	810
Other	4,606	4,650	6,453
Employee Benefits - Salaries	24,518	19,000	15,243
Insurance	429	300	-
Service Providers, Contractors and Consultancy	5,269	6,300	4,926
	<u>48,698</u>	<u>46,150</u>	<u>41,797</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,858	1,600	1,197
Cyclical Maintenance Expense	3,580	3,522	3,587
Grounds	3,814	6,350	3,141
Heat, Light and Water	9,227	7,200	5,986
Repairs and Maintenance	6,393	9,000	1,344
Use of Land and Buildings	54,356	98,880	53,872
Security	358	400	360
Employee Benefits - Salaries	855	9,000	8,315
Consultancy And Contract Services	441	600	441
	<u>80,882</u>	<u>136,552</u>	<u>78,243</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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	6,190	5,534	5,982
Furniture and Equipment	4,720	4,510	4,877
Information and Communication Technology	5,081	4,313	4,662
Motor Vehicles	623	869	939
Leased Assets	891	1,135	1,227
Library Resources	131	139	150
	<u>17,636</u>	<u>16,500</u>	<u>17,837</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	31,390	2,221	120,467
Bank Call Account	155,965	197,954	221,388
Cash equivalents for Cash Flow Statement	<u>187,355</u>	<u>200,175</u>	<u>341,855</u>

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

Of the \$187,355 Cash and Cash Equivalents, \$30,216 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	21,835	2,950	-
Banking Staffing Underuse	-	2,540	-
Teacher Salaries Grant Receivable	15,150	14,010	12,900
	<u>36,985</u>	<u>19,500</u>	<u>12,900</u>
Receivables from Exchange Transactions	21,835	2,950	-
Receivables from Non-Exchange Transactions	15,150	16,550	12,900
	<u>36,985</u>	<u>19,500</u>	<u>12,900</u>

10. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Non-current Asset Long-term Bank Deposits	80,000	-	-
Total Investments	<u>80,000</u>	<u>-</u>	<u>-</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	22,000	-	-	-	-	22,000
Building Improvements	125,098	4,855	(509)	-	(6,190)	123,254
Furniture and Equipment	15,843	8,851	(290)	-	(4,720)	19,684
Information and Communication Tech	10,174	9,741	-	-	(5,081)	14,834
Motor Vehicles	623	-	-	-	(623)	-
Leased Assets	2,422	-	-	-	(891)	1,531
Library Resources	1,050	-	-	-	(131)	919
Balance at 31 December 2019	177,210	23,447	(799)	-	(17,636)	182,222

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	22,000	-	22,000
Building Improvements	217,434	(94,180)	123,254
Furniture and Equipment	69,280	(49,596)	19,684
Information and Communication	53,447	(38,613)	14,834
Motor Vehicles	4,696	(4,696)	-
Leased Assets	2,646	(1,115)	1,531
Library Resources	8,988	(8,069)	919
Balance at 31 December 2019	378,491	(196,269)	182,222

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	22,000	-	-	-	-	22,000
Building Improvements	131,080	-	-	-	(5,982)	125,098
Furniture and Equipment	19,367	1,354	-	-	(4,877)	15,844
Information and Communication Tech	13,346	1,490	-	-	(4,662)	10,174
Motor Vehicles	1,562	-	-	-	(939)	623
Leased Assets	1,002	2,647	-	-	(1,227)	2,421
Library Resources	1,183	17	-	-	(150)	1,050
Balance at 31 December 2018	189,540	5,508	-	-	(17,837)	177,210

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	22,000	-	22,000
Building Improvements	214,914	(89,816)	125,098
Furniture and Equipment	70,063	(54,219)	15,844
Information and Communication	47,672	(37,498)	10,174
Motor Vehicles	4,696	(4,073)	623
Leased Assets	5,149	(2,728)	2,421
Library Resources	8,988	(7,938)	1,050
Balance at 31 December 2018	373,482	(196,272)	177,210

12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	6,166	5,905	2,138
Accruals	5,372	3,860	6,852
Banking Staffing Overuse	-	-	633
Employee Entitlements - Salaries	15,150	14,010	12,900
Employee Entitlements - Leave Accrual	446	421	474
	<u>27,134</u>	<u>24,196</u>	<u>22,997</u>
Payables for Exchange Transactions	27,134	24,196	22,997
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>27,134</u>	<u>24,196</u>	<u>22,997</u>

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	29,622	21,881	26,035
Increase to the Provision During the Year	3,580	3,522	3,587
Provision at the End of the Year	<u>33,202</u>	<u>25,403</u>	<u>29,622</u>
Cyclical Maintenance - Current	15,883	6,889	6,958
Cyclical Maintenance - Term	17,319	18,514	22,664
	<u>33,202</u>	<u>25,403</u>	<u>29,622</u>

14. 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	889	3,989	962
Later than One Year and no Later than Five Years	841	-	1,731
	<u>1,730</u>	<u>3,989</u>	<u>2,693</u>

15. Funds Owed (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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Office Refurbishment <i>in progress</i>		(72,626)	-	106,180	-	33,554
216026 - Retaining Wall Remediation <i>in progress</i>		-	31,166	950	-	(30,216)
Totals		<u>(72,626)</u>	<u>31,166</u>	<u>107,130</u>	<u>-</u>	<u>3,338</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	(30,216)
Funds Due from the Ministry of Education	33,554
	<u>3,338</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Office Refurbishment <i>in progress</i>		1,755	79,577	5,196	-	(72,626)
Totals		<u>1,755</u>	<u>79,577</u>	<u>5,196</u>	<u>-</u>	<u>(72,626)</u>

16. 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.

17. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,240	3,240
Full-time equivalent members	0.20	0.20
<i>Leadership Team</i>		
Remuneration	105,000	95,487
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	108,240	98,727
Total full-time equivalent personnel	1.20	1.20

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	90 - 100
Benefits and Other Emoluments	2 - 3	2 - 3
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	1.00	-
	1.00	0.00

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

18. 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	-	-

19. 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.

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(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	-	2,268
Later than One Year and No Later than Five Years	-	4,536
Later than Five Years	-	-
	-	6,804

21. 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.

22. 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	187,355	200,175	341,855
Receivables	36,985	19,500	12,900
Investments - Term Deposits	80,000	-	-
Total Financial assets measured at amortised cost	304,340	219,675	354,755

Financial liabilities measured at amortised cost

Payables	27,134	24,196	22,997
Borrowings - Loans	-	-	-
Finance Leases	1,730	3,989	2,693
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	28,864	28,185	25,690

23. 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.

24. Comparatives

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

25. 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 10 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.

Analysis of Variance School name and number: Waerenga-O-Kuri School 2712	
Focus: Literacy	
Strategic Goal 1:	Provide programmes that support all students to excel in their learning and through effective implementation of the NZ Curriculum raise achievement in Literacy measured against New Zealand Curriculum Expectations.
Annual Aim:	1b) To increase the number of students achieving “at or above” the Curriculum Expectations for Reading.
Baseline data:	
Overall School-Wide Analysis of Reading Data	Year 1 – 8 Students Reading Data (OTJ) S Against New Zealand Curriculum Expectations [CE] November 2018
	<ul style="list-style-type: none"> • 0 out of 49 (0%) achieved “well below” CE. • 11 out of 49 (22%) achieved “below” CE. • 18 out of 49 (37%) achieved “at” CE. • 20 out of 49 (41%) achieved “above” CE.

Targets: The cohort of at risk boy and girl readers will make accelerated progress in working towards their Reading 2019 New Zealand Curriculum Expectations.				
Actions (what did we do?) 1. Review and analyse assessment data with staff and determine the particular learning needs of the targeted cohort. Assessment will include student motivation, interests and self-efficacy. 2. Implement monthly staff meetings to discuss students' progress and next learning steps 3. Co-construct individual learning goals with students, include regular reviews and celebrate success 4. Plan programmes around contexts that have relevance and hold importance to the student group 5. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts. 6. Provide support to fully engage our parents and whanau in home learning opportunities. 7. Provide enrichment classes and/or teacher aide support to further enable accelerated learning.	Outcomes (what happened?) The combination of extra teacher/ teacher aide support, parental support, individualised resourcing (iPad apps, small group mini lessons), differentiated teaching and close monitoring of this cohort produced the following results. <u>At Risk Students Reading Results</u> Years 1 – 8 5 out of 14 (36%) achieved expected progress 2 out of 14 (%) achieved accelerated progress 7 out of 14 (50%) achieved "below" CE. 7 out of 14 (50%) achieved "at" CE. 0 out of 14 (7%) achieved "above" CE.	Reasons for the variance (why did it happen?) These results do not accurately present the progress made by this cohort of students over the 2019 year. When compiling the 2018 OTIs for these students it became apparent that this cohort was at risk of not achieving Reading Curriculum Expectations in 2019. Many of the 14 students have increased in confidence, reading capability, self-efficacy as readers, and overall reading proficiency at their level. A lot of these students have had ongoing support since entering school to build literacy knowledge in all aspects of this learning area and will continue to require this. The seven students "below expectation" are tier 3 learners and on the SENCO register. Many have received specialist support over their years at school.	Evaluation (where to next?) <u>At Risk Readers</u> • Continue to implement the CaAP school wide to provide pathways for tier 1, 2 and 3 learners, and promotion of consistency in the school. • The goal will be for the small cohort (five learners) of at risk boy and girl readers to demonstrate accelerated progress in working towards their 2019 Curriculum Expectation. • Past patterns of progress will ascertain exactly what accelerated progress will be for each individual at risk learner. • In collaboration with the students and families, the teachers will establish effective approaches and strategies for individual students. • The teachers will continue to utilise evidence based pedagogical practices. • Maintain and build on the momentum with what has already been achieved for	

<p>8. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices (Participate in Reading PLD (Kath Jones).</p> <p>9. Provide professional readings and discussion forums to support and guide teachers professional practice.</p> <p>10. Follow moderation processes and implement school-wide assessment maps so that there is consistency throughout the school.</p> <p>11. Analyse year-end data to inform planning for the following year.</p>	<p><u>Whole School Reading Results 2019</u></p> <p>Years 1 – 8</p> <p>0 out of 44 (0%) achieved “well below” CE</p> <p>12 out of 44 (27%) achieved “below” CE</p> <p>13 out of 44 (30%) achieved “at” CE</p> <p>16 out of 44 (43%) achieved “above” CE</p> <p>Overall:</p> <p>2018: 85.8% of all students are at or above expected end of year CE.</p> <p>2019: 73% of all students are at or above expected end of year CE.</p>	<p><u>Overall Student Reading</u></p> <p>Extra support was given to the ‘at risk group’ through targeted Teacher Aide time, individualised classroom programmes and teacher practice. Experts were consulted and specialised assessments used to inform differentiated learning programmes.</p> <p>Professional development and specialised teaching and interventions has supported progress for those students who did not achieve their 2018 CE</p> <p>Using mentor texts, digital technologies, collaborative learning approaches, goal setting and relevant contexts has positively affected reading attitudes and motivation.</p> <p>Individualised feedback / feedforward and increased teacher knowledge about effective reading pedagogy, has enabled the students to develop greater understanding of the writing process and improved metacognitive practices.</p>	<p>the cohort of at risk students.</p> <ul style="list-style-type: none"> • There will be a transfer of successful strategies and pedagogies across the curriculum and within the classroom. • Continuation of staff collaboration and use of evidence to support practice. • Continued focus on ways of ensuring reading is authentic and has real purpose for the students to fully engage, motivate and develop reading skills for this group of learners. • Develop student agency by scaffolding student self-monitoring and assessment of progress, along with greater choice in reading texts of interest and purpose. • Consolidation and extension of new learning through monitoring and strategic scaffolds will continue for the group until success at Expected Level is normalised.
<p>Planning for next year:</p>			<p>To monitor progress of the small cohort of at risk boy and girl readers to facilitate accelerated progress in working towards their Reading 2020 New Zealand Curriculum Expectations.</p>

<p>Analysis of Variance</p> <p>School name and number: Waerenga-O-Kuri School 2712</p>	
<p>Focus: Literacy</p>	
<p>Strategic Goals 1 and 2:</p> <p>Provide programmes that support all students to excel in their learning and through effective implementation of the NZ Curriculum raise achievement in Mathematics and Literacy as measured against New Zealand Curriculum Expectations.</p> <p>Maori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori. Whānau are engaged in supporting their children's learning</p>	
<p>Annual Aim:</p> <p>2a) Develop programmes of learning that recognise the identity, needs and aspirations of Maori students and their whanau.</p>	
<p>Target:</p> <p>All Māori students at risk of not achieving their next expected curriculum level will demonstrate accelerated progress in Reading in 2019.</p>	
<p>Baseline data:</p> <p>Overall Maori Students Analysis of Reading Data</p>	

Year 1-8 Data (OTJ'S Against Curriculum Expectations) November 2018

7 out of 11 (64%) achieved "at or above" CE" in Reading.

4 out of 11 (36%) achieved "below" CE" in Reading.

Target:

All Maori students at risk of not achieving their next expected Curriculum Expectation will demonstrate accelerated progress in reading in 2019.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?) <u>Maori Reading Achievement</u>	Evaluation (where to next?)
<ol style="list-style-type: none"> 1. Review and analyse assessment data with staff and determine the particular learning needs of students. 2. Implement monthly staff meetings to discuss student's progress and next learning steps. 	<p>Through the combination of extra teacher/ teacher aide support, parental support, Reading PLD (Kath Jones), individualised resourcing (iP ad apps, small group mini lessons) and close monitoring of these cohorts, progress has occurred.</p> <p><u>Maori Students Reading Results 2019</u></p> <p>Years 1 – 8</p> <p>5 out of 11 (45%) students were at risk of not achieving their 2019 Curriculum Expectation.</p> <p>3 out of 5 (60%) achieved expected progress</p> <p>0 out of 5 (0%) achieved accelerated progress</p>	<p>This group has shown further improvement in their attitude and motivation towards Reading as evidenced by an attitudes and motivation survey.</p> <p>Oral language, comprehension and grammar/ syntactical knowledge continues to require extra support for these readers to work at expected CE. Vocabulary enrichment is vital to future progress.</p> <p>The two students working "below" CE. Are only 2 increment below expected level and did make progress this year. Both of these students are on the SENCO and Special Education Registers.</p> <p>Extra support was given to the 'at risk group' through targeted Teacher Aide time,</p>	<p>The goal will be for the small cohort of Maori readers to demonstrate expected or accelerated progress in working towards their 2020 CE</p> <ul style="list-style-type: none"> • All strategies listed above will be employed for this group of students. • Collaboration with whanau and outside experts will continue in strengthening positive learning partnerships focussed on normalising success for Maori learners.
<ol style="list-style-type: none"> 3. Plan a specific programme to meet the learning needs of the students at risk of not achieving the 2019 target and co-construct individual learning goals incorporating regular reflection and review. 4. Work with parents, families and whanau around ways to support students' learning. 5. Provide enrichment classes and/or teacher aide support to further support accelerated 			

<p>learning.</p> <p>6. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts.</p> <p>7. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices.</p> <p>8. Provide professional readings and discussion planned to support and guide teachers professional practice.</p>	<p>2 out of 5 (40%) achieved "below" CE.</p> <p>3 out of 5 (75%) achieved "at" CE.</p> <p>0 out of 5 (0%) achieved "above" CE.</p> <p><u>Overall Maori Reading Achievement 2019</u></p> <p>8 out of 11 (73%) achieved "at" CE. in Reading.</p> <p>3 out of 11 (27%) achieved "below" CE. in Reading</p>	<p>individualised classroom programmes and teacher practice. Experts were consulted and specialised assessments used to inform differentiated learning programmes.</p> <p>Using high interest texts, digital technologies, collaborative learning approaches and goal setting has positively affected reading attitudes and motivation. Individualised feedback / feedforward and increased teacher knowledge about effective reading pedagogy, has enabled the students to develop greater understanding of the reading and comprehension process and improved metacognitive practices.</p> <p>With specialised support programmes that were planned specifically to consider resourcing, evidence based teaching practices, authentic and relevant contexts, and a focus on student motivation and self-efficacy.</p>	
<p>9. Follow moderation processes and school-wide assessment maps so that there is consistency throughout the school.</p> <p>10. Analyse year-end data to inform planning for the following year.</p>			

		<p><u>Maori Reading Achievement</u></p> <p>Two students have progressed from reading “below” expectation to “at” C.S.</p> <p>Although strategies were employed to engage wider whanau participation, reading mileage and opportunities to enjoy a wide range of text is mostly limited to the classroom programme for the majority of this group.</p> <p>The children continue to need support to build wider understanding of vocabulary, and to utilise strategies when analysing and clarifying understanding of texts.</p> <p>Students are decoding at a higher text level</p> <p>Dispositional and motivational factors have continued to contribute to the reading outcomes. The students remain motivated to read, and this is evident in the excitement of the students to share their books they are reading. The students have further extended their ability to sit and read a book for longer periods of time.</p> <p>Successful progress is becoming normalised</p>	<p><u>Maori Reading Achievement</u></p> <p>A wrap around strategy will continue to be employed to progress all aspects required for reading development.</p> <p>Programmes will be planned specifically to consider resourcing, evidence based teaching practices, authentic and relevant contexts, and a continued focus on student motivation and self-efficacy.</p> <p>All families will be encouraged to enjoy and share powerful texts. Teachers will include mentor texts and unpack the messages and meanings while providing examples of how to interpret and understand a variety of text types for a range of purposes.</p> <p>The school will support learners, and their families, to achieve high levels of reading mileage. Parent/ caregiver education will focus on home reading and comprehension strategies.</p>
--	--	--	--

		with 3 of this group of students.	<p>Strategies will continue to be implemented to build more student ownership and responsibility in the learning process.</p> <p>The students that didn't make expected accelerated progress will be closely monitored and supported in 2020.</p> <p>Specific testing and programmes will be used to ensure prerequisite reading knowledge is in place for all year 1 – 3 students and any struggling year 4 – 8 readers.</p> <p>PD for teacher aide and teachers on improving academic outcomes for students with dyslexic tendencies and those requiring vocabulary enrichment will continue to occur in 2020 and strategies will be consolidated and extended in our programmes.</p>
<p>Planning for next year:</p> <p>All Maori students at risk of not achieving their Curriculum Expectation in 2020 will demonstrate accelerated progress in reading in 2020.</p>			

KIWISPORT

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received Kiwisport funding \$552.70 The funding was spent on extra sporting equipment.

- Establishing Physical Education & Sport priorities for our school.
- Leading the staff in the further development of Physical Education & Sport priorities for our school.
- Developing assessment & reporting criteria for Physical Education & Sport
 - Reporting to the Board and Ministry of Education on programme and strategies implemented and the outcomes for our students and school and where appropriate linking this to benchmarks.
- Liaising with advisers and or other suitably qualified facilitators to create and lead us in a development programme that will ensure we fulfil our requirements under NAG #1 including a focus on improving and reporting on Student Achievement and giving priority to regular quality physical activity that develops movement skills for all students.
- Facilitating the development of programmes and strategies aimed at improving Physical Education & Sport levels and opportunities in Years 1 – 8
- Overseeing the accurate assessment of Physical Education & Sport for students in Years 1 – 8
- Co-ordinating all sports teams involved in sports tournaments and interschool competitions – e.g. Touch rugby & netball
- Liaising with sports coaches
- Liaising with local sports clubs
- Purchasing appropriate equipment within school budgeting priorities



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAERENGA-O-KURI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Waerenga-O-Kuri School (the School). The Auditor-General has appointed me, Maxwell John Dixon, using the staff and resources of PricewaterhouseCoopers, 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 issued in New Zealand (PBE Standards RDR).

Our audit was completed on 2 June 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 23 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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



Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Kiwisport Statement, and the Board of Trustees List 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.

A handwritten signature in black ink, appearing to read 'M. J. Dixon'.

Maxwell John Dixon
PricewaterhouseCoopers
On behalf of the Auditor-General
Napier, New Zealand