

# WAERENGA-O-KURI SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

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

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Matthew Evans	Chair Person	Elected	May 2019
Richard McCosh	Principal	ex Officio	
Kerry Butt	Parent Rep	Elected	May 2019
Toni Morrison	Parent Rep	Co-opted	May 2019
Jess Roche	Parent Rep	Elected	May 2019
Kylie Johnson	Parent Rep	Elected	May 2019
Yvonne Nikora	Staff Rep	Co-opted	May 2019

<b>Accountant / Service Provider:</b>	Education Services Ltd
---------------------------------------	------------------------

# WAERENGA-O-KURI SCHOOL

Annual Report - For the year ended 31 December 2018

## Index

Page	Statement
	<b>Financial Statements</b>
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 - 11	Statement of Accounting Policies
12 - 20	Notes to the Financial Statements
	<b>Other Information</b>
	Analysis of Variance
	Kiwisport

# Waerenga-o-Kuri 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.

Matthias Evans

Full Name of Board Chairperson

Richard McCosh

Full Name of Principal

ME

Signature of Board Chairperson

R. McCosh

Signature of Principal

22 May 2019

Date:

22 May 2019

Date:

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

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	501,440	553,078	538,610
Locally Raised Funds	3	28,885	35,700	38,709
Interest Earned		980	2,000	644
		<hr/>	<hr/>	<hr/>
		531,305	590,778	577,963
<b>Expenses</b>				
Locally Raised Funds	3	34,913	30,800	8,439
Learning Resources	4	262,558	306,325	254,839
Administration	5	41,797	38,750	36,395
Finance Costs		98	-	156
Property	6	78,243	124,193	136,236
Depreciation	7	17,837	18,000	20,565
Transport		103,464	105,000	103,464
		<hr/>	<hr/>	<hr/>
		538,910	623,068	560,094
<b>Net Surplus / (Deficit)</b>		(7,605)	(32,290)	17,869
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/> (7,605)	<hr/> <hr/> (32,290)	<hr/> <hr/> 17,869

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

**Waerenga-o-Kuri 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>	<b>404,086</b>	<b>385,912</b>	<b>384,628</b>
Total comprehensive revenue and expense for the year	(7,605)	(32,290)	17,869
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	1,589
<b>Equity at 31 December</b>	<b>396,481</b>	<b>353,622</b>	<b>404,086</b>
 Retained Earnings	 396,481	 353,622	 404,086
<b>Equity at 31 December</b>	<b>396,481</b>	<b>353,622</b>	<b>404,086</b>

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



**Waerenga-o-Kuri School**  
**Statement of Financial Position**  
As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	341,855	204,585	238,848
Accounts Receivable	9	12,900	15,977	19,500
GST Receivable		-	5,040	4,503
Prepayments		363	665	1,382
Funds owed for Capital Works Projects	14	-	-	1,755
		<u>355,118</u>	<u>226,267</u>	<u>265,988</u>
<b>Current Liabilities</b>				
GST Payable		7,909	-	-
Accounts Payable	11	22,997	32,808	24,196
Provision for Cyclical Maintenance	12	6,958	3,956	6,889
Finance Lease Liability - Current Portion	13	962	-	1,067
Funds held for Capital Works Projects	14	72,626	-	-
		<u>111,452</u>	<u>36,764</u>	<u>32,152</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>243,666</u>	<u>189,503</u>	<u>233,836</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	177,210	180,979	189,540
		<u>177,210</u>	<u>180,979</u>	<u>189,540</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	12	22,664	16,860	19,146
Finance Lease Liability	13	1,731	-	144
		<u>24,395</u>	<u>16,860</u>	<u>19,290</u>
<b>Net Assets</b>		<u><u>396,481</u></u>	<u><u>353,622</u></u>	<u><u>404,086</u></u>
<b>Equity</b>		<u><u>396,481</u></u>	<u><u>353,622</u></u>	<u><u>404,086</u></u>

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



**Waerenga-o-Kuri School**  
**Statement of Cash Flows**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		228,827	215,110	235,365
Locally Raised Funds		28,974	25,300	37,167
Goods and Services Tax (net)		12,412	-	537
Payments to Employees		(49,620)	(53,500)	(52,475)
Payments to Suppliers		(188,234)	(186,028)	(188,291)
Interest Paid		(98)	-	(156)
Interest Received		980	2,000	644
Net cash from / (to) the Operating Activities		33,241	2,882	32,791
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(4,337)	(10,000)	(13,310)
Net cash from / (to) the Investing Activities		(4,337)	(10,000)	(13,310)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	1,589
Finance Lease Payments		(278)	(4,600)	(1,540)
Funds Held for Capital Works Projects		74,381	-	3,015
Net cash from Financing Activities		74,103	(4,600)	3,064
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>103,007</b>	<b>(11,718)</b>	<b>22,545</b>
Cash and cash equivalents at the beginning of the year	8	238,848	216,303	216,303
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>341,855</b>	<b>204,585</b>	<b>238,848</b>

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

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



# Waerenga-o-Kuri School

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 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 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 10.





**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 13.

**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**

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	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 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	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	114,315	110,110	113,978
Teachers' salaries grants	219,038	250,125	203,403
Use of Land and Buildings grants	53,872	87,543	98,880
Other MoE Grants	114,215	105,300	122,349
	<b>501,440</b>	<b>553,078</b>	<b>538,610</b>

## 3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	1,244	600	19,872
Activities	1,359	(400)	1,309
Trading	65	-	-
Fundraising	13,737	24,500	5,968
School House	12,480	11,000	11,560
	<b>28,885</b>	<b>35,700</b>	<b>38,709</b>
<b>Expenses</b>			
Activities	12,037	13,900	3,111
Trading	5,847	-	-
Fundraising costs	763	1,500	1,556
School House	16,266	15,400	3,772
	<b>34,913</b>	<b>30,800</b>	<b>8,439</b>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<b>(6,028)</b>	<b>4,900</b>	<b>30,270</b>

## 4. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	7,516	13,100	6,832
Library resources	-	500	295
Employee benefits - salaries	246,712	279,125	238,033
Staff development	4,577	9,200	6,131
Minor Equipment & Repairs	3,753	4,400	3,548
	<b>262,558</b>	<b>306,325</b>	<b>254,839</b>

## 5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,980	3,900	3,860
Board of Trustees Fees	3,240	3,500	3,240
Board of Trustees Expenses	924	900	631
Communication	989	1,300	1,011
Consumables	5,232	4,100	4,166
Operating Lease	810	600	906
Other	6,453	4,650	3,237
Employee Benefits - Salaries	15,243	16,000	13,562
Insurance	-	300	215
Service Providers, Contractors and Consultancy	4,926	3,500	5,567
	<u>41,797</u>	<u>38,750</u>	<u>36,395</u>

## 6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,197	1,500	867
Cyclical Maintenance Expense	3,587	3,500	7,872
Grounds	3,141	6,550	5,222
Heat, Light and Water	5,986	6,700	5,109
Repairs and Maintenance	1,344	9,000	5,975
Use of Land and Buildings	53,872	87,543	98,880
Security	360	400	670
Employee Benefits - Salaries	8,315	8,500	7,529
Consultancy And Contract Services	441	500	4,112
	<u>78,243</u>	<u>124,193</u>	<u>136,236</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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	5,982	5,495	6,278
Furniture and Equipment	4,877	4,448	5,083
Information and Communication Technology	4,662	5,624	6,425
Motor Vehicles	939	822	939
Leased Assets	1,227	1,463	1,671
Library Resources	150	148	169
	<u>17,837</u>	<u>18,000</u>	<u>20,565</u>



## 8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
ANZ 20080-00	120,467	204,585	36,306
ANZ Bank - 03 Bus Account	23,709	-	19,588
ANZ - Fundraising	3,986	-	2,084
ANZ - 46 House Reserve	32,033	-	19,520
ANZ - 47 Cyclical Mtce	58,927	-	58,720
ANZ - 48 Asset Replacement	69,943	-	69,697
ANZ - 49 Fundraising	32,790	-	32,933
Cash equivalents for Cash Flow Statement	<u>341,855</u>	<u>204,585</u>	<u>238,848</u>

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

Of the \$341,855 Cash and Cash Equivalents, \$72,626 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	-	1,967	2,950
Receivables from the Ministry of Education	-	-	2,540
Teacher Salaries Grant Receivable	12,900	14,010	14,010
	<u>12,900</u>	<u>15,977</u>	<u>19,500</u>
Receivables from Exchange Transactions	-	1,967	2,950
Receivables from Non-Exchange Transactions	12,900	14,010	16,550
	<u>12,900</u>	<u>15,977</u>	<u>19,500</u>



## 10. Property, Plant and Equipment

	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
<b>Balance at 31 December 2018</b>	<b>189,540</b>	<b>5,508</b>	<b>-</b>	<b>-</b>	<b>(17,837)</b>	<b>177,210</b>

	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
<b>Balance at 31 December 2018</b>	<b>373,482</b>	<b>(196,272)</b>	<b>177,210</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	22,000	-	-	-	-	22,000
Building Improvements	131,532	5,825	-	-	(6,278)	131,080
Furniture and Equipment	24,450	1	-	-	(5,083)	19,367
Information and Communication Tech	11,555	8,216	-	-	(6,425)	13,346
Motor Vehicles	2,501	-	-	-	(939)	1,562
Leased Assets	1,717	956	-	-	(1,671)	1,002
Library Resources	1,352	-	-	-	(169)	1,183
<b>Balance at 31 December 2017</b>	<b>195,107</b>	<b>14,998</b>	<b>-</b>	<b>-</b>	<b>(20,565)</b>	<b>189,540</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	22,000	-	22,000
Building Improvements	214,914	(83,834)	131,080
Furniture and Equipment	70,122	(50,755)	19,367
Information and Communication	46,182	(32,836)	13,346
Motor Vehicles	4,696	(3,134)	1,562
Leased Assets	14,872	(13,870)	1,002
Library Resources	8,971	(7,788)	1,183
<b>Balance at 31 December 2017</b>	<b>381,757</b>	<b>(192,217)</b>	<b>189,540</b>



## 11. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	2,138	14,517	1,335
Accruals	6,852	3,860	6,732
Capital accruals for PPE items	-	-	1,698
Banking staffing overuse	633	-	-
Employee Entitlements - salaries	12,900	14,010	14,010
Employee Entitlements - leave accrual	474	421	421
	<u>22,997</u>	<u>32,808</u>	<u>24,196</u>
Payables for Exchange Transactions	22,364	32,808	24,196
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	633	-	-
	<u>22,997</u>	<u>32,808</u>	<u>24,196</u>

The carrying value of payables approximates their fair value.

## 12. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	26,035	17,316	18,163
Increase to the Provision During the Year	3,587	3,500	7,872
Provision at the End of the Year	<u>29,622</u>	<u>20,816</u>	<u>26,035</u>
Cyclical Maintenance - Current	6,958	3,956	6,889
Cyclical Maintenance - Term	22,664	16,860	19,146
	<u>29,622</u>	<u>20,816</u>	<u>26,035</u>

## 13. 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	962	-	1,067
Later than One Year and no Later than Five Years	1,731	-	144
	<u>2,693</u>	<u>-</u>	<u>1,211</u>



#### 14. Funds Held (Owed) for Capital Works Projects

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

	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		(1,755)	79,577	5,196	-	72,626

#### Represented by:

Funds Held on Behalf of the Ministry of Education	72,626
Funds Due from the Ministry of Education	-
	<u>72,626</u>

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
MLE Project	<i>completed</i>	(3,015)	-	(3,015)	-	-
Office Refurbishment	<i>in progress</i>	(1,755)	-	-	-	(1,755)
Totals		(4,770)	-	(3,015)	-	(1,755)

#### 15. 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.

## 16. 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	3,240	3,240
Full-time equivalent members	0.20	0.21
<i>Leadership Team</i>		
Remuneration	95,487	100,248
Full-time equivalent members	1.00	1.07
Total key management personnel remuneration	98,727	103,488
Total full-time equivalent personnel	1.20	1.28

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	90 - 100	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	2018 FTE Number	2017 FTE Number
100 - 110	-	-
	0.00	0.00

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

## 17. 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	2017 Actual
Total	-	-
Number of People	-	-



## 18. Contingencies

There are no contingent liabilities (except as noted below) 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.

## 19. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

### (b) Operating Commitments

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

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	2,268	397
Later than One Year and No Later than Five Years	4,536	454
Later than Five Years	-	-
	<u>6,804</u>	<u>851</u>

## 20. 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.



## 21. 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	341,855	204,585	238,848
Receivables	12,900	15,977	19,500
Investments - Term Deposits	-	-	-
Total Loans and Receivables	354,755	220,562	258,348

### Financial liabilities measured at amortised cost

Payables	22,997	32,808	24,196
Borrowings - Loans	-	-	-
Finance Leases	2,693	-	1,211
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	25,690	32,808	25,407

## 22. Events After Balance Date

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

## 23. Comparatives

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



# KIWISPORT

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received Kiwisport funding ~\$678.70. 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 national standards/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

			<p>The students that didn't make expected accelerated progress will be closely monitored and supported in 2019.</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 2019 and strategies will be consolidated and extended in our programmes.</p>
<p><b>Planning for next year:</b></p> <p>All Maori students at risk of not achieving their Curriculum Expectation in 2019 will demonstrate accelerated progress in reading and writing in 2019.</p>			



	<p><u>At Risk Maori Students Reading Results</u></p> <p>Years 1 – 8</p> <p>5 out of 9 (55%) of students were at risk of not achieving their 2018 CE.</p> <p>1 out of 5 (20%) achieved expected progress</p> <p>1 out of 5 (20%) achieved accelerated progress</p> <p>3 out of 5 (60%) achieved "below" CE.</p> <p>1 out of 5 (20%) achieved "at" CE</p> <p>1 out of 5 (20%) achieved "above" CE.</p> <p><u>Maori Reading Achievement</u></p> <p>7 out of 11 (64%) achieved "at or above" CE in Reading.</p> <p><u>Overall:</u></p> <p>2017: 78% (7 out of 9) Maori students were at or above expected end of year CE</p>	<p><u>Maori Reading Achievement</u></p> <p>Two students have progressed from reading "below" expectation to "at" N.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 evidenced 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 with 3 of this group of students.</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. 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> <p>Strategies will continue to be implemented to build more student ownership and responsibility in the learning process.</p>
--	--	---	---

<p>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>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>Overall Maori Writing Achievement 2018</u></p> <p>7 out of 11 (64%) achieved 'at' CE in Writing.</p> <p><u>Overall:</u> 2017: 89% (8 out of 9) Maori students were 'at or above' expected end of year CE.</p> <p>2018: 82% (9 out of 11) Maori students are 'at or above' expected end of year CE.</p>	<p>differentiated learning programmes.</p> <p>Using mentor texts, digital technologies, collaborative learning approaches, goal setting and relevant contexts has positively affected writing attitudes and motivation. Individualised feedback / feedforward and increased teacher knowledge about effective writing pedagogy, has enabled the students to develop greater understanding of the writing process and improved metacognitive practices.</p> <p>With specialised support programmes were planned specifically to consider resourcing, evidence based teaching practices, authentic and relevant contexts, and a focus on student motivation and self-efficacy.</p>	
---	--	--	--

<b>Target:</b> All Maori students at risk of not achieving their next expected Curriculum Expectation will demonstrate accelerated progress in reading and writing in 2018.				
<b>Actions (what did we do?)</b>  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.  3. Plan a specific programme to meet the learning needs of the students at risk of not achieving the 2018 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 learning.  6. Purchase and utilise effective resources and e-learning tools considering advice from	<b>Outcomes (what happened?)</b>  Through the combination of extra teacher/ teacher aide support, parental support, ALL project, individualised resourcing (iPad apps, small group mini lessons) and close monitoring of these cohorts, progress has occurred.  <u>Maori Students Writing Results 2018</u>  Years 1 – 8  4 out of 9 (44%) students were at risk of not achieving their 2018 Curriculum Expectation.  3 out of 4 (75%) achieved expected progress  0 out of 4 (0%) achieved accelerated progress  1 out of 4 (25%) achieved "below" CE  3 out of 4 (75%) achieved "at" CE  0 out of 4 (0%) achieved "above" CE	<b>Reasons for the variance (why did it happen?)</b> <u>Maori Writing Achievement</u>  This group has shown further improvement in their attitude and motivation towards writing as evidenced by the e-astle attitudes and motivation survey.  Oral language, comprehension and grammar/ syntactical knowledge continues to require extra support for these writers to work at expected CE. Vocabulary enrichment is vital to future progress.  The two students working "below" CE. Are only 1 increment below expected level and did make progress this year. Both of these students are on the SENCO and Special Education Registers.  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	<b>Evaluation (where to next?)</b>  The goal will be for the small cohort of Maori writers to demonstrate expected or accelerated progress in working towards their 2019 CE.  · 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.	

<b>Analysis of Variance</b>  School name and number: <b>Waerenga-O-Kuri School 2712</b>	
<b>Focus: Literacy</b>	
<b>Strategic Goals 1 and 2:</b>  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.  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	
<b>Annual Aim:</b>  2a) Develop programmes of learning that recognise the identity, needs and aspirations of Maori students and their whanau.	
<b>Baseline data:</b>  <b>Overall Maori Students Analysis of Reading and Writing Data</b> Year 1-8 Data (OTJ'S Against Curriculum Expectations) November 2017 <ul style="list-style-type: none"> <li>• 8 out of 9 (91%) achieved "at or above" N.S. in Writing.</li> <li>• 7 out of 9 (78%) achieved "at or above" N.S. in Reading.</li> </ul>	

<p>8. Put in place processes for teachers to reflect on and improve teaching programmes ensuring evidence based practices (Participate in ALL year 2 project).</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. Share excellent examples of writing (mentor texts) with students and community.</p> <p>12. Analyse year-end data to inform planning for the following year.</p>	<p><u>Whole School Writing Results 2018</u></p> <p>Years 1 – 8</p> <p>0 out of 49 (0%) achieved “well below” CE</p> <p>7 out of 49 (14.3%) achieved “below” CE</p> <p>26 out of 49 (53.1%) achieved “at” CE</p> <p>16 out of 49 (32.7%) achieved “above” CE</p> <p><b>Overall:</b></p> <p>2017: 91% of all students were at or above expected end of year CE</p> <p>2018: 85.8% of all students are at or above expected end of year CE</p>	<p><u>Overall Student Writing</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 2017 CE</p> <p>Using mentor texts, digital technologies, collaborative learning approaches, goal setting and relevant contexts has positively affected writing attitudes and motivation.</p> <p>Individualised feedback / feedforward and increased teacher knowledge about effective writing 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"> <li>• There will be a transfer of successful strategies and pedagogies across the curriculum and within the classroom.</li> <li>• Continuation of staff collaboration and use of evidence to support practice</li> <li>• Continued focus on ways of ensuring writing is authentic and has real purpose for the students to fully engage, motivate and develop writing skills of this group of learners.</li> <li>• Develop student agency by scaffolding student self-monitoring and assessment of progress, along with greater choice in writing topic and purpose.</li> <li>• Consolidation and extension of new learning through monitoring and strategic scaffolds will continue for the group until success at Expected Level is normalised.</li> </ul>
<p><b>Planning for next year:</b></p>			<p>To monitor progress of the small cohort of at risk boy and girl writers to facilitate accelerated progress in working towards their 2019 New Zealand Curriculum Expectations.</p>

Targets				
The cohort of at risk boy and girl writers will make accelerated progress in working towards their 2018 New Zealand Curriculum Expectations.				
Actions (what did we do?)		Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>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.</p> <p>2. Implement monthly staff meetings to discuss students' progress and next learning steps</p> <p>3. Co-construct individual learning goals with students, include regular reviews and celebrate success</p> <p>4. Plan programmes around contexts that have relevance and hold importance to the student group</p> <p>5. Purchase and utilise effective resources and e-learning tools considering advice from relevant experts.</p> <p>6. Provide support to fully engage our parents and whānau in home learning opportunities.</p> <p>7. Provide enrichment classes and/or teacher aide support to further enable accelerated learning.</p>		<p>The combination of extra teacher/ teacher aide support, ALL project, parental support, individualised resourcing (iPad apps, small group mini lessons), differentiated teaching and close monitoring of this cohort produced the following results.</p> <p><u>At Risk Students Writing Results</u></p> <p>Years 1 – 8</p> <p>8 out of 15 (53%) achieved expected progress</p> <p>2 out of 15 (13%) achieved accelerated progress</p> <p>7 out of 15 (47%) achieved "below" CE.</p> <p>7 out of 15 (47%) achieved "at" CE.</p> <p>1 out of 15 (7%) achieved "above" CE.</p>	<p>These results do not accurately present the progress made by this cohort of students over the 2018 year. When compiling the 2017 OTJs for these students it became apparent that this cohort was at risk of not achieving Curriculum Expectations in 2018. Many of the 15 students have increased in confidence, writing capability, self-efficacy as writers, and overall writing 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.</p> <p>The seven students "below expectation" are tier 3 learners and on the SENCO register. Many have received specialist support over their years at school.</p>	<p><u>At Risk Writers</u></p> <ul style="list-style-type: none"> <li>Continue to implement the CaAP school wide to provide pathways for tier 1, 2 and 3 learners, and promotion of consistency in the school.</li> <li>The goal will be for the small cohort of at risk boy and girl writers to demonstrate accelerated progress in working towards their 2018 Curriculum Expectation.</li> <li>Past patterns of progress will ascertain exactly what accelerated progress will be for each individual at risk learner.</li> <li>In collaboration with the students and families, the teachers will establish effective approaches and strategies for individual students.</li> <li>The teachers will continue to utilise evidence based pedagogical practices.</li> <li>Maintain and build on the momentum with what has already been achieved for</li> </ul>

<b>Analysis of Variance</b>	
School name and number: <b>Waerenga-O-Kuri School 2712</b>	
<b>Focus: Literacy</b>	
<b>Strategic Goal 1:</b>	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.
<b>Annual Aim:</b>	
lb) To increase the number of students achieving "at or above" the New Zealand Curriculum Expectations.	
<b>Baseline data:</b>	
<b>Overall School-Wide Analysis of Writing Data</b>	
Year 1 – 8 Students Writing Data (OTJ'S Against New Zealand Curriculum Expectations [CE]) November 2017	
<ul style="list-style-type: none"> <li>• 0 out of 45 (0%) achieved "well below" CE.</li> <li>• 4 out of 45 (9%) achieved "below" CE.</li> <li>• 24 out of 45 (53.3%) achieved "at" CE.</li> <li>• 17 out of 45 (37.7%) achieved "above" CE.</li> </ul>	





## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF WAERENGA-O-KURI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

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 20, 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 Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 22 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 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, and the Kiwisport Statement, 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 blue ink, appearing to read 'M. John Dixon', written in a cursive style.

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