

DURIE HILL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 2355

Principal: Geoff Simes

School Address: 109 Portal Street, Durie Hill, Wanganui

School Postal Address: 109 Portal Street, Durie Hill, Wanganui, 4500

School Phone: 06 345 5946

School Email: jeanc@duriehill.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Clemency Boyce	Chairperson	Elected	Teacher	Apr 2022
Geoffrey Simes	Principal	ex Officio		
Melanie Loader	Parent Rep	Elected	Accountant	Apr 2022
Lindsay Hobbs	Parent Rep	Elected	Legal Executive	Apr 2022
Jade Wakeling	Parent Rep	Elected	RTL B	Apr 2022
Rini Puhia-Herangi	Parent Rep	Elected	Nurse	Apr 2022
Gene Ridgway	Parent Rep	Elected	Teacher Aide	Apr 2019
Andrea Pettigrew	Staff Rep	Elected	Teacher	Apr 2022
Shona Buchanan	Staff Rep	Elected	Teacher	Oct 2019

Accountant / Service Provider: Education Services Ltd



DURIE HILL SCHOOL

Annual Report - For the year ended 31 December 2019

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Durie Hill 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.

Clemency Boyce
Full Name of Board Chairperson

C Boyce
Signature of Board Chairperson

5 May 2020
Date:

Groffrey Simes
Full Name of Principal

G Simes
Signature of Principal

5 May 2020
Date:

Durie Hill School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	2,219,074	1,936,394	2,054,574
Locally Raised Funds	3	53,179	24,400	55,190
Interest income		5,925	4,000	5,997
Gain on Sale of Property, Plant and Equipment		-	-	7,082
		<u>2,278,178</u>	<u>1,964,794</u>	<u>2,122,843</u>
Expenses				
Locally Raised Funds	3	33,033	4,200	39,214
Learning Resources	4	1,689,331	1,461,964	1,506,293
Administration	5	160,878	152,220	146,305
Finance		3,536	3,240	4,286
Property	6	379,175	320,811	390,711
Depreciation	7	59,731	55,920	63,609
Loss on Disposal of Property, Plant and Equipment		1,202	-	600
		<u>2,326,886</u>	<u>1,998,355</u>	<u>2,151,018</u>
Net Surplus / (Deficit) for the year		(48,708)	(33,561)	(28,175)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(48,708)</u>	<u>(33,561)</u>	<u>(28,175)</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.

Durie Hill 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>365,977</u>	<u>371,028</u>	<u>394,152</u>
Total comprehensive revenue and expense for the year		(48,708)	(33,561)	(28,175)
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	<u>317,269</u>	<u>337,467</u>	<u>365,977</u>
Retained Earnings		317,269	337,467	365,977
Equity at 31 December		<u>317,269</u>	<u>337,467</u>	<u>365,977</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.

Durie Hill School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	183,188	57,888	121,907
Accounts Receivable	9	96,150	75,104	73,240
GST Receivable		8,167	4,949	6,543
Prepayments		9,189	7,426	8,045
Inventories	10	3,524	2,082	2,939
Investments	11	-	24,941	24,941
Funds owed for Capital Works Projects	17	7,894	-	-
		<u>308,112</u>	<u>172,390</u>	<u>237,615</u>
Current Liabilities				
Accounts Payable	13	137,880	105,806	112,028
Revenue Received in Advance	14	16,004	-	10,791
Provision for Cyclical Maintenance	15	47,582	6,133	2,813
Finance Lease Liability - Current Portion	16	11,706	-	9,182
Funds held for Capital Works Projects	17	-	-	7,644
		<u>213,172</u>	<u>111,939</u>	<u>142,458</u>
Working Capital Surplus/(Deficit)		94,940	60,451	95,157
Non-current Assets				
Investments (more than 12 months)	11	-	48,350	51,893
Property, Plant and Equipment	12	280,962	299,332	303,983
		<u>280,962</u>	<u>347,682</u>	<u>355,876</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	33,708	70,666	61,317
Finance Lease Liability	16	24,925	-	23,739
		<u>58,633</u>	<u>70,666</u>	<u>85,056</u>
Net Assets		<u><u>317,269</u></u>	<u><u>337,467</u></u>	<u><u>365,977</u></u>
Equity		<u><u>317,269</u></u>	<u><u>337,467</u></u>	<u><u>365,977</u></u>

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

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

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		521,277	524,131	496,084
Locally Raised Funds		52,767	24,400	55,132
Goods and Services Tax (net)		(1,624)	-	(1,594)
Payments to Employees		(303,844)	1,058,394	(260,044)
Payments to Suppliers		(238,959)	(1,607,809)	(205,989)
Cyclical Maintenance Payments in the year		-	-	(22,561)
Interest Paid		(3,536)	(3,240)	(4,286)
Interest Received		5,755	4,000	6,001
Net cash from Operating Activities		31,836	(124)	62,743
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(24,245)	(46,700)	(49,794)
Purchase of Investments		-	-	(3,543)
Proceeds from Sale of Investments		76,835	-	-
Net cash from Investing Activities		52,590	(46,700)	(53,337)
Cash flows from Financing Activities				
Finance Lease Payments		(7,607)	(12,247)	(7,152)
Funds Held for Capital Works Projects		(15,538)	-	2,694
Net cash from Financing Activities		(23,145)	(12,247)	(4,458)
Net increase/(decrease) in cash and cash equivalents		61,281	(59,071)	4,948
Cash and cash equivalents at the beginning of the year	8	121,907	116,959	116,959
Cash and cash equivalents at the end of the year	8	183,188	57,888	121,907

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.

Durie Hill School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Cyclical Maintenance Provision

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

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

The estimated useful lives of the assets are:

Buildings	20-50 years
Building Improvements	5-50 years
Furniture and Equipment	1-10 years
Information and Communication	4 years
Leased Assets	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from 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	403,607	408,518	396,013
Teachers' Salaries Grants	1,404,426	1,169,494	1,273,333
Use of Land and Buildings Grants	291,794	240,592	291,931
Resource Teachers Learning and Behaviour Grants	4,350	-	1,248
Other MoE Grants	114,897	117,790	92,049
	<u>2,219,074</u>	<u>1,936,394</u>	<u>2,054,574</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	6,784	6,000	6,769
Bequests & Grants	2,000	-	5,000
Activities	36,141	8,400	35,538
Trading	2,372	-	3,301
Fundraising	5,882	10,000	4,582
	<u>53,179</u>	<u>24,400</u>	<u>55,190</u>
Expenses			
Activities	29,563	2,200	35,869
Trading	2,858	-	2,778
Fundraising (Costs of Raising Funds)	612	2,000	567
	<u>33,033</u>	<u>4,200</u>	<u>39,214</u>
<i>Surplus for the year Locally raised funds</i>	<u>20,146</u>	<u>20,200</u>	<u>15,976</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	63,089	29,290	50,155
Library Resources	446	700	448
Employee Benefits - Salaries	1,613,914	1,420,274	1,442,610
Staff Development	5,671	6,000	7,639
I C T	6,211	5,700	5,441
	<u>1,689,331</u>	<u>1,461,964</u>	<u>1,506,293</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,610	4,500	4,475
Board of Trustees Fees	4,180	5,000	4,345
Board of Trustees Expenses	13,596	2,800	2,418
Communication	4,061	4,380	4,063
Consumables	8,095	9,500	9,505
Operating Lease	313	1,000	1,039
Other	7,268	10,040	9,800
Employee Benefits - Salaries	102,766	98,000	96,091
Insurance	5,369	5,000	4,369
Service Providers, Contractors and Consultancy	10,620	12,000	10,200
	<u>160,878</u>	<u>152,220</u>	<u>146,305</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	16,689	16,100	13,250
Cyclical Maintenance Expense	17,160	17,149	42,266
Grounds	19,879	13,100	11,797
Heat, Light and Water	14,578	14,950	15,914
Rates	4,453	4,300	4,166
Repairs and Maintenance	12,416	12,520	4,656
Use of Land and Buildings	291,794	240,592	291,931
Security	2,206	2,100	2,141
Consultancy And Contract Services	-	-	4,590
	<u>379,175</u>	<u>320,811</u>	<u>390,711</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)	\$
Buildings	1,116	981	1,116
Building Improvements	8,491	7,538	8,574
Furniture and Equipment	14,235	12,760	14,515
Information and Communication Technology	16,943	13,656	15,534
Leased Assets	16,440	18,571	21,124
Library Resources	2,506	2,414	2,746
	<u>59,731</u>	<u>55,920</u>	<u>63,609</u>

8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	-	-	13
Bank Current Account	30,792	32,931	28,006
Bank Call Account	71,877	24,957	93,888
Short-term Bank Deposits	80,519	-	-
Cash equivalents for Cash Flow Statement	<u>183,188</u>	<u>57,888</u>	<u>121,907</u>

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

Of the \$183,188 Cash and Cash Equivalents, \$16,004, is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020.

The school holds a Westpac Business Card Facility with a limit of \$5,000.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	470	-	58
Interest Receivable	173	7	3
Teacher Salaries Grant Receivable	95,507	75,097	73,179
	<u>96,150</u>	<u>75,104</u>	<u>73,240</u>

Receivables from Exchange Transactions	643	7	61
Receivables from Non-Exchange Transactions	95,507	75,097	73,179
	<u>96,150</u>	<u>75,104</u>	<u>73,240</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery Account	1,656	1,529	1,410
Uniform Account	1,868	553	1,529
	<u>3,524</u>	<u>2,082</u>	<u>2,939</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	-	24,941	24,941
Non-current Asset			
Long-term Bank Deposits	-	48,350	51,893
Total Investments	<u>-</u>	<u>73,291</u>	<u>76,834</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Buildings	34,840	-	-	-	(1,116)	33,724
Building Improvements	122,369	1,035	-	-	(8,491)	114,913
Furniture and Equipment	69,418	10,145	(1,202)	-	(14,235)	64,126
Information and Communication Tech	35,743	11,086	-	-	(16,943)	29,886
Leased Assets	31,008	13,922	-	-	(16,440)	28,490
Library Resources	10,605	1,724	-	-	(2,506)	9,823
Balance at 31 December 2019	303,983	37,912	(1,202)	-	(59,731)	280,962

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Buildings	46,724	(13,000)	33,724
Building Improvements	191,367	(76,454)	114,913
Furniture and Equipment	231,867	(167,741)	64,126
Information and Communication	141,785	(111,899)	29,886
Leased Assets	64,808	(36,318)	28,490
Library Resources	50,067	(40,244)	9,823
Balance at 31 December 2019	726,618	(445,656)	280,962

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Buildings	35,956	-	-	-	(1,116)	34,840
Building Improvements	125,307	6,236	(600)	-	(8,574)	122,369
Furniture and Equipment	69,461	14,472	-	-	(14,515)	69,418
Information and Communication Tech	26,127	25,150	-	-	(15,534)	35,743
Leased Assets	27,409	34,886	(10,163)	-	(21,124)	31,008
Library Resources	10,832	2,519	-	-	(2,746)	10,605
Balance at 31 December 2018	295,092	83,263	(10,763)	-	(63,609)	303,983

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Buildings	46,724	(11,884)	34,840
Building Improvements	190,332	(67,963)	122,369
Furniture and Equipment	224,312	(154,894)	69,418
Information and Communication	130,699	(94,956)	35,743
Leased Assets	50,885	(19,877)	31,008
Library Resources	48,343	(37,738)	10,605
Balance at 31 December 2018	691,295	(387,312)	303,983

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	9,701	8,286	10,715
Accruals	3,919	3,693	3,823
Capital Accruals for PPE Items	-	-	255
Banking Staffing Overuse	3,095	-	3,713
Employee Entitlements - Salaries	95,507	75,097	73,179
Employee Entitlements - Leave Accrual	25,658	18,730	20,343
	<u>137,880</u>	<u>105,806</u>	<u>112,028</u>
Payables for Exchange Transactions	134,785	105,806	108,315
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	3,095	-	3,713
	<u>137,880</u>	<u>105,806</u>	<u>112,028</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Grants in Advance - MOE	16,004	-	10,791
	<u>16,004</u>	<u>-</u>	<u>10,791</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	64,130	59,650	44,425
Increase to the Provision During the Year	17,160	17,149	42,266
Use of the Provision During the Year	-	-	(22,561)
Provision at the End of the Year	<u>81,290</u>	<u>76,799</u>	<u>64,130</u>
Cyclical Maintenance - Current	47,582	6,133	2,813
Cyclical Maintenance - Term	33,708	70,666	61,317
	<u>81,290</u>	<u>76,799</u>	<u>64,130</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	14,026	-	12,247
Later than One Year and no Later than Five Years	26,959	-	28,093
	<u>40,985</u>	<u>-</u>	<u>40,340</u>

17. 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 \$
Drainage Remediation	<i>completed</i>	(7,644)	349	7,993	-	-
Block 3 Alterations	<i>in progress</i>	-	-	7,894	-	7,894
Part Roof Replacement	<i>completed</i>	-	35,901	35,901	-	-
Learning Support Mods Fencing	<i>completed</i>	-	17,000	17,000	-	-
Totals		(7,644)	53,250	68,788	-	7,894

Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	7,894
	<u>7,894</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Drainage Remediation	<i>in progress</i>	-	7,644	-	-	(7,644)
Site Subsidence	<i>completed</i>	(4,950)	550	5,500	-	-
Totals		(4,950)	8,194	5,500	-	(7,644)

18. Related Party Transactions

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

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

During 2019 Gerard Hobbs (St Johns Landscaping), partner of Lindsay Hobbs provided replacement concrete to the value of \$6,270.

During 2018, Gene Ridgeway was a trustee of the Board and provided tennis lessons to the value of \$391.

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,180	4,345
Full-time equivalent members	0.41	0.34
<i>Leadership Team</i>		
Remuneration	337,245	373,385
Full-time equivalent members	3.00	3.89
Total key management personnel remuneration	341,425	377,730
Total full-time equivalent personnel	3.41	4.23

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	140 - 150	130 - 140
Benefits and Other Emoluments	19 - 20	17 - 18
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	0.00	0.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

The Board of Trustees have entered into a contract with HPG Construction for alterations and refurbishment of Block 3. This project will be fully funded by the MOE as at 31 December 2019 the school was still to receive funding, however, they have spent \$7,894 on project.

(Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

24. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	183,188	57,888	121,907
Receivables	96,150	75,104	73,240
Investments - Term Deposits	-	73,291	76,834
Total Financial assets measured at amortised cost	<u>279,338</u>	<u>206,283</u>	<u>271,981</u>
Financial liabilities measured at amortised cost			
Payables	137,880	105,806	112,028
Finance Leases	36,631	-	32,921
Total Financial Liabilities Measured at Amortised Cost	<u>174,511</u>	<u>105,806</u>	<u>144,949</u>

25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

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

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

26. Comparatives

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

27. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 8 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 9 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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF DURIE HILL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Durie Hill School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Ltd, 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 expenses, 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 5 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Board of Trustee schedule included under the School Directory page and the Analysis of Variance, and Kiwisport statement included included as an appendices, 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.



Cameron Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

DURIE HILL SCHOOL - 2019 ANNUAL PLAN ANALYSIS OF VARIANCE – SUMMARY OF OUTCOMES

3 - YEAR STRATEGIC GOALS (2018 - 2020)	2019 ANNUAL GOALS AND ACTIONS	SUMMARY OF OUTCOMES
<p>1. Encourage and enable all students to attain their highest standard of achievement in literacy and numeracy.</p>	<p>(i) Maths, Reading, and Writing: Use Individual Student Progress Sheets to track individual student progress and to monitor group progress across a year, including as a source of information at team and staff meetings re student progress and Teaching as Inquiry.</p> <p>(ii) Use assessment and achievement information to identify, set targets, and respond to learning needs, with a focus on underachievement for Maori, Pasifika, and in relation to literacy and numeracy. Pay special attention to progress for our Maori students in Numeracy.</p> <p>(iii) Share practice within our teaching staff as a means to build success for Maori, and with an aim to foster whanau, parental engagement and relationships, and student engagement, progress, and achievement;</p> <p>(iv) Carry out the Accelerated Learning in Literacy 'ALL' PLD with the aim to further develop effective teaching practice and student progress in relation to literacy (with a focus on writing);</p> <p>(v) Utilise the e-astle assessment tool within the 'ALL' development;</p> <p>(vi) Continue with our school's PB4L (Tier 1), to incorporate Restorative Practice/Mediation and UBRs.</p>	<ul style="list-style-type: none"> -System developed and used at management and classroom level to assess, monitor, document, and report on student progress and achievement. -Assessment information was used by classroom teachers and management to identify and respond to learning needs of students. Progress for students assessed as not achieving their expected levels in Reading, Writing, and Numeracy is included with this Summary of Outcomes. -Practice shared and used to support our Maori learners. Emphasis was on fostering positive relationships and engagement with whanau and parents and use of Te Reo in the classroom. - Good progress is evident for our Maori Learners in the area of Numeracy (from the beginning to the end of 2019). -Literacy-Writing: Selected teachers engaged in ALL PLD facilitated by Ruth Price – focus was to support in area of writing. There was a positive impact from this PLD. -e-astle assessment by the teachers in the Middle Team. - Reading Recovery Teacher was implemented again in 2019 with positive impact. - PB4L School wide UBRs training completed. Tier 1 PLD for teaching staff was carried out, and included restorative practice.
<p>2. Engage learners in a high quality student-responsive curriculum</p>	<p>(i) Update and document guidelines and expectations for our school-based Curriculum Delivery Documents for Maths and Literacy as required – to include update of our school's 'CaAP' for literacy and Mathematics.</p> <p>(ii) Provide PLD relating to the Digital Technologies in the NZ Curriculum;</p> <p>(iii) Develop our school's documentation to guide learning and teaching for Digital Technologies in the NZ Curriculum;</p> <p>(iv) Share practice within our teaching staff as a means to extend learning and teaching relating to the performing arts, mental and emotional health, environmental education, and digital technologies.</p>	<p>(i) 'CaAP' (Curriculum and Achievement Plan) for Literacy and for Mathematics was updated.</p> <ul style="list-style-type: none"> - Localised Curriculum PLD undertaken by DP and AP (external facilitator). - Performing arts promoted and given exposure through student involvement in assemblies. - environmental education: a range of learning experiences integrated through class programmes and wider-school contexts, by outside providers and own teachers. - learning and teaching through use of digital technologies within the technology curriculum – higher use of digital devices particularly in middle and senior teams is evident – ipads are available for junior students, with chromebooks introduced for use by senior students. More chromebooks purchased to allow a higher level of use. - mental and emotional health – topics relating to anti-bullying, growth mindset are evident in classroom curriculum.
<p>3. Foster a school culture enabling positive and confident learners.</p>	<p>(i) Undertake PB4L Tier 1 training to include the review and development school-related systems and practices to enable the promotion and teaching of Positive Behaviour for Learning;</p> <p>(ii) Progress actions within our school's PB4L Action Plan;</p> <p>(iii) Promote strong relationships and engagement with parents, whanau, and</p>	<ul style="list-style-type: none"> -PB4L Tier 1 School and Professional Development was undertaken, mainly involving school leader, coach, and teaching staff. -2 teachers successfully completed the Incredible Years Training Programme – an intensive programme which fits within PB4L strategies. -PLD provided for relevant and selected teachers re students with additional needs

	<p>community, including that relating to PB4L; (iv) Collaborate with maori regarding plans, goals, targets, and aspirations.</p>	<p>via specialist external personnel and RTLB. -School-wide staff training Ministry facilitated UBRS Programme (Understanding Behaviour Responding Safely) – aligns with PB4L. Peer-Mediation support and resource was provided to staff by our Lead Teacher of our Peer Mediation Programme. -Clear progress was made with actions within our school's PB4L annual plan. -Continued actions undertaken to promote positive relationships with whanau and parents, including consultation with Maori. Actions were taken at team/classroom level, and also involving senior management liaison with our school's Ki Tai teacher. -PB4L: Clear progress was made during the second year in our PB4L school development, with further change to strengthen systems, wider-school practice, and classroom practice. Significant steps include the development of our PB4L expectations 'matrix', and the implementation of electronic collection of PB4L data. -External support is well utilised and accessed to respond to children and families requiring support. A school-based Inter-Agency/SENCO liaison was set up and is operating. Good communication and support is provided with whanau to support students. -NZCER Well-Being Student Survey was undertaken for first time with a group of Year 6 students – to be extended in 2020. -Anti-bullying resources provided to schools: Visual evidence and use of external resources in classrooms. -Parent support utilised to support out-of-school sport. -First-Aid Training 'day' was not completed – alternative first-aid training was undertaken and will be developed in 2020. Consultation with community regarding our school's Health Programme was completed, with amendment made to our Health Programme.</p>	<p>via specialist external personnel and RTLB. -School-wide staff training Ministry facilitated UBRS Programme (Understanding Behaviour Responding Safely) – aligns with PB4L. Peer-Mediation support and resource was provided to staff by our Lead Teacher of our Peer Mediation Programme. -Clear progress was made with actions within our school's PB4L annual plan. -Continued actions undertaken to promote positive relationships with whanau and parents, including consultation with Maori. Actions were taken at team/classroom level, and also involving senior management liaison with our school's Ki Tai teacher. -PB4L: Clear progress was made during the second year in our PB4L school development, with further change to strengthen systems, wider-school practice, and classroom practice. Significant steps include the development of our PB4L expectations 'matrix', and the implementation of electronic collection of PB4L data. -External support is well utilised and accessed to respond to children and families requiring support. A school-based Inter-Agency/SENCO liaison was set up and is operating. Good communication and support is provided with whanau to support students. -NZCER Well-Being Student Survey was undertaken for first time with a group of Year 6 students – to be extended in 2020. -Anti-bullying resources provided to schools: Visual evidence and use of external resources in classrooms. -Parent support utilised to support out-of-school sport. -First-Aid Training 'day' was not completed – alternative first-aid training was undertaken and will be developed in 2020. Consultation with community regarding our school's Health Programme was completed, with amendment made to our Health Programme.</p>
<p>4. Foster and support hauora and well-being.</p>	<p>(i) Carry out PB4L Tier 1 training to include the review and development school-related systems and practices to enable the promotion and teaching of Positive Behaviour for Learning – incorporates UBRS and restorative approaches; (ii) Undertake aspects of the Well-Being at School Survey – NZCER. (iii) Inform to raise awareness within our school community about bullying, prevention and response strategies, and anti-bullying resources. (iv) Model and promote safe and healthy practices; (v) Engage all students in a range of physical activities – include delivery by external providers and use of community resources through the school's 'Kiwisport' fund. (vi) Foster strong relationships with school whanau and resource personnel within the community - utilise for support. (vii) Consult with community regarding our school health programme, and with consideration to mental and emotional health and well-being, and sexuality education. (viii) Carry out the Essential First-Aid Training Day for staff.</p>	<p><u>Kiwi Sport Statement:</u> A high level and range of Physical Activities was delivered with funding supported by the Kiwisport Fund allocation via our school's MOE Operational Grant. Our full Kiwisport allocation of \$4,126.47 within Ministry of Education's 2019 Operational Grant was fully expended by engaging all students in Physical Activity Programmes delivered by external providers both within and beyond our school environment. -1 device per 2 students provision of chrome books in 4 senior classrooms – smaller number of i-pads available for junior class use. The purchase of an additional 20 chrome books will allow for teachers to have 1:1 student access as and when required. -Digital Technologies Curriculum PLD by our Deputy Principal for teaching staff was delivered using MOE online modules. Our ICT Annual Plan was not updated – to continue this work in 2020 so as to align with the further development of our Digital Technologies Curriculum. -Online resources and software sourced by teachers with sharing of these with colleagues.</p>	<p><u>Kiwi Sport Statement:</u> A high level and range of Physical Activities was delivered with funding supported by the Kiwisport Fund allocation via our school's MOE Operational Grant. Our full Kiwisport allocation of \$4,126.47 within Ministry of Education's 2019 Operational Grant was fully expended by engaging all students in Physical Activity Programmes delivered by external providers both within and beyond our school environment. -1 device per 2 students provision of chrome books in 4 senior classrooms – smaller number of i-pads available for junior class use. The purchase of an additional 20 chrome books will allow for teachers to have 1:1 student access as and when required. -Digital Technologies Curriculum PLD by our Deputy Principal for teaching staff was delivered using MOE online modules. Our ICT Annual Plan was not updated – to continue this work in 2020 so as to align with the further development of our Digital Technologies Curriculum. -Online resources and software sourced by teachers with sharing of these with colleagues.</p>
<p>5. Use information technology purposefully to support learning and teaching.</p>	<p>(i) Update ICT Strategic Plan to reflect 'Digital Technologies Curriculum'. (ii) Consolidate use of digital technology to support learning and teaching; (iii) Provide ICT training for staff to support learning and teaching in the classroom, including resources and opportunities.</p>	<p><u>Kiwi Sport Statement:</u> A high level and range of Physical Activities was delivered with funding supported by the Kiwisport Fund allocation via our school's MOE Operational Grant. Our full Kiwisport allocation of \$4,126.47 within Ministry of Education's 2019 Operational Grant was fully expended by engaging all students in Physical Activity Programmes delivered by external providers both within and beyond our school environment. -1 device per 2 students provision of chrome books in 4 senior classrooms – smaller number of i-pads available for junior class use. The purchase of an additional 20 chrome books will allow for teachers to have 1:1 student access as and when required. -Digital Technologies Curriculum PLD by our Deputy Principal for teaching staff was delivered using MOE online modules. Our ICT Annual Plan was not updated – to continue this work in 2020 so as to align with the further development of our Digital Technologies Curriculum. -Online resources and software sourced by teachers with sharing of these with colleagues.</p>	<p><u>Kiwi Sport Statement:</u> A high level and range of Physical Activities was delivered with funding supported by the Kiwisport Fund allocation via our school's MOE Operational Grant. Our full Kiwisport allocation of \$4,126.47 within Ministry of Education's 2019 Operational Grant was fully expended by engaging all students in Physical Activity Programmes delivered by external providers both within and beyond our school environment. -1 device per 2 students provision of chrome books in 4 senior classrooms – smaller number of i-pads available for junior class use. The purchase of an additional 20 chrome books will allow for teachers to have 1:1 student access as and when required. -Digital Technologies Curriculum PLD by our Deputy Principal for teaching staff was delivered using MOE online modules. Our ICT Annual Plan was not updated – to continue this work in 2020 so as to align with the further development of our Digital Technologies Curriculum. -Online resources and software sourced by teachers with sharing of these with colleagues.</p>

2019 CHARTER ACHIEVEMENT TARGETS – OUTCOMES AND ANALYSIS OF VARIANCE
BEGINNING TERM ONE 2019 – END TERM FOUR 2019

TARGET 1

To accelerate the achievement of all learners who are not achieving at their expected level in Reading (56 learners), Writing (91 learners), and Numeracy (65 learners).

READING LEVEL	WRITING STAGE	NUMERACY GLOBAL STAGE
<p>Number of <i>Charter Target</i> learners not achieving at their expected level (February 2019) = 56</p>	<p>Number of <i>Charter Target</i> learners not achieving at their expected level (February 2019) = 91</p>	<p>Number of <i>Charter Target</i> learners not achieving at their expected level (February 2019) = 65</p>
<p>Number of <i>Charter Target</i> learners not achieving at their expected level (December 2019) = 28</p>	<p>Number of <i>Charter Target</i> learners not achieving at their expected level (December 2019) = 60</p>	<p>Number of <i>Charter Target</i> learners not achieving at their expected level (December 2019) = 42</p>
<p>From the 56 students identified in this group, 12 made accelerated progress.</p>	<p>From the 91 students identified in this group, 21 made accelerated progress.</p>	<p>From the 43 students identified in this group, 11 made accelerated progress.</p>
<p>Another 22 made progress equivalent to one year.</p>	<p>Another 30 made progress equivalent to one year.</p>	<p>Another 24 made progress equivalent to one year.</p>
<p>26 of the students in this target group are now achieving At their expected level.</p>	<p>30 of the students in this target group are now achieving At their expected level.</p>	<p>22 of the students in this target group are now achieving At their expected level.</p>
<p>2 students left school during the year from this target group.</p>	<p>2 students left school during the year from this target group.</p>	<p>2 students left school during the year from this target group.</p>

TARGET 2

To accelerate the achievement of our Maori learners who are not achieving at their expected level in Reading (16 learners), Writing (25 learners), and Numeracy (24 learners).

READING LEVEL	WRITING STAGE	NUMERACY GLOBAL STAGE
Number of Maori learners not achieving at their expected level (February 2019) = 16	Number of Maori learners not achieving at their expected level (February 2019) = 25	Number of Maori learners not achieving at their expected level (February 2019) = 24
Number of <i>Charter Target</i> learners not achieving at their expected level (December 2019) = 11 From the 16 students identified in this group, 4 made accelerated progress. Another 6 made progress equivalent to one year. 7 of the students in this target group are now achieving At their expected level.	Number of <i>Charter Target</i> learners not achieving at their expected level (December 2019) = 21 From the 25 students identified in this group, 8 made accelerated progress. Another 10 made progress equivalent to one year. 7 of the students in this target group are now achieving At their expected level.	Number of <i>Charter Target</i> learners not achieving at their expected level (December 2019) = 15 From the 24 students identified in this group, 4 made accelerated progress. Another 10 made progress equivalent to one year. 10 of the students in this target group are now achieving At their expected level.

TARGET 3

To accelerate the achievement of our boys who are not achieving at their expected level in Writing (54).

WRITING STAGE
Number of male learners not achieving at their expected level (February 2019) = 54
Number of male learners not achieving at their expected level (December 2019) =40 From the 54 students identified in this group, 11 made accelerated progress. Another 14 made progress equivalent to one year. 13 of the students in this target group are now achieving At their expected level.