

EAST TAIERI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 3733

Principal: Jennifer Horgan

School Address: 11 Cemetery Road, East Taieri, Mosgiel 9024

School Postal Address: 11 Cemetery Road, East Taieri, Mosgiel 9024

School Phone: 03 489 6737

School Email: etaieri@east-taieri.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained
Jason Esplin	Chair Person	Elected
Jennifer Horgan	Principal ex Officio	
Andrea Roulston	Treasurer	Elected
Sara Quelch	Secretary	Elected
Karen Hanna	Parent Rep	Elected
Andrew Hollands	Parent Rep	Elected
Garth Powell (resigned Sept 2018)	Staff Rep	Elected
Janine Clague	Staff Rep	Elected

Accountant / Service Provider: Markhams Otago

EAST TAIERI SCHOOL

Annual Report - For the year ended 31 December 2018

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East Taieri 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.

Jaron Esplin

Full Name of Board Chairperson

Jennifer Horgan

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

Date:

27 May 19

Date:

27.5.19

East Taieri School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	2,443,784	2,321,335	2,334,466
Locally Raised Funds	3	167,266	114,470	168,763
Interest Earned		3,498	3,300	3,228
		<hr/>	<hr/>	<hr/>
		2,614,548	2,439,105	2,506,457
Expenses				
Locally Raised Funds	3	109,278	36,108	111,701
Learning Resources	4	1,685,550	1,712,636	1,694,747
Administration	5	94,078	104,145	97,674
Finance		1,940	-	1,922
Property	6	631,329	558,195	563,909
Depreciation	7	51,961	51,000	53,666
		<hr/>	<hr/>	<hr/>
		2,574,136	2,462,084	2,523,619
Net Surplus / (Deficit) for the year		40,412	(22,979)	(17,162)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		40,412	(22,979)	(17,162)

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

East Taieri School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	401,861	401,861	419,023
Total comprehensive revenue and expense for the year	40,412	(22,979)	(17,162)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	442,273	378,882	401,861
Retained Earnings	442,273	378,882	401,861
Reserves	-	-	-
Equity at 31 December	442,273	378,882	401,861

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

East Taieri School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	276,590	110,293	133,272
Accounts Receivable	9	96,221	98,304	98,304
GST Receivable		27,051	-	-
Prepayments		5,195	3,519	3,519
Inventories	10	30,668	35,006	35,006
Investments	11	81,880	77,871	77,871
		<u>517,605</u>	<u>324,993</u>	<u>347,972</u>
Current Liabilities				
GST Payable		-	4,870	4,870
Accounts Payable	13	159,510	116,394	116,394
Revenue Received in Advance	14	1,183	-	-
Finance Lease Liability - Current Portion	16	9,433	10,261	10,261
Funds held for Capital Works Projects	17	68,400	1,074	1,074
		<u>238,526</u>	<u>132,599</u>	<u>132,599</u>
Working Capital Surplus/(Deficit)		279,079	192,394	215,373
Non-current Assets				
Property, Plant and Equipment	12	206,001	222,704	222,704
		<u>206,001</u>	<u>222,704</u>	<u>222,704</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	37,150	27,600	27,600
Finance Lease Liability	16	5,657	8,616	8,616
		<u>42,807</u>	<u>36,216</u>	<u>36,216</u>
Net Assets		<u>442,273</u>	<u>378,882</u>	<u>401,861</u>
Equity		<u>442,273</u>	<u>378,882</u>	<u>401,861</u>

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

East Taieri School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		536,940	500,482	560,484
Locally Raised Funds		171,404	114,470	165,308
Goods and Services Tax (net)		(31,921)	-	12,163
Payments to Employees		(300,683)	(338,316)	(357,705)
Payments to Suppliers		(218,393)	(249,915)	(336,665)
Cyclical Maintenance Payments in the year		-	(2,000)	-
Interest Paid		(1,212)	-	(1,441)
Interest Received		4,947	3,300	2,450
Net cash from / (to) the Operating Activities		161,082	28,021	44,594
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(27,332)	(51,000)	(16,017)
Purchase of Investments		(4,009)	-	(1,965)
Net cash from / (to) the Investing Activities		(31,341)	(51,000)	(17,982)
Cash flows from Financing Activities				
Finance Lease Payments		(11,713)	-	(12,993)
Funds Held for Capital Works Projects		25,290	-	1,074
Net cash from Financing Activities		13,577	-	(11,919)
Net increase/(decrease) in cash and cash equivalents		143,318	(22,979)	14,693
Cash and cash equivalents at the beginning of the year	8	133,272	133,272	118,579
Cash and cash equivalents at the end of the year	8	276,590	110,293	133,272

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.

East Taieri School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

East Taieri 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 12.

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 16.

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 to Crown Owned Assets	5-100 years
Furniture and equipment	5-20 years
Leased assets held under a Finance Lease	3-4 years
Library resources	10 years

l) Intangible Assets

Software costs

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

Computer software licences with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements*Short-term employee entitlements*

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

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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 students, should the School be unable to provide the services to which they relate.

q) 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).

r) 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.

s) 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.

t) Budget Figures

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

u) 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.

v) New standards adopted in the current period**PBE IFRS 9 Financial Instruments**

The School has early adopted PBE IFRS 9 Financial Instruments from the year ended 31 December 2018 (although not mandatory until periods beginning on or after 1 January 2022). This accounting standard introduces new requirements for the classification and measurement of financial assets and financial liabilities, impairment of financial assets, and rules for hedge accounting. The Board of Trustees is of the view that there is no material impact to the recognition or measurement of financial instruments and disclosure of the school's financial assets and liabilities for the current period and each prior period presented.

2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	412,674	428,331	420,344
Teachers' salaries grants	1,424,394	1,400,000	1,365,637
Use of Land and Buildings grants	477,597	420,853	420,853
Other MoE Grants	4,853	-	3,133
Other government grants	124,266	72,151	124,499
	<u>2,443,784</u>	<u>2,321,335</u>	<u>2,334,466</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	57,913	74,420	51,372
Activities	57,538	-	65,358
Trading	42,214	37,500	43,825
Other Revenue	9,601	2,550	8,208
	<u>167,266</u>	<u>114,470</u>	<u>168,763</u>
Expenses			
Activities	69,993	-	70,460
Trading	36,564	34,108	39,162
Other Expenses	2,721	2,000	2,079
	<u>109,278</u>	<u>36,108</u>	<u>111,701</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>57,988</u>	<u>78,362</u>	<u>57,062</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	53,347	60,650	55,456
Information and communication technology	13,205	9,900	7,194
Library resources	1,404	900	862
Employee benefits - salaries	1,601,254	1,631,086	1,622,091
Staff development	16,340	10,100	9,144
	<u>1,685,550</u>	<u>1,712,636</u>	<u>1,694,747</u>

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	3,100	3,000	3,055
Board of Trustees Fees	4,265	4,800	4,120
Communication	2,600	2,300	2,143
Consumables	11,924	15,505	19,094
Operating Lease	7,202	27,600	7,540
Other	11,409	2,400	9,015
Employee Benefits - Salaries	46,919	41,690	45,996
Insurance	4,209	4,500	4,311
Service Providers, Contractors and Consultancy	2,450	2,350	2,400
	<u>94,078</u>	<u>104,145</u>	<u>97,674</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	11,739	11,900	13,130
Cyclical Maintenance Expense	9,550	8,000	8,411
Grounds	11,859	11,600	21,081
Heat, Light and Water	19,311	19,300	19,208
Rates	9,614	10,102	8,516
Repairs and Maintenance	19,923	10,000	13,028
Use of Land and Buildings	477,597	420,853	420,853
Security	1,689	900	1,982
Employee Benefits - Salaries	70,047	65,540	57,700
	<u>631,329</u>	<u>558,195</u>	<u>563,909</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 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	3,474	-	5,101
Furniture and Equipment	28,853	48,000	31,082
Leased Assets	14,950	-	12,527
Library Resources	4,684	3,000	4,956
	<u>51,961</u>	<u>51,000</u>	<u>53,666</u>

8. Cash and Cash Equivalents

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Current Account	61,667	42,681	42,681
Bank Call Account	214,923	67,612	90,591
Cash and cash equivalents for Cash Flow Statement	<u>276,590</u>	<u>110,293</u>	<u>133,272</u>

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

Of the \$276,590 Cash and Cash Equivalents, \$76,008 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 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	-	2,955	2,955
Interest Receivable	409	1,858	1,858
Teacher Salaries Grant Receivable	95,812	93,491	93,491
	<u>96,221</u>	<u>98,304</u>	<u>98,304</u>
Receivables from Exchange Transactions	409	4,813	4,813
Receivables from Non-Exchange Transactions	95,812	93,491	93,491
	<u>96,221</u>	<u>98,304</u>	<u>98,304</u>

10. Inventories

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	1,690	1,202	1,202
School Uniforms	28,978	33,804	33,804
	<u>30,668</u>	<u>35,006</u>	<u>35,006</u>

11. Investments

The School's investment activities are classified as follows:

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	81,880	77,871	77,871

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	83,568			-	(3,474)	80,094
Furniture and Equipment	95,982	24,509	-	-	(28,853)	91,638
Leased Assets	21,250	7,926	-	-	(14,950)	14,226
Library Resources	21,904	2,823	-	-	(4,684)	20,043
Balance at 31 December 2018	222,704	35,258	-	-	(51,961)	206,001

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	155,693	(75,599)	80,094
Furniture and Equipment	510,014	(418,376)	91,638
Leased Assets	55,282	(41,056)	14,226
Library Resources	160,833	(140,790)	20,043
Balance at 31 December 2018	881,822	(675,821)	206,001

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	88,669	-	-	-	(5,101)	83,568
Furniture and Equipment	114,549	12,515	-	-	(31,082)	95,982
Leased Assets	19,649	14,128	-	-	(12,527)	21,250
Library Resources	22,858	4,002	-	-	(4,956)	21,904
Balance at 31 December 2017	245,725	30,645	-	-	(53,666)	222,704

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	155,693	(72,125)	83,568
Furniture and Equipment	485,505	(389,523)	95,982
Leased Assets	47,356	(26,106)	21,250
Library Resources	158,540	(136,636)	21,904
Balance at 31 December 2017	847,094	(624,390)	222,704

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	59,378	11,776	11,776
Accruals	4,320	4,270	4,270
Employee Entitlements - salaries	95,812	93,491	93,491
Employee Entitlements - leave accrual	-	6,857	6,857
	<u>159,510</u>	<u>116,394</u>	<u>116,394</u>
Payables for Exchange Transactions	159,510	116,394	116,394
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>159,510</u>	<u>116,394</u>	<u>116,394</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	1,183	-	-
	<u>1,183</u>	<u>-</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	27,600	27,600	19,189
Increase/ (decrease) to the Provision During the Year	9,550	-	8,411
Provision at the End of the Year	<u>37,150</u>	<u>27,600</u>	<u>27,600</u>
Cyclical Maintenance - Term	37,150	27,600	27,600
	<u>37,150</u>	<u>27,600</u>	<u>27,600</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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	10,523	-	11,814
Later than One Year and no Later than Five Years	6,023	-	9,322
	<u>16,546</u>	<u>-</u>	<u>21,136</u>

17. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Special Needs Decking	<i>in progress</i>	(10,374)	9,725	(3,073)	-	(3,722)
Classroom Opening	<i>in progress</i>	(3,886)	-	-	-	(3,886)
ILE Project - Senior Rooms	<i>in progress</i>	15,334	246,503	(185,829)	-	76,008
Totals		<u>1,074</u>	<u>256,228</u>	<u>(188,902)</u>	<u>-</u>	<u>68,400</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	76,008
Funds Due from the Ministry of Education	(7,608)
	<u>68,400</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Special Needs Project	<i>in progress</i>	(10,000)	-	(374)	-	(10,374)
Classroom Opening	<i>in progress</i>	(3,886)	-	-	-	(3,886)
ILE Project	<i>in progress</i>	(1,755)	29,000	(11,911)	-	15,334
Totals		<u>(15,641)</u>	<u>29,000</u>	<u>(12,285)</u>	<u>-</u>	<u>1,074</u>

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,265	4,120
Full-time equivalent members	0.92	0.09
<i>Leadership Team</i>		
Remuneration	418,304	398,595
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	422,569	402,715
Total full-time equivalent personnel	4.92	4.09

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	3 - 4	3 - 4
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
110-120	-	-
100-110	-	-
	-	-

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

20. 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.

21. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) \$101,857 contract for special need decking to be completed in 2019, which will be fully funded by the Ministry of Education.

\$97,248 has been received of which \$100,970 has been spent on the project to date; and

(b) \$291,114 contract to have the ILE - Senior Block upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$275,503 has been received of which \$199,494 has been spent on the project to balance date. This project has been approved by the Ministry; and

(c) \$4,636 contract for Classroom Opening upgraded as agent for the Ministry of Education. This project is fully funded by the school and \$3,886 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2017: \$1,074)

(b) Operating Commitments

As at 31 December 2018 the Board has not entered into any contracts.

	2018 Actual \$	2017 Actual \$
No later than One Year	10,523	80
Later than One Year and No Later than Five Years	6,023	-
	16,546	80

22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	276,590	110,293	133,272
Receivables	96,221	98,304	98,304
Investments - Term Deposits	81,880	77,871	77,871
Total Loans and Receivables	454,691	286,468	309,447

Financial liabilities measured at amortised cost

Payables	159,510	116,394	116,394
Finance Leases	15,090	18,877	18,877
Total Financial Liabilities Measured at Amortised Cost	174,600	135,271	135,271

24. Events After Balance Date

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

East Taieri School



STATEMENT OF VARIANCE 2018

EAST TAIERI SCHOOL STATEMENT OF VARIANCE 2018

Focus:	LITERACY - Writing
Strategic aim:	To develop high levels of achievement in literacy – essential for all forms of communication and learning, ensuring students can access the curriculum.
Annual aim for 2018:	Continue to focus on the development of writing throughout the school with expectations aligned to East Taieri Curriculum Expectations.
Baseline data 2017:	<p>Analysis of school-wide writing data in December 2017 identified that a group of Year 1 students have not made the progress expected and are working below expectations in writing.</p> <p>2017 data:</p> <ul style="list-style-type: none"> - 24 Yr 1 students achieving below expectations in Writing.
Targets 2018:	Target 1 ~ To raise the writing achievement of a group of Year 2 students to be in line with East Taieri Curriculum Expectations
Actions	<ol style="list-style-type: none"> 1. Teachers confirmed level of achievement of Target writing group using writing samples and 2017 data. 2. Students who were achieving below expectations were grouped for intervention. 3. Individual goals and programmes were established. 4. ALL guidelines were followed for those in the ALL group. Other students were targeted within the class, receiving additional support with teachers following ALL guidelines. 5. Targeted students were monitored closely. Regular reviewing and monitoring progress which would guide further action. 6. Regular discussion in team meeting <ul style="list-style-type: none"> - A real focus on DATs - Professional Development - Teachers looking more closely at links between reading and writing - Increased familiarity with asTTle indicators will continue to strengthen teachers' knowledge of components of writing - Importance of consideration of students' ability to access curriculum

<p>Outcomes</p>	<p>Although not achieving our aspirational target of 100% of our targeted students achieving at expectations at the end of 2018, all made considerable progress. The students involved in the ALL programme showed the most progress in writing, as well as increased confidence and self-esteem and more parental involvement in their learning.</p> <p>2017</p> <ul style="list-style-type: none"> - 24 students below expectations <p>2018</p> <ul style="list-style-type: none"> - 9 of the 24 students are now at expectations - 15 are working towards expectations <p>Note: Of the students achieving below expectations, 3 have processing difficulties, 1 has been diagnosed with Dyslexia, 1 with ADHD and ODD and 1 with sight issues and tracking difficulties.</p>
<p>Reasons for the variance</p>	<ul style="list-style-type: none"> - Acceleration initiatives based on the ALL model proved very beneficial for targeted groups of students - Teachers used aspects of the acceleration strategies in their day-to-day programme - Teachers inquiring into their own teaching practice - some teachers making more significant shifts in their practice than others - Of the 15 students still below, all made progress. However writing comprises so many different elements. Teachers felt that while many of the children had made progress in some areas - eg spelling or punctuation, they still struggled in other areas - eg sentence structure or vocabulary. At the Year 2/3 level children are building the foundations of writing and we tend to find that by Year 5/6 the different components of writing come together.
<p>Evaluation and planning for 2019</p>	<p>Our goal is to continue to focus on the development of writing throughout the school, with expectations aligned to East Taieri Curriculum Expectations. Children's ability to articulate their learning in writing continues to improve, with greater consistency across the school. The MOE funded ALL intervention programme was highly successful and we plan to extend this successful model further across the school next year.</p> <p>The students achieving below expectations will be involved in intervention programmes next year, while those who achieved expectations will continue to be closely monitored.</p>

Focus:	LITERACY - Reading
Strategic aim:	To develop high levels of achievement in literacy – essential for all forms of communication and learning, ensuring students can access the curriculum.
Annual aim for 2018:	Continue to focus on the development of reading throughout the school with expectations aligned to East Taieri Curriculum Expectations.
Baseline data 2017	Analysis of school-wide reading data in December 2017 identified that a group of Year 1 students have not made the progress expected and are working below expectations in reading. 2017 data: - 23 Yr 1 students achieving below expectations
Target 2018:	Target 2 ~ To raise the reading achievement of a group of Year 2 students to be in-line with East Taieri Curriculum Expectations.
Actions	<ol style="list-style-type: none"> 1. Teachers confirmed level of achievement of Target reading group. 2. All students who were achieving below expectations, were to receive additional support within the classroom. 3. Individual goals and programmes established 4. Regular reviewing and monitoring progress which would guide further action. 5. Regular discussion in team meetings <ul style="list-style-type: none"> · A real focus on DATs · Professional Development · Teachers looking more closely at links between reading and writing
Outcomes	Although not achieving our aspirational target of 100% of our targeted students achieving at expectations at the end of 2018, all made considerable progress. 2017 - 23 Year 1 students reading below expectations 2018 - 15 now reading at expectations - 8 working towards expectations
Reasons for the variance	<ul style="list-style-type: none"> - Increased reading through the Daily 5 programme proved very beneficial for targeted groups of students - Strategies suggested by specialist teacher were implemented with targeted children

**Evaluation
and planning
for 2019**

Our goal is to continue to focus on the development of reading throughout the school, with expectations aligned to East Taieri Curriculum Expectations. Children's ability to articulate their learning in reading continues to improve, with greater consistency across the school.

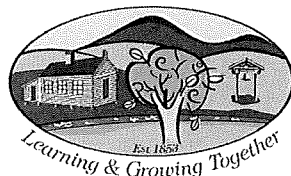
Focus:	NUMERACY
Strategic aim:	To develop high levels of achievement in numeracy – in the development of both skills and understandings necessary for everyday life.
Annual aim for 2018:	Focus on strengthening the teaching and assessment of mathematical knowledge and strategies in Years 0-6
Baseline data 2017:	<p>Analysis of school-wide maths data in November 2017 identified a group of Year 3 students who have not made the progress expected and are working below East Taieri Curriculum Expectations in maths.</p> <p>2017 data:</p> <ul style="list-style-type: none"> - 16 students (Y3) below expectations
Targets 2018:	Target 3 ~ To raise the Maths achievement of a group of Year 4 students to be in-line with East Taieri Curriculum Expectations.
Actions	<ol style="list-style-type: none"> 1. Teachers inquire into own practice 2. Targeted students worked in a small teacher-directed group. 3. Teacher Aides trained in taking acceleration programmes with targeted students focusing on basic facts 4. Lead teacher to share information and resources from Lead Teacher workshops with others in the Maths team 5. Representatives from each team to attend Lead teacher workshops 6. Continued focus on problem solving approach to Maths
Outcomes	<p>Although not achieving our aspirational target of 100% of our targeted students achieving at expectations at the end of 2018, all made considerable progress.</p> <p>2017</p> <ul style="list-style-type: none"> - 16 students (Y3) below expectations <p>2018</p> <ul style="list-style-type: none"> - 2 of the 16 (Y4) students achieving at expectations - 14 working towards expectations
Reasons for the variance	<p>All of the above actions impacted on progress of targeted students – above all, teachers inquiring into their own practice and altering it to impact on achievement of students.</p> <p>Improving mathematical knowledge was the focus for this targeted group. Within this group the mathematical knowledge of all students has improved, with many achieving at expectations for knowledge. However,</p>

	improvement in strategy was not as great. Looking at the student as a mathematician teachers had to assess them as 'working towards.'
Evaluation and planning for 2019	<p>Our goal is to continue to focus on the development of maths throughout the school, with expectations aligned to East Taieri Curriculum Expectations. We are looking at the possibility of being involved in DMIC Professional Development(Developing Mathematical Inquiry Communities) for 2019 following attending inspirational sessions with Dr Bobbie Hunter this year.</p> <p>Programmes that were shown to improve student learning will be implemented again in 2019.</p> <p>Whole staff professional development and in-class support will be given to Teacher Aides and teachers by Maths Lead Teacher.</p>

Focus:	MAORI
Strategic aim:	Raise achievement of Māori and Pasifika students and ensure their culture is highly valued and integrated into the curriculum.
Annual aim for 2018:	Raise achievement of Māori and Pasifika students and ensure their culture is highly valued and integrated into the curriculum
Baseline data 2017:	<p>Analysis of school-wide data has confirmed that the achievement of a group of the following Māori students is below expectations.</p> <p>2017</p> <p><u>Yr 1</u></p> <ul style="list-style-type: none"> - 3 students below expectations in Writing & Reading - 1 student below expectations in Reading, Writing & Maths <p><u>Yr 2</u></p> <ul style="list-style-type: none"> - 2 students below expectations in Reading & Writing - 1 student below expectations in Maths <p><u>Yr 3</u></p> <ul style="list-style-type: none"> - 1 student below expectations in Writing
Targets 2018	Target 3 ~ To raise the literacy and numeracy achievement of all Māori students to be in-line with East Taieri Curriculum Expectations.
Actions	<ol style="list-style-type: none"> 1. Teachers confirmed level of achievement of Māori students achieving below expectations. 2. Students were to receive additional support within the classroom. 3. Withdrawal from class to work in a small group or 1-1 with a Teacher Aide skilled in literacy and numeracy support strategies 4. Regular reviewing and monitoring progress which would guide further action. 5. Regular discussion in team meetings 6. A real focus on DAT 7. Celebrate tikanga – focusing on individual backgrounds and strengths 8. Ongoing contact/discussion with parents

<p>Outcomes</p>	<p>2017 <u>Yr 1</u></p> <ul style="list-style-type: none"> - 3 students below expectations in Writing & Reading - 1 student below expectations in Reading, Writing & Maths <p>2018 <u>Yr 2</u></p> <ul style="list-style-type: none"> - 2 students below expectations in Writing & Reading - 1 student now at expectations in Writing & Reading - 1 student below expectations in Reading, Writing & Maths <p>2017 <u>Yr 2</u></p> <ul style="list-style-type: none"> - 2 students below expectations in Reading & Writing - 1 student below expectations in Maths <p>2018 <u>Yr 3</u></p> <ul style="list-style-type: none"> - 1 student now at expectations for Reading and working towards for Writing. The other student has left the school - The student who was below expectations for Maths is now working at expectations. <p>2017 <u>Yr 3</u></p> <ul style="list-style-type: none"> - 1 student below expectations for Writing <p>2018 Yr 4</p> <ul style="list-style-type: none"> - 1 student working towards expectations for Writing <p>Of the 4 Maori students who were working below expectations at the end of 2018, one has received RTLB support twice in the last two terms, one had had reading recovery and one is involved in a SPELD programme. Although considerable progress has been made by the 4 students throughout the year they are still considered to be achieving below East Taieri Curriculum Expectations.</p>
<p>Reasons for the variance</p>	<p>All of the above actions impacted on progress of targeted students – above all, teachers inquiring into their own practice and altering it to impact on achievement of students.</p>
<p>Evaluation and planning for 2019</p>	<p>Our goal is to continue to focus on raising the achievement of Māori and Pasifika students and ensure their culture is highly valued and integrated into the curriculum.</p> <p>Programmes that were shown to improve student learning will be implemented again in 2019.</p> <p>More parental involvement will continue to be a goal for 2019 – through more frequent parent/teacher contact.</p>

East Taieri School



KIWISPORT

Kiwisport is a Government funding initiative to support students' participation in organized sport.

In 2018 the school received Kiwisport funding of \$4597.63. The funding was spent on a specialist swimming tutor for our swimming programme. We also had sport coaches from different codes come into the school.