

WAIWERA SOUTH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 3858

Principal: Kaz Bissett

School Address: 16 May St, Waiwera South, Clinton 9584

School Postal Address: RD 2, Clinton 9584

School Phone: 03 415 7973

School Email: office@waiwerasouth.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Ending
Peter Dobbie	Chair Person	Re-Elected	Feb 2019
Kaz Bissett	Principal	ex Officio	
Leanne Cleghorn	Secretary	Re-Elected	May 2019
Darrell Wendelgelst	Parent Rep	Elected	May 2019
Ken Campbell	Parent Rep	Re-Elected	May 2019
Craig Whiteside	Parent Rep	Elected	May 2019
Lauren Chapman	Staff Rep	Re-Elected	May 2019

Accountant / Service Provider: Shand Thomson Ltd
Balclutha

WAIWERA SOUTH SCHOOL

Annual Report - For the year ended 31 December 2018

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Waiwera South School

Statement of Responsibility

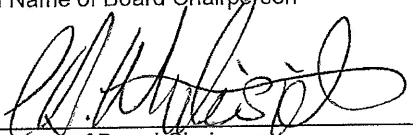
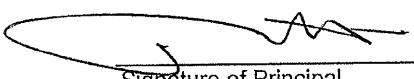
For the year ended 31 December 2018

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.

<u>CRAIG ALLAN WHITESIDE</u>	<u>Karen Joanne Bissett</u>
Full Name of Board Chairperson	Full Name of Principal
<u></u>	<u></u>
Signature of Board Chairperson	Signature of Principal
<u>31-5-2019.</u>	<u>31-5-2019.</u>
Date:	Date:

Waiwera South School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	391,772	113,000	392,520
Locally Raised Funds	3	119,629	52,550	148,255
Interest Earned		698	300	457
		<hr/>	<hr/>	<hr/>
		512,099	165,850	541,232
Expenses				
Locally Raised Funds	3	44,901	7,700	27,859
Learning Resources	4	261,859	65,254	271,338
Administration	5	45,573	47,750	45,345
Property	6	98,813	43,000	141,971
Depreciation	7	15,970	-	13,996
		<hr/>	<hr/>	<hr/>
		467,116	163,704	500,509
Net Surplus / (Deficit) for the year		44,983	2,146	40,722
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		44,983	2,146	40,722

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

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Waiwera South 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	<u>147,333</u>	<u>147,333</u>	<u>104,874</u>
Total comprehensive revenue and expense for the year	44,983	2,146	40,722
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	1,737
Equity at 31 December	<u>192,316</u>	<u>149,479</u>	<u>147,333</u>
Retained Earnings	192,316	149,479	147,333
Equity at 31 December	<u>192,316</u>	<u>149,479</u>	<u>147,333</u>

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

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Waiwera South School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	166,726	56,099	63,954
Accounts Receivable	9	16,993	7,352	7,353
GST Receivable		-	5,822	5,823
Cattle on Hand		22,650	18,087	18,087
Prepayments		3,554	3,531	3,531
		<hr/>	<hr/>	<hr/>
		209,923	90,891	98,748
Current Liabilities				
GST Payable		2,072	-	-
Accounts Payable	11	83,411	17,513	17,513
Provision for Cyclical Maintenance	12	20,474	44,769	44,769
Painting Contract Liability - Current Portion	24	7,245	-	-
Finance Lease Liability - Current Portion	13	5,119	4,703	4,703
Funds held for Capital Works Projects	14	33,258	-	-
		<hr/>	<hr/>	<hr/>
		151,579	66,985	66,985
Working Capital Surplus/(Deficit)		58,344	23,906	31,763
Non-current Assets				
Property, Plant and Equipment	10	143,090	163,754	153,750
		<hr/>	<hr/>	<hr/>
		143,090	163,754	153,750
Non-current Liabilities				
Provision for Cyclical Maintenance	12	-	24,006	24,006
Finance Lease Liability	13	9,118	14,175	14,174
		<hr/>	<hr/>	<hr/>
		9,118	38,181	38,180
Net Assets		<hr/>	<hr/>	<hr/>
		192,316	149,479	147,333
Equity		<hr/>	<hr/>	<hr/>
		192,316	149,479	147,333

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

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Waiwera South School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		121,676	113,000	123,059
Locally Raised Funds		119,374	52,550	148,031
Goods and Services Tax (net)		7,896	-	(193)
Payments to Employees		(65,965)	(62,754)	(72,008)
Payments to Suppliers		(154,687)	(100,950)	(129,992)
Cyclical Maintenance Payments in the year		(4,725)	-	-
Interest Received		696	301	456
Net cash from / (to) the Operating Activities		24,264	2,147	69,353
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(5,311)	(10,002)	(28,419)
Net cash from / (to) the Investing Activities		(5,311)	(10,002)	(28,419)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,737
Finance Lease Payments		(4,639)	-	(2,161)
Painting contract payments		-	-	-
Funds Held for Capital Works Projects		88,458	-	-
Net cash from Financing Activities		83,819	-	(424)
Net increase/(decrease) in cash and cash equivalents		102,772	(7,855)	40,510
Cash and cash equivalents at the beginning of the year	8	63,954	63,954	23,443
Cash and cash equivalents at the end of the year	8	166,726	56,099	63,954

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.

Waiwera South School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.



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Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 13.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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) 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	2.5% Diminishing Value
Furniture and equipment	10 - 20% Diminishing Value
Information and communication technology	20% Diminishing Value
Leased assets held under a Finance Lease	20 - 33% Diminishing Value
Library resources	12.5% Diminishing value
Land	40 years Straight Line

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.

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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.

j) 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.



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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.

k) 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.

l) 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.

m) 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).

n) 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.

o) 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.

p) Budget Figures

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

q) 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.

r) Biological Assets (Livestock)

Under NZIAS 41 Biological Assets (livestock on hand) at year end are recorded at fair value less costs to sell, with any change therein recognised as profit or loss. The Board is of the opinion that the Inland Revenue Department prescribed National Average Market Values (NAMV), represent a fair value for livestock, and has agreed to adopt NAMV values for any livestock on hand at year end.

2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	116,257	113,000	119,442
Teachers' salaries grants	198,601	-	190,827
Use of Land and Buildings grants	71,495	-	76,731
Other MoE Grants	5,419	-	5,519
	<u>391,772</u>	<u>113,000</u>	<u>392,520</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	42,082	12,400	67,880
Activities	6,855	-	3,784
Trading	4,818	1,150	3,524
Fundraising	24,717	15,000	18,125
Other Revenue	41,158	24,000	54,941
	<u>119,629</u>	<u>52,550</u>	<u>148,255</u>
Expenses			
Activities	6,252	-	1,120
Trading	5,814	1,000	2,000
Fundraising costs	9,048	1,000	1,204
Other Expenses	23,787	5,700	23,535
	<u>44,901</u>	<u>7,700</u>	<u>27,859</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>74,728</u>	<u>44,850</u>	<u>120,395</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	7,120	8,280	8,493
Equipment repairs	9	-	1,113
Information and communication technology	406	1,720	533
Extra-curricular activities	5,134	3,000	7,532
Library resources	32	1,000	41
Employee benefits - salaries	244,650	45,254	245,035
Staff development	4,508	6,000	8,589
	<u>261,859</u>	<u>65,254</u>	<u>271,338</u>

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5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,236	2,700	2,657
Board of Trustees Fees	-	4,000	875
Board of Trustees Expenses	1,213	500	555
Communication	875	2,200	1,662
Consumables	2,583	10,700	3,681
Operating Lease	1,470	1,700	5,006
Other	8,238	3,650	7,366
Employee Benefits - Salaries	18,019	16,000	16,881
Insurance	4,274	2,600	2,559
Service Providers, Contractors and Consultancy	5,665	3,700	4,102
	45,573	47,750	45,345

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	665	1,040	1,865
Consultancy and Contract Services	17,559	13,960	14,909
Cyclical Maintenance Expense	(43,576)	-	13,944
Grounds	1,508	2,500	2,777
Heat, Light and Water	13,932	12,000	12,530
Rates	1,348	1,400	1,300
Repairs and Maintenance	32,885	10,100	14,746
Use of Land and Buildings	71,495	-	76,731
Security	477	500	1,137
Employee Benefits - Salaries	2,520	1,500	2,031
	98,813	43,000	141,971

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	3,254	-	2,806
Furniture and Equipment	2,296	-	2,289
Information and Communication Technology	4,374	-	5,400
Leased Assets	5,145	-	2,615
Library Resources	901	-	886
	15,970	-	13,996

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8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Bank Current Account	140,665	29,999	22,832
Bank Call Account	26,061	26,100	41,122
Cash and cash equivalents for Cash Flow Statement	166,726	56,099	63,954

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

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	4,078	3,822	3,822
Interest Receivable	4	2	2
Teacher Salaries Grant Receivable	12,910	3,528	3,528
	16,993	7,352	7,353
Receivables from Exchange Transactions	4,082	3,824	3,825
Receivables from Non-Exchange Transactions	12,911	3,528	3,528
	16,993	7,352	7,353

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building Improvements	91,403	-	-	-	(3,254)	88,149
Furniture and Equipment	16,009	2,444	-	-	(2,296)	16,157
Information and Communication	21,717	1,854	-	-	(4,374)	19,197
Leased Assets	18,423	-	-	-	(5,145)	13,278
Library Resources	6,198	1,012	-	-	(901)	6,309
Balance at 31 December 2018	153,750	5,310	-	-	(15,970)	143,090

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Building Improvements	130,159	(42,010)	88,149
Furniture and Equipment	88,694	(72,537)	16,157
Information and Communication	67,500	(48,303)	19,197
Leased Assets	21,038	(7,760)	13,278
Library Resources	32,075	(25,766)	6,308
Balance at 31 December 2018	339,466	(196,376)	143,090

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	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Building Improvements	70,289	23,920	-	-	(2,806)	91,403
Furniture and Equipment	15,769	2,529	-	-	(2,289)	16,009
Information and Communication Technology	26,122	995	-	-	(5,400)	21,717
Leased Assets	1,949	19,089	-	-	(2,615)	18,423
Library Resources	6,109	975	-	-	(886)	6,198
Balance at 31 December 2017	120,238	47,508	-	-	(13,996)	153,750

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Building Improvements	130,159	(38,756)	91,403
Furniture and Equipment	86,250	(70,241)	16,009
Information and Communication Technology	65,646	(43,929)	21,717
Leased Assets	21,038	(2,615)	18,423
Library Resources	31,063	(24,864)	6,198
Balance at 31 December 2017	334,156	(180,405)	153,750

11. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	68,113	12,220	12,220
Banking staffing overuse	2,118	-	-
Employee Entitlements - salaries	12,909	3,527	3,527
Employee Entitlements - leave accrual	271	1,766	1,766
	83,411	17,513	17,513
Payables for Exchange Transactions	83,411	17,513	17,513
	83,411	17,513	17,513

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	68,775	68,775	54,831
Increase/ (decrease) to the Provision During the Year	19,011	-	13,944
Use of the Provision During the Year	(4,725)	-	-
Adjustment to the Provision	(62,587)	-	-
Provision at the End of the Year	20,474	68,775	68,775
Cyclical Maintenance - Current	20,474	44,769	44,769
Cyclical Maintenance - Term	-	24,006	24,006
	20,474	68,775	68,775

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13. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	6,188	6,197	6,197
Later than One Year and no Later than Five Years	6,528	16,380	16,380
Later than Five Years	-	-	-
	<u>12,716</u>	<u>22,577</u>	<u>22,577</u>

14. 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 \$
Block 1 Refurbishment	<i>in progress</i>	-	81,258	(48,000)	-	33,258
Totals		<u>-</u>	<u>81,258</u>	<u>(48,000)</u>	<u>-</u>	<u>33,258</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	33,258
	<u>33,258</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Heat Pump Replacements	<i>completed</i>	-	14,490	(14,780)	(290)	-
Totals		<u>-</u>	<u>14,490</u>	<u>(14,780)</u>	<u>(290)</u>	<u>-</u>

15. Related Party Transactions

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

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

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16. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	-	875
Full-time equivalent members	0.12	0.12
<i>Leadership Team</i>		
Remuneration	90,857	96,979
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	90,857	97,854
Total full-time equivalent personnel	1.12	1.12

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	80 - 90	90 - 100
Benefits and Other Emoluments	2 - 3	2 - 3

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	0.00	0.00
110 - 120	0.00	0.00
	0.00	0.00

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

17. Compensation and Other Benefits Upon Leaving

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

	2018 Actual \$0	2017 Actual \$0
Total	\$0	\$0
Number of People	0	0

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18. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

19. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works totalling \$90,286, to have Block 1 refurbished as agent for the Ministry of Education. This project is fully funded by the Ministry and \$81,258 has been received of which \$48,000 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

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

(a) operating lease of the service portion of the photocopier;

No later than One Year

Later than One Year and No Later than Five Years

Later than Five Years

2018 Actual \$	2017 Actual \$
1,380	1,380
2,070	4,830
-	-
<u>3,450</u>	<u>6,210</u>

20. Managing Capital

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

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21. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	166,726	56,099	63,954
Receivables	16,993	7,352	7,353
Total Loans and Receivables	183,719	63,451	71,306

Financial liabilities measured at amortised cost

Payables	83,411	17,513	17,513
Finance Leases	14,237	18,878	18,877
Painting Contract Liability	7,245	-	-
Total Financial Liabilities Measured at Amortised Cost	104,893	36,391	36,390

22. Events After Balance Date

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

23. Comparatives

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

24. Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	7,245	-	-
Non Current Liability	-	-	-
	7,245	-	-

In 2018 the Board signed an agreement with Carus Group Ltd (the contractor) to complete all exterior painting over the 2018-2019 years. The liability is the actual amount of work completed for which the contractor has not been paid at balance date. The liability has not been adjusted for inflation and the effect of the time value of money.

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STUDENT ACHIEVEMENT INFORMATION

END YEAR (DECEMBER) 2018

ANALYSIS OF VARIANCE

The total number of students being reported on in the December reporting is 40. The achievement data takes into account all the assessment we have completed and teacher judgments made for all of our students. 42 was our total roll number at mid Term Four, 2018. Data of two students has not been recorded here, due to them being new to the school or data not being available due to reporting cycles. OTJ refers to Overall Teacher Judgement.

- We are continuing to use the National Standards expectations for this report - we will reassess as more information about assessment comes to hand.
- At this Stage NS Data serves a purpose to create reports for the Board

	Mid Year Student Achievement Information for Curriculum Standards - OTJ INFORMATION	End of Year Student Achievement Information for Curriculum Standards - OVERALL JUDGEMENTS
Year 1-3	20 weeks	40 weeks
Year 1-3	60 weeks	80 weeks
Year 1-3	100 weeks	120 weeks
Year 4-8	July	December

At mid year 2017 there were 41 pupils being assessed, now there are 37. There are 41 pupils currently enrolled at Waiwera South but some of the recent new entrants have not been here long enough to do an assessment for this report.

Our transient population may have also distorted some of the figures and percentages as well as the numbers of pupils at year levels. This means we are not necessarily reporting on the same cohort of students as we were last year. It will have a small effect on the data.

The end of 2018 data is shown black and mid year data is in red in brackets ()

YEAR 1-8 CURRICULUM STANDARDS OTJ INFORMATION – JULY 2018

<u>CURRICULUM STANDARD</u>	<u>BASED ON 40 STUDENTS (37 AT MID YEAR)</u>
<u>READING</u>	<ul style="list-style-type: none"> - There are 5% - two (3% - one) students working WELL BELOW the Curriculum Standard in Reading. - There are 15% - six (22% - eight) students working BELOW the Curriculum Standard in Reading. - There are 40% - 16 (30% - 11) students working AT the Curriculum Standard in Reading. - There are 40% - 16 (46% - 17) students working ABOVE the Curriculum Standard in Reading. <p>20% - eight (25% - nine) students are working WELL BELOW or BELOW the Curriculum Standard in Reading. 80% - 32 (76% - 28) students are working AT or ABOVE the Curriculum Standard in Reading.</p> <p><i>Note: total percentage may not add up to 100% due to rounding</i></p>
<u>WRITING</u>	<ul style="list-style-type: none"> - There are 2% - one (3% - one) student working WELL BELOW the Curriculum Standard in Writing. - There are 15% - six (14% - five) students working BELOW the Curriculum Standard in Writing. - There are 80% - 32 (78% - 29) students working AT the Curriculum Standard in Writing. - There are 5% - two (5% - two) students working ABOVE the Curriculum Standard in Writing. <p>There are 17% - six (17% - six) students are working WELL BELOW or BELOW the Curriculum Standard in Writing. There are 83% - 34 (83% - 31) students are working AT or ABOVE the Curriculum Standard in Writing.</p> <p><i>Note: total percentage may not add up to 100% due to rounding</i></p>
<u>MATHS</u>	<ul style="list-style-type: none"> - There are no (no) students working WELL BELOW the Curriculum Standard in Maths. - There are 17% - seven (18% - seven) students working BELOW the Curriculum Standard in Maths. - There are 58% - 23 (56% - 22) students working AT the Curriculum Standard in Maths. - There are 25% - ten (26% - 10) students working ABOVE the Curriculum Standard in Maths. <p>There are 17% - seven (18% - 7) students are working WELL BELOW or BELOW the Curriculum Standard in Maths. There are 83% - 33 (82% - 28) students are working AT or ABOVE the Curriculum Standard in Maths.</p> <p><i>Note: total percentage may not add up to 100% due to rounding</i></p>

The end year data is shown black and the mid year data is in red in brackets ()

YEAR 1-3 END OF YEAR STUDENT ACHIEVEMENT INFORMATION FOR CURRICULUM STANDARDS

<u>CURRICULUM STANDARD</u>	<u>BASED ON 14 STUDENTS</u>
<u>READING</u>	<ul style="list-style-type: none"> - There are no students working WELL BELOW the National Standard in Reading. - There are 21% - three students working BELOW the National Standard in Reading. - There are 50% - seven students working AT the National Standard in Reading. - There are 29% - four students working ABOVE the National Standard in Reading. <p>21% - three students are working WELL BELOW or BELOW the National Standard in Reading. 79% - 11 students are working AT or ABOVE the National Standard in Reading.</p> <p><i>Note: total percentage may not add up to 100% due to rounding</i></p>
<u>WRITING</u>	<ul style="list-style-type: none"> - There are no students working WELL BELOW the Curriculum Standard in Writing. - There are 21% - three students working BELOW the Curriculum Standard in Writing. - There are 64% - nine students working AT the Curriculum Standard in Writing. - There are 14% - two students working ABOVE the Curriculum Standard in Writing. <p>There are 21% - three student WELL BELOW or BELOW the Curriculum Standard in Writing. There is students AT or ABOVE the Curriculum Standard in Writing.</p>
<u>MATHS</u>	<ul style="list-style-type: none"> - There are no students working WELL BELOW the Curriculum Standard in Maths. - There is 7% - one student working BELOW the Curriculum Standard in Maths. - There are 86% - 12 of students AT the Curriculum Standard in Maths. - There are 7% - one of students ABOVE the Curriculum Standard in Maths. <p>There is 7% - one students working WELL BELOW or BELOW the Curriculum Standard in Maths. There are 93% - 13 students working AT or ABOVE the Curriculum Standard in Maths.</p>

YEAR 1 – 8 CURRICULUM STANDARDS OTJ INFORMATION – DECEMBER 2018

READING

	Well Below	Below	At	Above	Total Students
Year 1		3	1	1	8
Year 2		2	2	2	6
Year 3			3		3
Year 4		1	3	3	7
Year 5		1	1	2	4
Year 6			1	6	7
Year 7	2		2		4
Year 8			1	3	
Total students	2	7	14	17	40

OTJ Commentary - Overall

- There are 5 % - two students working **WELL BELOW** the Curriculum Standard in Reading.
 - There are 18% - seven students working **BELOW** the Curriculum Standard in Reading.
 - There are 35% - 14 students working **AT** the Curriculum Standard in Reading.
 - There are 43% - 17 students working **ABOVE** the Curriculum Standard in Reading.
- 23% - nine of students are working WELL BELOW or BELOW the Curriculum Standard in Reading.
- 77% - 31 of students are working AT or ABOVE the Curriculum Standard in Reading.

Note: total percentage may not add up to 100% due to rounding

YEAR 1 – 8 CURRICULUM STANDARDS OTJ INFORMATION – DECEMBER 2018

WRITING

	Well Below	Below	At	Above	Total Students
Year 1		1	4		5
Year 2		2	2	2	6
Year 3			3		3
Year 4			7		7
Year 5		1	3		4
Year 6			7		7
Year 7	1	1	2		4
Year 8		1	3		4
Total students	1	6	31	2	40

OTJ Commentary - Overall

- There are 3% - one student working **WELL BELOW** the Curriculum Standard in Writing.
- There are 15% - six students working **BELOW** the Curriculum Standard in Writing.
- There are 78% - 31 students working **AT** the Curriculum Standard in Writing.
- There are 5% - two students working **ABOVE** the Curriculum Standard in Writing.

There are 18% - seven students are working **WELL BELOW** or **BELOW** the Curriculum Standard in Writing.

There are 83% - 33 students are working **AT** or **ABOVE** the Curriculum Standard in Writing.

Note: total percentage may not add up to 100% due to rounding

YEAR 1 – 8 CURRICULUM STANDARDS OTJ INFORMATION – DECEMBER 2018

MATHS

	Well Below	Below	At	Above	Total Students
Year 1			5		5
Year 2		1	4	1	6
Year 3			3		3
Year 4		1	3	3	7
Year 5		1	3		4
Year 6		1	2	4	7
Year 7		3	1		
Year 8			2	2	4
Total students		7	23	10	40

OTJ Commentary - Overall

- There are no students working **WELL BELOW** the Curriculum Standard in Maths.
- There are 18% - seven students working **BELOW** the Curriculum Standard in Maths.
- There are 58% - 23 students working **AT** the Curriculum Standard in Maths.
- There are 25% - ten students working **ABOVE** the Curriculum Standard in Maths.

There are 18% - seven students are working **WELL BELOW** or **BELOW** the Curriculum Standard in Maths.

There are 82% - 33 students are working **AT** or **ABOVE** the Curriculum Standard in Maths.

Note: total percentage may not add up to 100% due to rounding

YEAR 1-3 END OF YEAR STUDENT ACHIEVEMENT INFORMATION FOR CURRICULUM
STANDARDS
READING: DECEMBER 2018

	Well Below	Below	At	Above	Total Students
Year 1		3	1	1	5
Year 2		2	2	2	6
Year 3			3		3
Total students		5	6	3	14

OTJ Commentary - Overall

- There are no students working **WELL BELOW** the Curriculum Standard in Reading.
- There are 36% - five students working **BELOW** the Curriculum Standard in Reading.
- There are 43% - six students working **AT** the Curriculum Standard in Reading.
- There are 21% - three students working **ABOVE** the Curriculum Standard in Reading.

There are 36% - five students **WELL BELOW** or **BELOW** the Curriculum Standard in Reading.

There are 74% - nine students **AT** or **ABOVE** the Curriculum Standard in Reading.

Note: total percentage may not add up to 100% due to rounding

YEAR 1-3 END OF YEAR STUDENT ACHIEVEMENT INFORMATION FOR CURRICULUM
STANDARDS

WRITING: DECEMBER 2018

	Well Below	Below	At	Above	Total Students
Year 1		1	4		5
Year 2		2	2	2	6
Year 3			3		3
Total students		3	9	2	14

OTJ Commentary - Overall

- There are no students working **WELL BELOW** the Curriculum Standard in Writing.
- There are 21% - three students working **BELOW** the Curriculum Standard in Writing.
- There are 64% - nine students working **AT** the Curriculum Standard in Writing.
- There are 14% - two students working **ABOVE** the Curriculum Standard in Writing.

There are 21% - three students **WELL BELOW** or **BELOW** the Curriculum Standard in Writing.

There are 78%- 11 students **AT** or **ABOVE** the Curriculum Standard in Writing.

Note: total percentage may not add up to 100% due to rounding

YEAR 1-3 END OF YEAR STUDENT ACHIEVEMENT INFORMATION FOR CURRICULUM
STANDARDS

MATHS: DECEMBER 2018

	Well Below	Below	At	Above	Total Students
Year 1			5		5
Year 2		1	4	1	6
Year 3			3		3
Total students		1	12	1	14

OTJ Commentary - Overall

- There are no students working **WELL BELOW** the Curriculum Standard in Maths.
- There is 7% - one student working **BELOW** the Curriculum Standard in Maths.
- There are 86% - 12 of students **AT** the Curriculum Standard in Maths.
- There are 7% - one of students **ABOVE** the Curriculum Standard in Maths.

There is 7% - one student working **WELL BELOW** or **BELOW** the Curriculum Standard in Maths.

There are 93% - 13 students working **AT** or **ABOVE** the Curriculum Standard in Maths.

Note: total percentage may not add up to 100% due to rounding

READING END OF YEAR CURRICULUM STANDARD REPORTING: MALE/FEMALES

	WELL BELOW		BELOW		AT		ABOVE		
READING	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	TOTAL
Year 1				3	1			1	5
Year 2			2			2		2	6
Year 3					3				
Year 4			1		1	2	1	2	7
Year 5			1		1			2	4
Year 6						1	2	4	7
Year 7	2					2			4
Year 8					1		2	1	4
TOTALS	2		4	3	7	7	5	12	40

OTJ Commentary 18 male- 22 female

- There are 11% - two males working **WELL BELOW** the Curriculum Standard in Reading.
- There are 22% - four of males working **BELOW** the Curriculum Standard in Reading.
- There are 39% - seven males working **AT** the Curriculum Standard in Reading.
- There are 28% - five males working **ABOVE** the Curriculum Standard in Reading.
- There are no females working **WELL BELOW** the Curriculum Standard in Reading.
- There are 14% three females working **BELOW** the Curriculum Standard in Reading.
- There are 32% seven females working **AT** the Curriculum Standard in Reading.
- There are 55% twelve of females working **ABOVE** the Curriculum Standard in Reading.

There are 33% six males working **WELL BELOW** or **BELOW** the Curriculum Standard in Reading.

There are 67% twelve males working **AT** or **ABOVE** the Curriculum Standard in Reading.

There are 14 % three females working **WELL BELOW** or **BELOW** the Curriculum Standard in Reading.

There are 76% 19 females working **AT** or **ABOVE** the Curriculum Standard in Reading.

Note: total percentage may not add up to 100% due to rounding

WRITING END OF YEAR CURRICULUM STANDARD REPORTING: MALE/FEMALES

	WELL BELOW		BELOW		AT		ABOVE		
<u>WRITING</u>	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	TOTAL
Year 1				1	1	3			5
Year 2			2			2	1	1	6
Year 3					3				3
Year 4					2	5			7
Year 5			1		1	2			4
Year 6					2	5			7
Year 7	1		1			2			4
Year 8			1		2	1			4
TOTALS	1		5	1	11	20	1	1	40

OTJ Commentary 18 male- 22 female

- There are 6% - one males working **WELL BELOW** the Curriculum Standard in Writing.
- There are 28% - five males working **BELOW** the Curriculum Standard in Writing.
- There are 61% - 11 males working **AT** the Curriculum Standard in Writing.
- There are 6% - one males working **ABOVE** the Curriculum Standard in Writing.
- There are no females working **WELL BELOW** the Curriculum Standard in Writing.
- There are 5% - one females working **BELOW** the Curriculum Standard in Writing
- There are 91% - 20 females working **AT** the Curriculum Standard in Writing.
- There are 5% - one of females working **ABOVE** the Curriculum Standard in Writing.

There 34% - six males working **WELL BELOW** or **BELOW** the Curriculum Standard in Writing.

There are 66% - 12 males working **AT** or **ABOVE** the Curriculum Standard in Writing.

There 5% - one females working **WELL BELOW** or **BELOW** the Curriculum Standard in Writing.

There are 96% - 21 females working **AT** or **ABOVE** the Curriculum Standard in Writing.

Note: total percentage may not add up to 100% due to rounding

MATHS END OF YEAR CURRICULUM STANDARD REPORTING: MALE/FEMALES

	WELL BELOW		BELOW		AT		ABOVE		
MATHS	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	MALES	FEMALES	TOTAL
Year 1					1	4			5
Year 2			1		2	2		1	6
Year 3					3				
Year 4				1	3		2	1	7
Year 5			1			3			
Year 6				1		2	2	2	7
Year 7			2	1		1			4
Year 8					1	1	2		4
TOTALS			4	3	10	13	6	4	40

OTJ Commentary 18 male- 22 female

- There no males working **WELL BELOW** the Curriculum Standard in Maths.
- There are 22% - four males working **BELOW** the Curriculum Standard in Maths.
- There are 55% - ten males working **AT** the Curriculum Standard in Maths.
- There are 33% - six males working **ABOVE** the Curriculum Standard in Maths.
- There are no female working **WELL BELOW** the Curriculum Standard in Maths.
- There are 13% - three females working **BELOW** the Curriculum Standard in Maths
- There are 59% - 13 females working **AT** the Curriculum Standard in Maths.
- There are 18% - four females working **ABOVE** the Curriculum Standard in Maths.

There are 22% - four males working **WELL BELOW** or **BELOW** the Curriculum Standard in Maths.

There are 88% - 16 males working **AT** or **ABOVE** the Curriculum Standard in Maths.

There are 13% - three females working **WELL BELOW** or **BELOW** the Curriculum Standard in Maths.

There are 87% - 19 females working **AT** or **ABOVE** the Curriculum Standard in Maths.

Note: total percentage may not add up to 100% due to rounding

READING



Annual Target 1:

To increase the number of students achieving **AT** or **ABOVE** the National Standard in Reading.

Baseline data:

Analysis of 2017 data shows that we have 74% of males working AT or ABOVE the National Standard in Reading and 86% of females working AT or ABOVE the National Standard in Reading. An ongoing focus will be to reduce this gender gap.

Analysis of school wide data from December 2017 showed 19%(8) of our students from years 1-8 are **WELL BELOW** or **BELOW** the National Standard in Reading. These students will continue to be monitored by Staff and reported on to BoT through our CAAPS plan - they are on the Risk Register and support programmes will be developed and/or run for them.

Target:

We would like to see accelerated progress for all 8 of these students, a goal is to see at least 5 (62.5%) move into AT or ABOVE expected level.

Mid Year

The reading results have remained fairly standard for the first half of the year 19% well below and below and 81% at or above. We have reduced the number of students working well below. The shift in the students working below is predominantly caused by students in the year one cohort testing below. In the junior school there are 27% working below and 73% at or above - it is a fairly common trend as beginning school is tricky. I expect these stats to alter as the students move up the school.

We would like to see a continued shift towards at and above across the whole school. We as a staff see this as achievable with a continued focus on comprehension and vocabulary acquisition.

End of Year

Reading has stayed consistent across the school when looking at whole school data we have 77% reading At or Above, that gives us 23% reading Well Below or Below. This has been a slide on last years data but when we break it down and look at the different cohorts within the school the data stacks up.

The year 1 - 3 cohort has 36% reading Below (no students in this cohort are Well Below), and as I alluded to mid year this is a common thread across NZ, our yr 4- 8 cohort has only 16% reading Well Below or Below, this includes students who have been target students for most of their schooling.

There is still a boy/girl discrepancy in the data with 93% of yr 4-8 girls Achieving at or Above and only 72% of yr 4-8 boys. Our small numbers have an impact as there are only 11 yr 4-8 boys and 15 yr 4-8 girls so a slight change can make a big difference to the data.

Shifting our students into At and Above continues to be a focus across the school in Reading as does reducing the gender gap.

WRITING



Annual Target 2:

To increase the number of students achieving **AT** or **ABOVE** the National Standard in Writing.

Baseline data:

Analysis of school wide data in December 2017 showed 80% of students are working **AT or ABOVE** the National Standards in Writing, of these we have 74% of males working **AT** no males are working **ABOVE** and 86% of females working **AT** or **ABOVE**. There is a difference between the male and female data - we are focused on reducing this gap and moving males to working **ABOVE** the expected level.

Students identified as not achieving to school and curriculum expectations are continually monitored - they are identified against our CAAPS Plan and suitable programmes and support will be put in place for them.

Target:

We would like to see accelerated progress for all students working **BELOW**, also moving some of our students from **AT** to **ABOVE**.

Mid Year

We currently have 83% of our students working at or above in writing. We do have a discrepancy between male and female students. There are 69% (11) of males working **AT or ABOVE** the Curriculum Standard in Writing and 95% (20) of females. This is an area we continue to focus. Engagement and motivation being two major factors. We have identified three cohorts of children across the school - two groups are receiving extra literacy support and one has just begun work with the RTLB.

End of Year

At the end of the year we have 83% of our students working At or Above the expected curriculum level, this is a slight increase on last years results which is pleasing, we still have a large gender gap with 34% of boys working Well Below or Below the expected curriculum level. Compared to only 5% of girls. In the yr 4-8 cohort we have 100% of our girls achieving At or Above and only 73% of boys doing the same.

We have been lucky enough to secure some ALL funding for next year, reducing this gender gap will be a focus when planning our programme.



Annual Target 3:

To increase the number of students achieving **AT** or **ABOVE** the National Standard in Maths.

Baseline data:

The analysis of 2017 data showed we had 68% of students working **AT** or **ABOVE** the National Standard in Maths. 32% **BELOW** or **WELL BELOW**. Maths is an area where we do not show a gender gap. Maths continues to be a focus area.

Target:

We would like to see accelerated learning within the students working **BELOW** or **WELL BELOW**., a goal is to move these students into the **AT** and **ABOVE** levels in Maths. We would like to move more students into **ABOVE** in maths.

Mid Year

We have seen a marked improvement across the school in maths up from 68% at end of 2017 to 82% in July. We have had a school wide focus on number knowledge and basic facts which has freed up thinking space for strategy learning. We have a target group that has been working with Leanne in ALiM.

Maths is another area where we have a difference between male and female achievement 69% (11) of males and 86% (18) of females working **AT** or **ABOVE** the Curriculum Standard in Maths. This is an area where we will have to look and see why our boys are not achieving as high as the girls and whether there are trends we can alter.

End of Year

Our end of year data shows we have made some good improvement with our maths results this year with 82% of students achieving At or Above the expected levels, this is a good improvement on the 2017 data with 68% of students achieving At or Above. We have had a group of students working in the ALiM programme this year, and while the students showed increased progress, their progress was not accelerated - this cohort will continue to be target students for 2019- we already have systems in place for them.

Maths is one area where we do not have a gender gap, with 88% of boys and 87% of girls achieving At or Above.

WHAT ARE WE DOING FOR OUR TARGET STUDENTS AND TO ENSURE ACCELERATION OF ALL STUDENTS?

- Maintain teacher/student ratio across all classrooms
- guided reading lessons in classes three-five times a week for students (depending on achievement level with reading)
- PMP helping children
- parent/volunteer help in the Junior Room for reading
- implementing use of technology in classrooms
- outside agencies including RTLB, RT:lit and Health Nurse working in the school with student/s
- Rt:lit working with three students, twice a week for half an hour each time
- English as a Second Language (ESOL) application has been accepted and is assisting with ESOL student/s
- individual literacy plans made for student/s
- Individual Education Plans (IEPs) for student/s - this involves parents and outside agencies as required
- risk registers filled in and evaluated termly. Teachers always referring to these.
- CAAPs (Curriculum and Achievement Plan) helping to guide achievement judgements for students.
- good discussions happening with teachers and outside Ministry agencies eg RT:Lit about students. We take ownership for all students as teachers.
- teacher's planning is meeting the needs of the students for the levels they are at
- Professional Learning Development (PLD) for Waiwera South School, working alongside Warepa School. This has included work in literacy and digital curriculum areas - focus now on getting our curriculum plans up to date
- Accelerated Learning in Maths programme implemented in term two and part of term three by Leanne for specific students who are working below the expected level. This programme is funded by the Ministry of Education.
- Any student deemed to not be meeting a National Standard is on the Risk Registers.
- observations of teachers at other schools by teachers to help build up knowledge banks

WHAT ARE THE RECOMMENDATIONS FOR THE REMAINDER OF 2018 FOR THESE TARGET STUDENTS AND WELL BELOW OR BELOW STUDENTS?

- continue with low class numbers.
- Professional Learning Development to begin in term three with expert partners working alongside us to help achieve our recognised goals from our application. Ours are digital fluency, boys writing and teaching as inquiry.
- PMP for term three.
- risk registers to continue to be evaluated and filled in, with using CAAPs plan to assist with this.
- Making writing fun - ways to be doing this.
- outside agencies RTLB, Rt:lit continue to be utilised and referrals made when required.
- discussions between staff about how to make our classroom programmes the best for our students.
- continuation of funding for the library by Parents Plus.
- IEPs for student/s and close involvement of parents where required.
- Diane Grant to continue to work with three students, twice a week for the remainder of 2018.
- Curriculum areas updated by staff.
- Volunteers to continue to work in the Junior Room for reading.

Waiwera South School

Kiwisport

For the Year ended 31 December 2018

Kiwisport is a Government funding initiative to support student participation in organised sport. In 2018, the school received total Kiwisport funding of \$615. The funding was spent on a South Otago District Sports Activator. Although there was no notable increase in the number of students participating in organised sport, the skill level of those students already involved in sport has notably increased. (2017: \$615 spent on a South Otago Districty Sports Activator and transport to sporting events).



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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF WAIWERA SOUTH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Waiwera South School (the School). The Auditor-General has appointed me, G N Thomas, using the staff and resources of BDO Invercargill, 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 17, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going

concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the analysis of variance, kiwisport paragraph and BOT listing included on pages 18 to 36, but does not include the financial statements, and our auditor's report thereon.

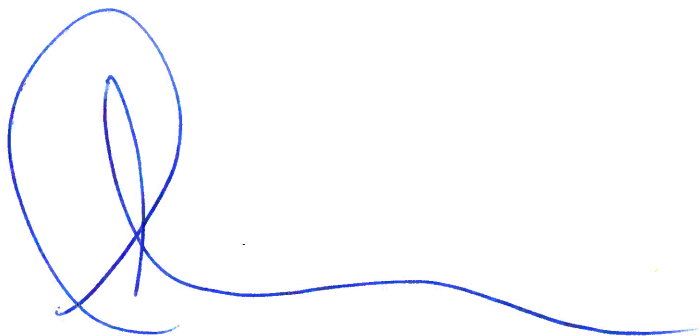
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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

A handwritten signature in blue ink, consisting of a large, stylized loop followed by a long, horizontal, wavy line extending to the right.

G N Thomas
BDO Invercargill
On behalf of the Auditor-General
Invercargill, New Zealand