

# WAINUI SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

<b>Ministry Number:</b>	1552
<b>Principal:</b>	Gillian Bray
<b>School Address:</b>	492 Waitoki Road, RD1, Silverdale
<b>School Postal Address:</b>	492 Waitoki Road, RD1, Silverdale, Auckland, 0944
<b>School Phone:</b>	09 420 5127
<b>School Email:</b>	exo@wainui.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Occupation</b>	<b>Term Expires/ Expired</b>
Drew Gilpin	Chairperson	Elected	Executive Manager	Jun 2019
Brent Robinson	Chairperson	Elected	Director	Dec 2019
Nadine Phillips	Chairperson	Elected	Administrator	Jun 2022
Gillian Bray	Principal	ex Officio		
Tracey Woodcock	Parent Rep	Co-opted	Accountant	Dec 2019
Nikki Browne	Parent Rep	Elected	Lawyer	Jun 2022
Lindsay Ledger	Parent Rep	Elected	Project Manager	Jun 2022
Pete Adlam	Parent Rep	Elected	Doctor	Jun 2022
Jason Irvine	Staff Rep	Elected	Teacher	Jun 2022

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

# WAINUI SCHOOL

Annual Report - For the year ended 31 December 2019

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# Wainui School

## Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Nadine Faye Phillips

Full Name of Board Chairperson

Gillian Gray

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

12/6/2020.

Date:

12.6.2020

Date:

**Wainui School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	2,243,001	1,978,922	2,089,298
Locally Raised Funds	3	212,790	106,040	222,466
Interest income		3,561	2,000	2,145
International Students	4	14,461	14,390	12,518
Other Revenue		965	-	-
		<u>2,474,778</u>	<u>2,101,352</u>	<u>2,326,427</u>
<b>Expenses</b>				
Locally Raised Funds	3	116,374	8,400	97,032
International Students	4	232	60	789
Learning Resources	5	1,632,044	1,381,617	1,472,420
Administration	6	138,223	145,839	123,768
Finance		1,883	1,758	2,523
Property	7	498,399	475,318	509,011
Depreciation	8	89,007	81,832	92,417
Loss on Disposal of Property, Plant and Equipment		3,540	-	5,847
		<u>2,479,702</u>	<u>2,094,824</u>	<u>2,303,807</u>
<b>Net Surplus / (Deficit) for the year</b>		(4,924)	6,528	22,620
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(4,924)</u>	<u>6,528</u>	<u>22,620</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

**Wainui School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		<u>766,964</u>	<u>749,123</u>	<u>740,017</u>
Total comprehensive revenue and expense for the year		(4,924)	6,528	22,620
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	16,333
Contribution to Capital Works		(4,208)	-	(12,006)
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	24	<u>757,832</u>	<u>755,651</u>	<u>766,964</u>
Retained Earnings		757,832	755,651	766,964
<b>Equity at 31 December</b>		<u>757,832</u>	<u>755,651</u>	<u>766,964</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# Wainui School

## Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	90,258	131,906	46,087
Accounts Receivable	10	102,293	77,844	95,408
GST Receivable		8,525	-	5,036
Prepayments		2,053	9,920	8,060
Inventories	11	2,443	2,174	2,876
Investments	12	44,500	-	83,610
		<u>250,072</u>	<u>221,844</u>	<u>241,077</u>
<b>Current Liabilities</b>				
GST Payable		-	4,498	-
Accounts Payable	14	147,934	125,518	118,744
Revenue Received in Advance	15	1,472	348	-
Provision for Cyclical Maintenance	16	55,262	38,085	38,320
Finance Lease Liability - Current Portion	17	8,924	6,399	11,028
Funds held for Capital Works Projects	18	2,387	-	552
		<u>215,979</u>	<u>174,848</u>	<u>168,644</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>34,093</b>	<b>46,996</b>	<b>72,433</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	743,088	728,674	757,465
		<u>743,088</u>	<u>728,674</u>	<u>757,465</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	11,644	20,019	48,081
Finance Lease Liability	17	7,705	-	14,853
		<u>19,349</u>	<u>20,019</u>	<u>62,934</u>
<b>Net Assets</b>		<u><u>757,832</u></u>	<u><u>755,651</u></u>	<u><u>766,964</u></u>
<b>Equity</b>		<u><u>757,832</u></u>	<u><u>755,651</u></u>	<u><u>766,964</u></u>

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

**Wainui School**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		461,849	436,974	433,110
Locally Raised Funds		213,019	106,040	222,683
International Students		15,933	14,390	12,518
Goods and Services Tax (net)		(3,489)	-	(9,534)
Payments to Employees		(270,071)	(240,060)	(240,515)
Payments to Suppliers		(307,128)	(285,103)	(324,408)
Cyclical Maintenance Payments in the year		(27,760)	-	-
Interest Paid		(1,883)	(1,758)	(2,523)
Interest Received		3,584	2,000	1,975
Net cash from Operating Activities		84,054	32,483	93,306
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(68,258)	(74,550)	(96,066)
Purchase of Investments		(44,500)	-	(83,610)
Proceeds from Sale of Investments		83,610	-	-
Net cash from Investing Activities		(29,148)	(74,550)	(179,676)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	16,333
Owners Contributions		(4,208)	-	(12,006)
Finance Lease Payments		(8,362)	(11,305)	(6,923)
Funds Held for Capital Works Projects		1,835	-	(50,225)
Net cash from Financing Activities		(10,735)	(11,305)	(52,821)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>44,171</b>	<b>(53,372)</b>	<b>(139,191)</b>
Cash and cash equivalents at the beginning of the year	9	46,087	185,278	185,278
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>90,258</b>	<b>131,906</b>	<b>46,087</b>

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

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

# Wainui School

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *Standard early adopted*

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

###### *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 13.

#### ***Cyclical Maintenance Provision***

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 16.

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

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

#### ***Recognition of grants***

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

## **c) Revenue Recognition**

### ***Government Grants***

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

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

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

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

### ***Other Grants***

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**Prior Year Policy**

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

**i) Inventories**

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

## j) Investments

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

### **Prior Year Policy**

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

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

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

## k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Buildings	33 years
Building Improvements	15-33 years
Furniture and Equipment	5-18 years
Information and Communication	3-5 years
Textbooks	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

## **I) Intangible Assets**

### *Software costs*

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

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

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

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

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

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

### *Non cash generating assets*

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

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

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

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

## **n) Accounts Payable**

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

## **o) Employee Entitlements**

### *Short-term employee entitlements*

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

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

### *Long-term employee entitlements*

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

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

## **p) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

## **q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

## **r) 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).

**s) Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

**t) 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.

**u) Budget Figures**

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

**v) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational Grants	383,063	392,028	377,331
Teachers' Salaries Grants	1,396,114	1,190,047	1,297,898
Use of Land and Buildings Grants	371,683	347,672	355,642
Resource Teachers Learning and Behaviour Grants	2,664	-	150
Other MoE Grants	89,477	49,175	54,772
Other Government Grants	-	-	3,505
	<b>2,243,001</b>	<b>1,978,922</b>	<b>2,089,298</b>

## 3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	26,760	30,000	30,529
Bequests & Grants	3,000	-	22,000
Activities	104,187	14,600	107,218
Trading	4,590	5,400	9,799
Fundraising	64,263	42,000	38,880
Other Revenue	9,990	14,040	14,040
	<b>212,790</b>	<b>106,040</b>	<b>222,466</b>
<b>Expenses</b>			
Activities	91,377	-	86,255
Trading	4,503	5,400	9,732
Fundraising (Costs of Raising Funds)	8,189	-	-
Other Locally Raised Funds Expenditure	12,305	3,000	1,045
	<b>116,374</b>	<b>8,400</b>	<b>97,032</b>
	<b>96,416</b>	<b>97,640</b>	<b>125,434</b>
<i>Surplus for the year Locally raised funds</i>			

## 4. International Student Revenue and Expenses

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	Number	Number	Number
International Student Roll	16	16	5
<b>Revenue</b>			
International Student Fees	14,461	14,390	12,518
<b>Expenses</b>			
Commissions	-	-	379
International student levy	187	-	364
Other Expenses	45	60	46
	<b>232</b>	<b>60</b>	<b>789</b>
	<b>14,229</b>	<b>14,330</b>	<b>11,729</b>
<i>Surplus for the year International Students'</i>			

## 5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	53,835	50,301	41,639
Library Resources	1,168	1,500	423
Employee Benefits - Salaries	1,537,569	1,285,550	1,401,493
Staff Development	37,440	42,466	28,165
Minor Equipment & R&M	2,032	1,800	700
	<u>1,632,044</u>	<u>1,381,617</u>	<u>1,472,420</u>

## 6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,292	6,292	6,108
Board of Trustees Fees	3,520	4,050	3,095
Board of Trustees Expenses	6,252	9,050	4,623
Communication	3,621	4,760	4,250
Consumables	15,020	17,940	17,511
Operating Lease	440	790	1,266
Other	8,151	7,800	6,954
Employee Benefits - Salaries	77,411	77,457	62,535
Insurance	7,016	7,200	7,118
Service Providers, Contractors and Consultancy	10,500	10,500	10,308
	<u>138,223</u>	<u>145,839</u>	<u>123,768</u>

## 7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	22,036	11,500	14,128
Cyclical Maintenance Expense	8,265	9,103	9,340
Grounds	8,684	8,950	8,163
Heat, Light and Water	11,496	11,690	11,009
Repairs and Maintenance	15,410	15,943	35,586
Use of Land and Buildings	371,683	347,672	355,642
Security	1,033	3,360	1,826
Employee Benefits - Salaries	59,792	67,100	65,992
Contractors And Consultants	-	-	7,325
	<u>498,399</u>	<u>475,318</u>	<u>509,011</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	22,361	19,459	21,976
Building Improvements	2,026	1,604	1,811
Furniture and Equipment	29,242	23,280	26,291
Information and Communication Technology	23,335	26,756	30,217
Leased Assets	11,715	10,250	11,576
Library Resources	328	483	546
	<u>89,007</u>	<u>81,832</u>	<u>92,417</u>



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## 9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	80,429	60,908	45,377
Bank Call Account	9,829	70,998	710
Cash and cash equivalents for Cash Flow Statement	<u>90,258</u>	<u>131,906</u>	<u>46,087</u>

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

Of the \$90,258 Cash and Cash Equivalents, \$9,284 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

## 10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	899	818	163
Receivables from the Ministry of Education	7,153	-	-
Interest Receivable	169	22	192
Teacher Salaries Grant Receivable	94,072	77,004	95,053
	<u>102,293</u>	<u>77,844</u>	<u>95,408</u>
Receivables from Exchange Transactions	1,068	840	355
Receivables from Non-Exchange Transactions	101,225	77,004	95,053
	<u>102,293</u>	<u>77,844</u>	<u>95,408</u>

## 11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	16	173	27
Uniforms	2,427	2,001	2,849
	<u>2,443</u>	<u>2,174</u>	<u>2,876</u>

## 12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	44,500	-	83,610
Total Investments	<u>44,500</u>	<u>-</u>	<u>83,610</u>

### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	459,178	7,580	(3,276)	-	(22,361)	441,122
Building Improvements	26,112	7,627	-	-	(2,026)	31,713
Furniture and Equipment	206,681	43,794	(264)	-	(29,242)	220,969
Information and Communication Technology	39,370	17,391	-	-	(23,335)	33,426
Leased Assets	24,898	1,777	-	-	(11,715)	14,960
Library Resources	1,226	-	-	-	(328)	898
<b>Balance at 31 December 2019</b>	<b>757,465</b>	<b>78,169</b>	<b>(3,540)</b>	<b>-</b>	<b>(89,007)</b>	<b>743,088</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	728,927	(287,805)	441,122
Building Improvements	38,324	(6,611)	31,713
Furniture and Equipment	649,084	(428,115)	220,969
Information and Communication Technology	228,343	(194,917)	33,426
Textbooks	836	(836)	-
Leased Assets	40,021	(25,061)	14,960
Library Resources	59,970	(59,072)	898
<b>Balance at 31 December 2019</b>	<b>1,745,505</b>	<b>(1,002,417)</b>	<b>743,088</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	470,525	16,476	(5,847)	-	(21,976)	459,178
Building Improvements	27,924	-	-	-	(1,811)	26,112
Furniture and Equipment	168,526	64,446	-	-	(26,291)	206,681
Information and Communication Technology	52,780	16,807	-	-	(30,217)	39,370
Leased Assets	21,159	15,315	-	-	(11,576)	24,898
Library Resources	1,772	-	-	-	(546)	1,226
<b>Balance at 31 December 2018</b>	<b>742,686</b>	<b>113,044</b>	<b>(5,847)</b>	<b>-</b>	<b>(92,417)</b>	<b>757,465</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	727,089	(267,911)	459,178
Building Improvements	30,697	(4,585)	26,112
Furniture and Equipment	607,137	(400,456)	206,681
Information and Communication Technology	211,970	(172,600)	39,370
Textbooks	836	(836)	-
Leased Assets	41,979	(17,081)	24,898
Library Resources	59,970	(58,744)	1,226
<b>Balance at 31 December 2018</b>	<b>1,679,678</b>	<b>(922,213)</b>	<b>757,465</b>

#### 14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	26,715	32,831	11,887
Accruals	4,692	4,448	4,608
Capital Accruals for PPE items	9,798	-	1,663
Employee Entitlements - Salaries	94,072	77,004	95,053
Employee Entitlements - Leave Accrual	12,657	11,235	5,533
	<u>147,934</u>	<u>125,518</u>	<u>118,744</u>
Payables for Exchange Transactions	147,934	125,518	118,744
	<u>147,934</u>	<u>125,518</u>	<u>118,744</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Overseas Student Income in Advance	1,472	-	-
Other	-	348	-
	<u>1,472</u>	<u>348</u>	<u>-</u>

#### 16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	86,401	49,001	77,061
Increase to the Provision During the Year	8,265	9,103	9,340
Use of the Provision During the Year	(27,760)	-	-
Provision at the End of the Year	<u>66,906</u>	<u>58,104</u>	<u>86,401</u>
Cyclical Maintenance - Current	55,262	38,085	38,320
Cyclical Maintenance - Term	11,644	20,019	48,081
	<u>66,906</u>	<u>58,104</u>	<u>86,401</u>

#### 17. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	9,542	6,399	11,874
Later than One Year and no Later than Five Years	8,261	-	16,026
	<u>17,803</u>	<u>6,399</u>	<u>27,900</u>

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

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Heat Pumps Replacement 10YPP	<i>completed</i>	-	8,865	8,865	-	-
Septic Tank Upgrade	<i>in progress</i>	544	-	-	-	544
Security Alarm	<i>in progress</i>	-	-	230	-	(230)
New Unisex Toilet	<i>in progress</i>	8	-	5,325	-	(5,317)
Electrical Works 10YPP	<i>in progress</i>	-	27,707	26,786	-	921
AMS Modernisation Block 7	<i>in progress</i>	-	20,000	12,290	-	7,710
Site B,C 8:Security, Fire and Drainage	<i>in progress</i>	-	26,025	25,916	-	109
ILE Project	<i>in progress</i>	-	-	1,350	-	(1,350)
<b>Totals</b>		<b>552</b>	<b>82,597</b>	<b>80,762</b>	<b>-</b>	<b>2,387</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	9,284
Funds Due from the Ministry of Education	(6,897)
	<b>2,387</b>

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Block 1 Modernisation	<i>completed</i>	(12,442)	-	(12,442)	-	-
Septic Tank Upgrade	<i>in progress</i>	(1,446)	-	(1,990)	-	544
Security Alarm	<i>completed</i>	(1,648)	449	(1,199)	-	-
Rationalisation of Toilet Block	<i>completed</i>	(1,579)	4,304	2,725	-	-
New Unisex Toilet	<i>in progress</i>	66,915	-	66,907	-	8
<b>Totals</b>		<b>49,800</b>	<b>4,753</b>	<b>54,001</b>	<b>-</b>	<b>552</b>

## 19. 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.

## 20. Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,520	3,095
Full-time equivalent members	0.39	0.47
<i>Leadership Team</i>		
Remuneration	699,138	650,736
Full-time equivalent members	7.00	6.96
Total key management personnel remuneration	702,658	653,831
Total full-time equivalent personnel	7.39	7.43

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

### Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	20 - 21	17 - 18
Termination Benefits	-	-

### Other Employees

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

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

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

## 21. Compensation and Other Benefits Upon Leaving

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

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

## 22. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

(a) \$148,595 contract with the primary contractor for ILE modernisation to be completed in 2020, which will be fully funded by the Ministry of Education. \$20,000 has been received of which \$12,290 has been spent on the project to date.

(Capital commitments at 31 December 2018: Nil)

### (b) Operating Commitments

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

## 24. 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.

## 25. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	90,258	131,906	46,087
Receivables	102,293	77,844	95,408
Investments - Term Deposits	44,500	-	83,610
Total Financial assets measured at amortised cost	<u>237,051</u>	<u>209,750</u>	<u>225,105</u>

### Financial liabilities measured at amortised cost

Payables	147,934	125,518	118,744
Finance Leases	16,629	6,399	25,881
Total Financial Liabilities Measured at Amortised Cost	<u>164,563</u>	<u>131,917</u>	<u>144,625</u>

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## 26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

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

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

## 27. Comparatives

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

## 28. Adoption of PBE IFRS 9 Financial Instruments

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

Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 12 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

# Analysis of Variance Reporting



<b>School Name:</b>	Wainui School	<b>School Number:</b>	1552
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<b>Strategic Aim:</b>	Continuous academic improvement for all learners				
<b>Annual Aim:</b>	To increase the percentage of children achieving at or above their expected level of the curriculum in writing to increase to 80%				
<b>Target:</b>	To raise the achievement level of the 22% of students identified as not achieving at the expected levels for their age, by the end of 2019.				
<b>Baseline Data:</b>		2016	2017	2018	2019
	% Pass rate				
	Students at or above the level they should be	73%	76%	78%	80%
	<p>Our baseline data (end of year OTJs) showed that our 2018 annual objective of maintaining the 2017 achievement of 'at' or 'above' was achieved. 78% were at 'or above' their expected curriculum level for their age, an increase of 2%.</p> <p>Maori achievement shows 12% of those identified as below are Maori. No Pasifika identified as below. In years 2 to 4, 5% identified as well below and needing support. In years 5 to 8, 3% identified as well below and needing support. 64% of the total children who are below are boys.</p>				



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Key focus goals of Orewa Kahui Ako.</p> <p>Self-review of writing skills reviewed and Wainui school writing expectations</p> <p>Developed a school overview of explicit skills to be taught across the school</p> <p>Develop data collection methods and tools to ensure we know how to assess for the gaps and are clear where we move children to</p>	<p>Implemented the LPF and PaCT Moderation systems set up across the Kahui Ako to develop confidence and consistency in Assessment</p> <p>Teacher capability and BEST practice models</p> <p>Collected evidence of the explicit skills</p> <p>Mid /end of year entered onto PaCT Staff using LPF + Orewa Kahui matrix for assessment (updated T4)</p> <p>Week 8 each term -Across school moderation, results shared. Moderation used for PD in-school moderation.</p>	<p>Time and largeness of the task</p> <p>Is always going to be ongoing developing teacher capability</p> <p>Again, time and largeness of the task</p> <p>Ned time to understand these processes</p>	<p>Continue with integration of LPF's and PaCT allocate time and resources to develop.</p> <p>Continue with teacher capability by giving time to develop, observe and compare models of BES practice.</p> <p>Finish the school overview of explicit skills to be taught across the school</p> <p>Continue the teacher capability of using the tools – LPF , Pact and the Student management system EtaP.</p> <p>Resource the programmes that were effective with learners in these areas; steps web, Apple q etc. to ensure these children are engaged in writing.</p>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>Looking at data outcomes look at best practice for boys</li> <li>Use the developed frame works and explicit models of teaching to raise the achievement level for all children and within this the target children</li> <li>Resource and improve understanding and application of the LPF and PaCT tools to identify the gaps and analyse the gaps and accelerate progress.</li> <li>Resource specific support for the boys in years 4-6 in writing, consider using the AliM model, Steps webs resources with known success.</li> </ul>			

# Analysis of Variance Reporting



<b>School Name:</b>	Wainui School				<b>School Number:</b>	1552
<b>Strategic Aim:</b>	Continuous academic improvement for all learners					
<b>Annual Aim:</b>	To increase the percentage of children achieving at or above their expected level of the curriculum in Maths to increase to 85%					
<b>Target:</b>						
<b>Baseline Data:</b>	% Pass Rate	2016	2017	2018	2019	
	Students at or above the level they should be	81%	81%	78%	85%	
<p>Our data showed that our 2018 achievement level of 78% 'At' or 'Above' their expected curriculum level for their age was a decrease of 3% on our 2017 achievement levels.</p> <ul style="list-style-type: none"> <li>• No significant issue with Maori achievement - 12% of those identified as below are Maori</li> <li>• 2% of those identified as below are Pasifika</li> <li>• A difference between the achievement of boys and girls, the girls needing more support</li> <li>• Analysis of data shows a large cohort at Year 3/4/5 level requiring support (31%) as they are achieving below the expected level for their age</li> <li>• In Year 5-8, 2%, and in Year 0-4, 3% of learners identified as well below and needing support</li> </ul>						



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>- Conduct a self-review of maths current practice, based on best classroom practice (Effective Pedagogy in Maths booklet)</p> <p>- Develop an overview of explicit skills to be taught across the school in mathematics</p> <p>- Raise the achievement levels of the Year 4, 5, and 6 children identified in the end-of-year data from 2018 (children previously Year 3, 4, and 5)</p>	<p>Review of Curriculum Achievement Plan</p> <p>PD sessions each term; whole school focus at staff meetings taken by in school leader in maths.</p> <p>In School Leader in maths attended sessions of PD throughout the year such as at PM maths day, with leading experts Jo Bolar and Marie Hirst.</p> <p>Maths team developed school maths overview</p> <p>Priority given to timetabling core curriculum to ensure taken daily.</p> <p>CAP Curriculum and Achievement Plan for priority learners established, able to track names and numbers.</p> <p>Withdrawal programmes for Tier 3 children to accelerate learning in maths</p>	<p>Variance occurs as teacher miss's PD sessions due to sickness or other commitment</p> <p>Most teams and classes able to implement timetable sometimes interruptions to the programme will affect the programme and learning but a good commitment seen</p> <p>Assessment can vary or not be as timely as it should to show the growth</p>	<p>Our data showed that our 2019 achievement level of 79% 'At' or 'Above' their expected curriculum level for their age was an increase of 1% on our 2018 achievement levels.</p> <p>Māori achievement tracking better than the school picture - 11% of those identified as below are Māori</p> <p>No Pasifika identified as being below.</p> <p>No significant difference between the achievement of boys and girls</p> <p>Year 4, 5, and 8 cohorts are showing the greatest percentage of Below or Well Below - 2020 focus</p> <p>In Year 5-8, 8%, and in Year 2-4, 5% of learners identified as well below and needing support</p>
<b>Planning for next year:</b>			
<ul style="list-style-type: none"> <li>• A key goal still with Kahui Ako –Implement the Digital Curriculum, particularly Computational Thinking, to support all learners in mathematics through mathematical thinking</li> <li>• Continue to have maths as a learning improvement goal for 2020- Focus</li> <li>• Girls learning in Maths as area of Improvement to focus upon</li> </ul>			

# Analysis of Variance Reporting



<b>School Name:</b>	Wainui School	<b>School Number:</b>	1552										
<b>Strategic Aim:</b>	Continuous academic improvement for all learners												
<b>Annual Aim:</b>	To increase the percentage of children achieving at or above their expected level of the curriculum in reading to increase to 85%												
<b>Target:</b>	<ul style="list-style-type: none"> <li>• There is a significant difference between the achievement of boys and girls</li> <li>• Large cohort at Year 5 level requiring support - 30 %. Of this 30%, 78% are boys.</li> <li>• In Year 5-8, 2%, and in Year 2-4, 5% of learners identified as well below and needing support</li> </ul>												
<b>Baseline Data:</b>	<table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019 target</th> </tr> </thead> <tbody> <tr> <td>Students at or above expectation</td> <td>87%</td> <td>84%</td> <td>83%</td> <td>85%</td> </tr> </tbody> </table> <p>Our baseline data (end of year OTJs) showed that our 2018 annual objective of maintaining the 2017 achievement of 'at' or 'above' was achieved. 78% were at or 'above' their expected curriculum level for their age, an increase of 2%.</p> <p>Maori achievement shows 12% of those identified as below are Maori. No Pasifika identified as below. In years 2 to 4, 5% identified as well below and needing support. In years 5 to 8, 3% identified as well below and needing support. 64% of the total children who are below are boys.</p>				2016	2017	2018	2019 target	Students at or above expectation	87%	84%	83%	85%
	2016	2017	2018	2019 target									
Students at or above expectation	87%	84%	83%	85%									



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>This was a key goal of the Kahui Ako. This goal was integrated into the annual plan of Wainui School. We then Unpacked the LPF and PaCT prior to Implementing these</p> <p>Teacher capability and BES practice models were the focused upon.</p> <p>Introduced “Sharp Reading”. A new school-wide approach to the teaching of reading. This began with a teacher Only Day</p>	<p>-Learning Progressions Framework introduced to staff .Not used as yet will be a goal for 2020(LPFF)</p> <p>- Models of effective practice shared, collaborating with colleagues, school visits (coordinated by Orewa Kahui Ako)</p> <p>Sharp reading introduced across the school, all teachers using with their classes by the middle of 2019, by the end 3 teachers were assessed as being accredited teachers, confident and getting great results. All other teachers using this but not as strong in their teaching of the programme.</p>	<p>Needed more time to develop and implement LPF’s. and the PaCT tool. Only began using PaCT maths.</p> <p>Some models were seen and observed as effective particularly observed the junior ILE system at Riverhead school to implement in 2020.</p> <p>Not all teachers confident and as effective using the Sharp reading programme some need more. Evidence provided for this in observations by Hilton Ayrey the facilitator and developer of the programme.</p>	<p>Time planned to practice and learn how to use the tools.</p> <p>Names and numbers to raise the achievement of the target group not percentages as we have had a better model to observe acceleration.</p> <p>Continue the development of Sharp reading resource to have Hilton Ayrey re visit, train our in-school facilitators and upskill new teachers in the programme.</p>
<p><b>Planning for next year:</b></p>			
<ul style="list-style-type: none"> <li>• LPF’s implement clear framework of what and how to use.</li> <li>• Implement PaCT tool use and increase teacher capability.</li> <li>• Sharp reading continues with whole school development, resource and plan for this.</li> <li>• Two teachers to become the in-school facilitators, in Sharp Reading identify, support, train and resource these positions.</li> <li>• Resource the upskilling of two new teachers and one part time teacher in early February.</li> <li>• Build teacher capability with continued BES practice models being shared across the school and across the Kahui Ako</li> <li>• Change target groups and reporting from percentage to Numbers and Names for more accelerated progress to be reported against</li> </ul>			



**KIWISPORTS FUNDING REPORT  
FOR THE YEAR ENDED 31 DECEMBER 2019**

Kiwisports is a Government funding initiative to support students' participation in organised sports.

In 2019 the school received \$4,221.00 (excluding GST) in Kiwisport funds.

The school made a payment of \$3,384.00 to allow all students to partake in the Footsteps dance programme which lead to performances at the end of the school year.

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF WAINUI SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Wainui School (the School). The Auditor-General has appointed me, Matthew Coulter, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 12 June 2020. This is the date at which our opinion is expressed.

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

**Emphasis of Matter - COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 26 to the financial statements which outline the impact of the COVID-19 pandemic.

**Basis for our opinion**

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

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

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



## Responsibilities of the Board of Trustees for the financial statements

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

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

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

## Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

#### Independence

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

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



Matthew Coulter  
Partner  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand