

KAIPARA FLATS SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	1324
Principal:	Debbie Hamer
School Address:	20 School Road, RD4, Warkworth
School Postal Address:	20 School Road, RD4, Warkworth, 0984
School Phone:	09 422 5819
School Email:	jank@kaiparaflats.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained
Donna Wech	Chair Person	Elected
Deborah Hamer	Principal	ex Officio
Sarah Thompson	Parent Rep	Elected
Todd Wilkin	Parent Rep	Elected
Craig Powell	Parent Rep	Elected
David Payne	Parent Rep	Elected
Christina Donnell	Staff Rep	Elected

Accountant / Service Provider:	Education Services Ltd
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KAIPARA FLATS SCHOOL

Annual Report - For the year ended 31 December 2018

Index

Page	Statement
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	Financial Statements
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1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 19	Notes to the Financial Statements

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
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Kaipara Flats 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.

Todd Wilkin

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

Date:

13/5/19

Deborah Hamer

Full Name of Principal

[Signature]

Signature of Principal

Date:

13/5/19

Kaipara Flats 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	887,852	721,754	773,200
Locally Raised Funds	3	93,164	76,500	58,503
Interest Earned		5,823	5,000	5,822
		<hr/>	<hr/>	<hr/>
		986,839	803,254	837,525
Expenses				
Locally Raised Funds	3	15,767	8,700	20,297
Learning Resources	4	570,566	467,695	498,650
Administration	5	65,561	69,825	59,986
Finance Costs		858	858	870
Property	6	219,242	194,722	231,905
Depreciation	7	29,419	34,592	24,807
Loss on Disposal of Property, Plant and Equipment		-	-	3,850
		<hr/>	<hr/>	<hr/>
		901,413	776,392	840,365
Net Surplus / (Deficit)		85,426	26,862	(2,840)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		85,426	26,862	(2,840)

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



Kaipara Flats 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	475,229	465,318	478,069
Total comprehensive revenue and expense for the year	85,426	26,862	(2,840)
Capital Contributions from the Ministry of Education			
Equity at 31 December	560,655	492,180	475,229
 Retained Earnings	560,655	492,180	475,229
Equity at 31 December	560,655	492,180	475,229

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



Kaipara Flats School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	149,652	22,833	82,100
Accounts Receivable	9	42,944	25,958	42,039
Prepayments		1,929	753	1,096
Inventories	10	466	306	351
Investments	11	101,181	105,054	98,620
		<u>296,172</u>	<u>154,904</u>	<u>224,206</u>
Current Liabilities				
GST Payable		6,596	13,930	6,954
Accounts Payable	13	50,254	42,619	49,046
Provision for Cyclical Maintenance	14	27,737	4,920	27,469
Finance Lease Liability - Current Portion	15	4,500	2,885	4,786
Funds held for Capital Works Projects	16	-	-	5,601
		<u>89,087</u>	<u>64,354</u>	<u>93,856</u>
Working Capital Surplus/(Deficit)		<u>207,085</u>	<u>90,550</u>	<u>130,350</u>
Non-current Assets				
Property, Plant and Equipment	12	359,965	406,406	354,622
		<u>359,965</u>	<u>406,406</u>	<u>354,622</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	1,151	-	-
Finance Lease Liability	15	5,244	4,776	9,743
		<u>6,395</u>	<u>4,776</u>	<u>9,743</u>
Net Assets		<u>560,655</u>	<u>492,180</u>	<u>475,229</u>
Equity		<u>560,655</u>	<u>492,180</u>	<u>475,229</u>

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



Kaipara Flats School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		191,361	180,181	170,349
Locally Raised Funds		93,164	76,500	58,503
Goods and Services Tax (net)		(358)	-	(8,769)
Payments to Employees		(92,759)	(105,500)	(98,393)
Payments to Suppliers		(83,753)	(230,761)	(67,706)
Cyclical Maintenance Payments in the year		-	-	(26,700)
Interest Paid		(858)	(858)	(870)
Interest Received		6,631	5,000	5,514
Net cash from / (to) the Operating Activities		113,428	(75,438)	31,928
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(34,762)	(67,000)	(58,399)
Purchase of Investments		(50,923)	-	(25,441)
Proceeds from Sale of Investments		50,000	-	-
Net cash from / (to) the Investing Activities		(35,685)	(67,000)	(83,840)
Cash flows from Financing Activities				
Finance Lease Payments		(3,095)	(4,942)	(2,856)
Funds Held for Capital Works Projects		(7,096)	-	(33,345)
Net cash from Financing Activities		(10,191)	(4,942)	(36,201)
Net increase/(decrease) in cash and cash equivalents		67,552	(147,380)	(88,113)
Cash and cash equivalents at the beginning of the year	8	82,100	170,213	170,213
Cash and cash equivalents at the end of the year	8	149,652	22,833	82,100

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.



Kaipara Flats School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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



e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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

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

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 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 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	40 years
Building Improvements	10-40 years
Furniture and Equipment	5-40 years
Information and Communication	3-5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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



n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.



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

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	182,942	170,987	153,943
Teachers' salaries grants	515,861	388,690	422,916
Use of Land and Buildings grants	177,002	150,634	174,692
Other MoE Grants	9,862	8,943	19,510
Transport grants	2,185	2,500	2,139
	887,852	721,754	773,200

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	51,292	50,000	19,455
Bequests & Grants	10,616	3,000	2,818
Activities	11,386	3,000	12,542
Trading	4,766	4,000	4,408
Fundraising	3,638	1,500	2,450
Other Revenue	11,275	15,000	15,175
After School Care	191	-	1,655
	93,164	76,500	58,503
Expenses			
Activities	5,383	1,100	8,362
Trading	4,446	4,000	3,737
Fundraising costs	2,002	-	1,172
Other Expenses	3,133	3,600	2,189
After School Care	803	-	4,837
	15,767	8,700	20,297
<i>Surplus for the year Locally raised funds</i>	77,397	67,800	38,206

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	9,365	12,005	10,869
Library resources	738	200	608
Employee benefits - salaries	551,056	440,190	472,366
Staff development	9,199	13,300	11,653
Equipment & Repairs	208	2,000	3,154
	570,566	467,695	498,650



5. Administration

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fee	4,000	4,100	4,000
Board of Trustees Fees	2,305	3,000	1,845
Board of Trustees Expenses	3,911	5,650	2,542
Communication	1,468	1,800	1,861
Consumables	3,163	3,180	2,481
Operating Lease	-	-	1,280
Other	12,158	18,675	13,609
Employee Benefits - Salaries	31,555	27,600	25,602
Insurance	1,013	-	886
Service Providers, Contractors and Consultancy	5,988	5,820	5,880
	<u>65,561</u>	<u>69,825</u>	<u>59,986</u>

6. Property

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	2,882	2,650	2,968
Cyclical Maintenance Expense	1,419	4,438	18,530
Grounds	6,671	5,100	3,988
Heat, Light and Water	8,273	7,000	6,292
Repairs and Maintenance	(1,819)	5,000	6,917
Use of Land and Buildings	177,002	150,634	174,692
Security	1,427	1,000	993
Employee Benefits - Salaries	17,962	16,400	15,145
Contractors And Consultants	5,425	2,500	2,380
	<u>219,242</u>	<u>194,722</u>	<u>231,905</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.

7. Depreciation

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Buildings	3,800	5,299	3,800
Building Improvements	6,645	8,471	6,075
Furniture and Equipment	9,592	11,563	8,292
Information and Communication Technology	3,728	2,631	1,887
Leased Assets	4,865	3,566	2,557
Library Resources	789	3,062	2,196
	<u>29,419</u>	<u>34,592</u>	<u>24,807</u>

8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Current Account	125,675	-	(775)
Bank Call Account	90	22,833	9,622
Short-term Bank Deposits	23,887	-	73,253
Cash equivalents for Cash Flow Statement	<u>149,652</u>	<u>22,833</u>	<u>82,100</u>

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 from the Ministry of Education	10,718	-	13,747
Interest Receivable	289	789	1,097
Teacher Salaries Grant Receivable	31,937	25,169	27,195
	<u>42,944</u>	<u>25,958</u>	<u>42,039</u>
Receivables from Exchange Transactions	289	789	1,097
Receivables from Non-Exchange Transactions	42,655	25,169	40,942
	<u>42,944</u>	<u>25,958</u>	<u>42,039</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	354	266	87
Uniforms	112	40	264
	<u>466</u>	<u>306</u>	<u>351</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	101,181	105,054	98,620



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Buildings	103,804	-	-	-	(3,800)	100,004
Building Improvements	141,528	-	-	-	(6,645)	134,883
Furniture and Equipment	90,663	9,466	-	-	(9,592)	90,537
Information and Communication Technology	2,111	24,977	-	-	(3,728)	23,360
Leased Assets	13,195	-	-	-	(4,865)	8,330
Library Resources	3,321	319	-	-	(789)	2,851
Balance at 31 December 2018	354,622	34,762	-	-	(29,419)	359,965

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Buildings	152,000	(51,996)	100,004
Building Improvements	194,445	(59,562)	134,883
Furniture and Equipment	259,956	(169,419)	90,537
Information and Communication Technology	86,319	(62,959)	23,360
Leased Assets	20,128	(11,798)	8,330
Library Resources	46,643	(43,792)	2,851
Balance at 31 December 2018	759,491	(399,526)	359,965

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Buildings	107,604	-	-	-	(3,800)	103,804
Building Improvements	105,577	42,026	-	-	(6,075)	141,528
Furniture and Equipment	87,968	12,909	(1,922)	-	(8,292)	90,663
Information and Communication Technology	3,322	2,604	(1,928)	-	(1,887)	2,111
Leased Assets	4,336	5,358	-	-	(2,557)	7,137
Library Resources	10,715	860	-	-	(2,196)	9,379
Balance at 31 December 2017	319,522	63,757	(3,850)	-	(24,807)	354,622

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Buildings	152,000	(48,196)	103,804
Building Improvements	194,445	(52,917)	141,528
Furniture and Equipment	250,490	(159,827)	90,663
Information and Communication Technology	61,343	(59,232)	2,111
Leased Assets	10,541	(3,404)	7,137
Library Resources	55,910	(46,531)	9,379
Balance at 31 December 2017	724,729	(370,107)	354,622



13. Accounts Payable

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	1,812	2,738	6,156
Accruals	4,000	3,950	4,000
Banking staffing overuse	-	2,106	-
Employee Entitlements - salaries	31,937	25,169	27,195
Employee Entitlements - leave accrual	12,505	8,656	11,695
	<u>50,254</u>	<u>42,619</u>	<u>49,046</u>

Payables for Exchange Transactions	50,254	40,513	49,046
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	2,106	-
	<u>50,254</u>	<u>42,619</u>	<u>49,046</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	27,469	482	35,639
Increase to the Provision During the Year	1,419	4,438	18,530
Use of the Provision During the Year	-	-	(26,700)
Provision at the End of the Year	<u>28,888</u>	<u>4,920</u>	<u>27,469</u>

Cyclical Maintenance - Current	27,737	4,920	27,469
Cyclical Maintenance - Term	1,151	-	-
	<u>28,888</u>	<u>4,920</u>	<u>27,469</u>

15. 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	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	4,726	2,885	5,085
Later than One Year and no Later than Five Years	5,493	4,776	10,219
	<u>10,219</u>	<u>7,661</u>	<u>15,304</u>



16. 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:

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
Block 2 Classroom & Toilet Upgrade	<i>completed</i>	5,431	-	5,431	-	-
Drainage of lower area incl. playground	<i>completed</i>	170	(170)	-	-	-
Totals		5,601	(170)	5,431	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education -
Funds Due from the Ministry of Education -

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2017	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
Veranda's	<i>completed</i>	27,000	-	27,000	-	-
Block 2 Classroom & Toilet Upgrade	<i>in progress</i>	5,431	-	-	-	5,431
Hot Water Installation	<i>completed</i>	215	-	215	-	-
Drainage of lower area incl. playground	<i>in progress</i>	6,300	(1,130)	5,000	-	170
Totals		38,946	(1,130)	32,215	-	5,601

17. 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.



18. 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	2,305	1,845
Full-time equivalent members	0.09	0.09
<i>Leadership Team</i>		
Remuneration	107,799	100,466
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	110,104	102,311
Total full-time equivalent personnel	1.09	1.09

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	90 - 100
Benefits and Other Emoluments	3 - 4	2 - 3
Termination Benefits	-	-

Other Employees

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

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

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

19. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-



20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

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

(b) Operating Commitments

There are no operating commitments as at 31 December 2018 (Operating commitments at 31 December 2017: nil).

22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	149,652	22,833	82,100
Receivables	42,944	25,958	42,039
Investments - Term Deposits	101,181	105,054	98,620
Total Loans and Receivables	293,777	153,845	222,759

Financial liabilities measured at amortised cost

Payables	50,254	42,619	49,046
Borrowings - Loans	-	-	-
Finance Leases	9,744	7,661	14,529
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	59,998	50,280	63,575

24. Events After Balance Date

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

25. Comparatives

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





Kaipara Flats School



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www.kaiparaflats.school.nz

18th December, 2018

Kiwisport

Kiwisport is a government funded initiative to support students' participation in organised sport. In 2018 the school received \$1283 (excluding GST). The funding was spent on pool swimming equipment to help children learning to swim, outside sports coaching, numerous balls and equipment to encourage participation in a variety of activities.

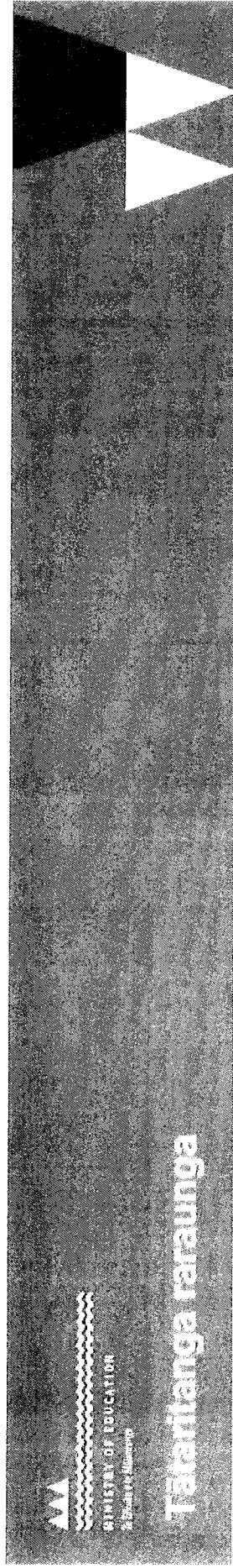
Yours sincerely

Debbie Hamer
Principal

Analysis of Variance Reporting



School Name:		Kaipara Flats Primary	School Number:	1324
Strategic Aim:	To improve student outcomes through the continued development of varied learning opportunities, including the development of teaching and assessment practice by providing a sustainable environment to accommodate 21st Century pedagogy.			
Annual Aim:	To develop cognitive skills of learners to promote learner efficacy. Develop teacher capacity to use pedagogy that extends learner efficacy with the aim of improving student achievement against learning progressions, ensuring that those children below the standard are well supported and those above are challenged and extended			
Target:	<p>Annual Learning Targets 2019</p> <p>Reading:</p> <ul style="list-style-type: none">• By the end of 2019 we have lifted Maori achievement across the school to 80%• By the end of 2019 we will have identified target children in Y2 and Y4, developed strategies to improve achievement in those year groups to 80%• By the end of 2019 all teachers will be familiar with the moderation process and able to use the Learning Progressions in that process <p>Writing and Mathematics:</p> <ul style="list-style-type: none">• By the end of 2019 we have lifted Maori achievement across the school to 80%• By the end of 2019 we will have identified target children in Y4 and developed strategies to improve achievement to 80%• By the end of 2019 all teachers will be familiar with the moderation process and able to use the Learning Progressions in that process			
Baseline Data:	<p>Writing: 2018 86.5% of our children were at or above the expectation, 13.5% below, 15% above. Boys - 82% at or above, 17.5% below, 7.4% above. Girls 90% at or above, 10% below, 16.9% above. Maori 56% at or above, 44% below, 0% above.</p> <p>Reading: In 2018 85% of our children were at or above the expectation, 15% below, 27% above. Boys - 82% at or above, 18% below, 19% above. Girls - 87% at or above, 13% below, 37.4% above. Maori 69% at or above, 27% below, 4% above.</p> <p>Mathematics: In 2018 89.5% of our children were at or above the expectation, 10.5% below, 19.2% above. Boys - 92.7% at or above, 10.5% below, 19.2% above. Girls - 86.5% at or above, 14% below, 18.9% above. Maori 63% at or above, 33% below, 4.7% above.</p>			



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Student Learning: We have put in place a school wide process of levelling and moderating writing. With this system in place, our data has become more robust data across and within classes. We have developed our own school writing exemplars for teachers to use as a reference. Discussions have started regarding developing the same practice in reading. We reviewed teaching and learning practice in relation to the CAFE menu which has started the process of teachers visualising the learning pathway for literacy in our school. Teachers have attended PD in relation to developing independent writers.</p> <p>Our main reading intervention has continued to be Reading Recovery training. All staff attended a 4 week refresher course led by RR specialists around reading..</p> <p>SENCO and GATE - I have put in place a referral procedure for both of these areas. We have had success in our RTLB applications, with several children now receiving extra support. I am using the on-line referral service and have built a close working relationship with our have a RTLB Liaison person. She has made herself available to work with teachers who may just need advice rather than following a full referral.</p>	<p>Writing:</p> <p>Staff are more confident in levelling writing against expectations, with our new system providing more reliable data.</p> <p>Writing:</p> <p>In 2017 92% of our children were at or above the expectation, 8% below, 11.5% above. Boys - 88.5% at above, 13.5% below, 3.8% above. Girls - 100% at or above, 0% below, 22.9% above. Maori 87.5% at or above, 12.5% below, 0% above.</p> <p>In 2018 86.5% of our children were at or above the expectation, 13.5% below, 15% above. Boys - 82% at above, 17.5% below, 7.4% above. Girls - 90% at or above, 10% below, 16.9% above. Maori 56% at or above, 44% below, 0% above.</p> <p>Reading:</p> <p>In 2017 89.6% of our children were at or above the expectation, 10.3% below, 40.2% above. Boys - 86.5% at above, 13.5% below, 28.8% above. Girls - 94.2% at or above, 5.7% below, 57.1% above. Maori 87.5% at or above, 12.5% below, 25% above.</p> <p>In 2018 85% of our children were at or above the expectation, 15% below, 27% above. Boys - 82% at above, 18% below, 19% above. Girls - 87% at or above, 13% below, 37.4% above. Maori 73% at or above, 27% below, 0% above.</p>	<p>Writing</p> <p>Reasons for the variance</p> <p>The drop in our 2018 results in writing was expected because it highlights the professional learning we have done as a staff to improve our understanding of the writing progressions and how to level a piece of writing against these. Prior to 2018, staff made judgments in isolation- we have introduced more rigorous moderation which has resulted in professional discussions about levelling and learning progressions between staff. This work will continue into 2019 when we hope to introduce e-AsTTle and the Pact tool to strengthen our OTJ making process. We may continue to see a slight drop in our results as staff moderation capability increases.</p> <p>Whilst staff targeted their Maori students in teacher inquiries, there were limited interventions put in place to do things differently.</p> <p>We will continue to strengthen staff understanding of teacher inquiry and have applied for PLD funding to employ a facilitator to strengthen our assessment for learning and culturally responsive practices.</p> <p>A closer inspection of the data shows that whilst our boys are not performing at the high levels of our girls, there is an</p>	<ul style="list-style-type: none"> • Develop robust systems of moderation, data collation and analysis • Early identification of target students • Communication and consultation with Maori families • Teachers sharing good practice across the school and within the Kahui Ako • Embed effective strategies and analyse data re student achievement in relation to these strategies • Track effectiveness of current interventions • Literacy review • Mathematics review • Whole staff PLD Learning Progressions/ Assess to Learn

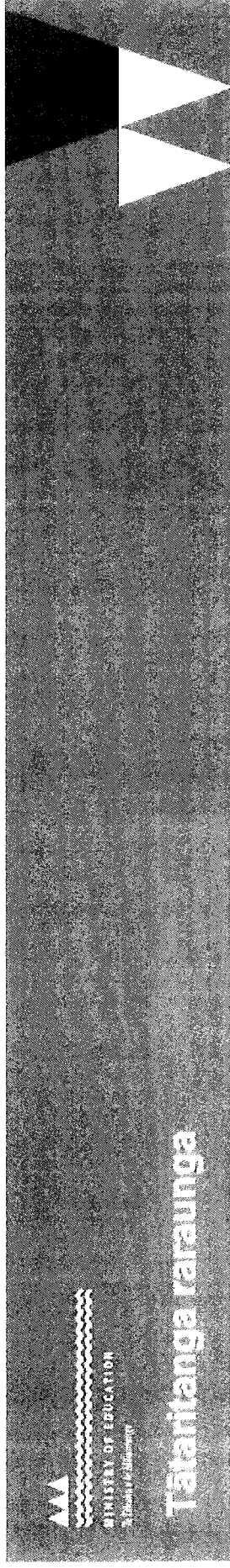


MINISTRY OF EDUCATION
Te Kaitiaki Take Kōwhiri

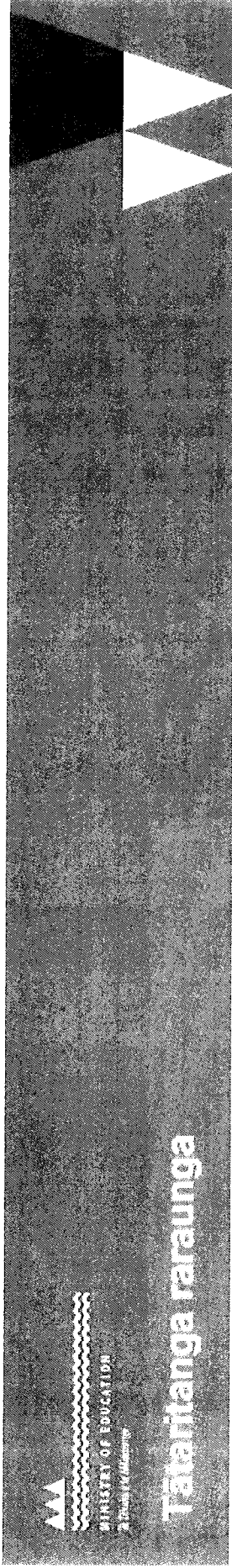
Tātaritanga raraunga

<p>Quality Teaching: Our staff have attended PD throughout 2018. I have established a system of PD application to ensure all staff development links with the Strategic Plan, personal inquiries or curriculum responsibilities. Those attending PD have reported back to other teachers or run PD in relation to new learning. We have conducted collegial observations around classroom practice and share pedagogy throughout the year in relation to student achievement. Using the spirals of inquiry to challenge practice and deepen reflection around student achievement is beginning to become more embedded. Digital 21st Century</p>	<p>Mathematics: In 2017 93.1% of our children were at or above the expectation, 6.9% below, 19.5% above. Boys - 90.1% at or above, 9.6% below, 23.1% above. Girls - 97.2% at or above, 2.9% below, 14.3% above. Maori 87.5% at or above, 12.5% below, 25% above. In 2018 89.5% of our children were at or above the expectation, 10.3% below, 19.2% above. Boys - 92.7% at or above, 7.3% below, 21.5% above. Girls - 86.7% at or above, 14% below, 18.9% above. Maori 67.6% at or above, 31.3% below, 4.7% above.</p> <p>PD attended by teacher has become more purposeful and in line with the strategic plan. I have seen a growth in confidence in relation to leading PD and being involved in collaborative planning.</p> <p>Teachers have become more open in sharing practice, successful strategies etc. They have gained confidence in being observed and in observing each other</p>	<p>improvement in the number of boys working above expectation. There have been many strategies put in place around engagement and motivation for writing, drawing on the work of Gail Loane. AS we move forward we are hoping the PLD will assist us to more closely scrutinise which strategies have the greatest impact on student achievement and to capitalise on these.</p> <p>Reading and Mathematics In reading and mathematics (as with writing) the percentages are quite deceptive as the drop in % can reflect a change in the data of only 2-5 children in most cases. This downward trend is not in line with our data over the last 4 years. Closer examination shows that in 2018 we have unprecedented roll growth enrolling 48 children during the year. We have identified that on enrolment, many of these children had not met the expected curriculum standard. A number also came with RTLB referrals for learning and behaviour issues. Whilst we acknowledge that our teachers have worked hard in overcrowded classrooms with large teacher: student ratios, the nature of our student body is changing and we will need to increase teacher capability to manage a more differentiated classroom, whilst also looking at what other structural support (new classrooms, increased teacher aide hours) we can put in place moving forward, to reduce and minimise teacher stress.</p>	<ul style="list-style-type: none"> • Ensure time is set aside to facilitate collegial observations/ team teaching • Ensure inquiry-time from Kahui Ako is used by teachers to develop their inquiries • Staff meetings are used efficiently with a focus on teaching and learning • Whole staff are practicing Culturally Responsive pedagogy
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<p>Pedagogy - staff and I attended PD run by Mark Treadwell - from Themes to Concepts. This PD revolved around the 21st Century skills and teaching through concepts rather than teaching knowledge. This aligned with PD attended by staff in relation to Maori achievement and will become part of the basis of our Local Curriculum moving into 2019. As a staff we have looked at the new Standards for the Teaching Profession descriptors and how they may look in relation to our strategic goals.</p>	<p>Developing skills, learning to learn rather than knowledge building is beginning to become evident in teaching and learning.</p> <p>All teachers completed their Digital Passport with Mindlab</p> <p>The PD which focussed on our Maori learners has generated professional conversations around Maori values and how we can embed these values into our teaching and learning, aligning them with our school values. This is an area all staff would like to explore.</p>	<p>PD around Digital Technologies has been difficult to access. Initially we had issues because the children did not have access to hardware. Now we have the hardware in place and have built the children's skills we can begin to explore the technologies with more effect. Junior classrooms have been without digital technologies this year as the hardware had not been updated in previous years meaning the hardware in school was incapable of being compatible with new apps etc.</p> <p>Limited collegial observations took place this year, due to time constraints and staff reluctance and insecurities. Having affirming observations in 2018 has meant that there is a more positive attitude to</p>	<ul style="list-style-type: none"> • Be more explicit with the community re the big issues by holding meetings or sending newsletters out with a specific focus. • PD for teachers on how to use the website/ apps • Ensure our Graduate Profile, Vision, Values and Strategic Goals are in plain sight around the school
<p>School Community:</p> <p>We have implemented of e-tap and have been able to communicate more effectively and widely with our community. We have the facility to bulk email parents and to communicate via our school app and Parent Portal. We always have paper copies available for any communication to those families that need them.</p> <p>We have conducted community consultations through e-tap using Google surveys. Our community has been able to complete policy reviews via the links in our e-newsletter.</p> <p>As a staff and with a community consultation survey, we have reviewed the written reports. We have opted to report against expected curriculum levels rather than national standards. I am part of a</p>	<p>Etap has been a more effective tool in communicating with our parents. I have concerns that some of our parents do not believe our communications are as good as they can be so this continues to be an area to work on. I did remove the school FaceBook page because of concerns re photographs of children in social media. This may need to be reviewed as it appears to be the preferred communication portal for some of our parents</p>		



<p>steering group in the Kahui Ako, working with Mary Chamberlin, looking into post National Standards. I will be developing ideas from these meetings with staff as part of our local curriculum development going into 2019.</p> <p>The web-site is updated regularly and has become the main way to communicate whole school initiatives, information etc.. We have involved our community in Garden to Table initiative to gather ideas and skills in order to develop this in school. I regularly speak with parents about issues the school is facing and for them to share concerns. We have an open door policy</p>	<p>Garden to Table has proved a huge success with our community and will be a growing initiative as we move forward. One of our school supporters donated a garden to our school so that we are able to grow the initiative</p>	<p>collegial observations moving into 2019.</p>	<ul style="list-style-type: none"> • Use of Hub (converted school house) for a base for Garden to Table • Encourage community support in the garden and when cooking • Garden to Table programme to run throughout school year with all classes involved
<p>School Property: We have worked closely with the MOE in relation to school property and roll growth. At the end of 2018, we had 130 children and deficit teaching space. this was extremely challenging for teachers, children and our community. We purchased 2 class sets of Chromebooks which will enable us to develop our digital technologies curriculum in the senior rooms.</p>	<p>It has been a very frustrating year with regards our school property. We have had massive role growth and continued delays with our new classroom. We started 2019 with 6 classes and 4 classrooms. At the beginning of 2019, we met with MoE who are now fast-tracking the classroom and are refurbishing another room so that we can use it as a teaching space. We have employed another teacher as a consequence of roll growth.</p>	<p>Moving to communication with parents via the internet (emails, webpage e-newsletters etc) has been partly successful. In hindsight, a school community meeting explaining how the school communications were changing would have been beneficial. Communicating around big issues such as the new classroom via the newsletter has not always been successful. A monthly newsletter dedicated to the 'big' issues would have been more effective</p>	<ul style="list-style-type: none"> • Refurbished classroom and relocated classroom to be in operation by the end of term 1 2019 • Library restored as a library and school assembly space • Shade cloth to be positioned around school
<p>Kahui Ako: Within School Leader (WSL) worked with</p>			<ul style="list-style-type: none"> • New WSL in role. Expectations of that role agreed upon. This



<p>the Lead kahui Ako team and the other WSLs to develop her understanding around the Spiral of Inquiry and what it could look like in our setting. She met regularly with teachers, coaching them in this area. Our WSL introduced GROWTH as a way of developing teacher reflection. All teachers have been attending the Kahui Ako combined meetings once per term. Some of these meetings were effective, some not.</p> <p>Health and Safety: I have introduced a system of Pukeko Points based on our school values. The children are enjoying the competition. I hope to build on this. House assemblies are now focussing on our school values, which staff model in their daily interactions with children, parents and each other. I have developed a visible process of behaviour management and have published this in each classroom. All staff completed restraint training in 2018. Some of our staff have worked closely with Tekura, Marinoto, Autism NZ around learning behaviour</p>	<p>For most of the year, we did not have an Across School Leader, which meant that teachers did not have a direct connection to the Kahui Ako lead team. This led the teachers to feel a disconnect. However our WSL worked hard to bring initiatives to our school. As a consequence, our involvement with the Kahui Ako has grown and connections with other schools have begun.</p> <p>There has been some buy in to the Pukeko Points, especially the younger children. However a lack of space for whole school assemblies has meant that our school values have not been reinforced across the school. Points for behaviour reflecting school values has therefore not been as effective as I had hoped.</p> <p>Rapid role growth has meant that some inconsistencies in relation to behaviour expectations have developed. Working with outside providers in relation to behaviour has been intermittent. However, generally behaviour management is good across the school.</p>	<p>Our new classroom did not come onsite in 2018. There have been many issues at an MoE level and communicating these with the community has been very difficult. Asbestos was found in the cladding of one of the buildings. This has now been removed but this stalled the redevelopment of a learning area. We began 2019 with 6 classes and 4 teaching spaces.</p> <p>There was a lack of clarity around the role of WSL as the role actually developed over the year. Having no member of the</p>	<p>includes scheduled observations and meeting times with staff, reporting back to staff following each WSL hui and a WSL report to the BoT at each BoT meeting. WSL to become part of the strategic planning team with the Deputy Principal and myself</p> <ul style="list-style-type: none"> • PB4L - whole staff PD 2019, implementation 2020 • Time allocated to explicitly teach our school values. • Method of delivery of our school values promoted as the 3Rs - Respect Myself, Respect Others, Respect the Environment • Leadership training for Y6 children in relation to their role as Peacemakers, House Leaders and role models
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		<p>lead team on board with the school was frustrating. On my part, reporting to the BoT and community about the role of the Kahui Ako and our role within it was not regular enough or consistent. As a result a disconnect developed.</p> <p>Staff have used a variety of behaviour strategies and way of 'living' our school values. The arrival of lots of new staff, children and families has led to inconsistencies due to a lack of induction process for children, parents and staff.</p>	
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Planning for next year:

Ensure funding is available for PLD related to strategic goals and PD is targeted.

Use of Learning Progressions in assessment will be developed so that data is robust and to enable teachers to provide formative feedback and personalised learning pathways

Learning interventions put in place for children not at expected levels and interventions put in place where necessary. On-going review of interventions in relation to achievement

Individual teacher inquiries to be based around an area of interest with a link to our graduate profile and our target children eg. Play based learning as a base for inquiry but how does this impact on learner efficacy, generate curiosity (graduate profile) and learner achievement and progress?

Review of Literacy and Mathematics, moving towards

Use of WSL in modelling and co-teaching alongside external facilitator/ lead teacher to continue targeted, contextualised learning

Staff Meetings to support PLD around dynamic assessment for personalised learning pathways

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF
KAIPARA FLATS SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

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The Auditor-General is the auditor of Kaipara Flats School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, 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 19 at comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 14 May 2019 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, the Kiwi Sport Statement, the List of Trustees and Statement of Responsibility which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

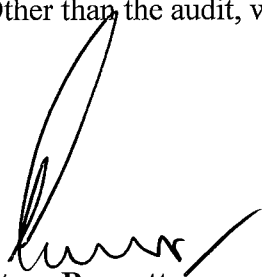
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Steve Bennett
BENNETT & ASSOCIATES
On behalf of the Auditor-General
Whangarei, New Zealand

