

# RAURIMU AVENUE SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 1092

**Principal:** Riripeti Totoro

**School Address:** 36 Raurimu Avenue, Onerahi

**School Postal Address:** 36 Raurimu Avenue, ONERAHI, 0110

**School Phone:** 09 436 0820

**School Email:** office@aurimu.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>
Brian Powell	Chairperson	Elected	Tanker Driver	Jun 2022
Riripeti Totoro	Principal	ex Officio		
Linda Johnstone	Parent Rep	Co-opted	Carer	Jun 2022
Mike Sullivan	Parent Rep	Appointed	Engineer	Jun 2022
Moana Gotty	Parent Rep	Elected	Teacher aide	Jun 2022
Ligi Johnstone	Parent Rep	Elected	Social worker	May 2019
Joanne Turner-Broughton	Parent Rep	Elected	Carer	Jun 2022
Moutini Bryers	Staff Rep	Elected	Teacher	Jun 2022

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

# RAURIMU AVENUE SCHOOL

Annual Report - For the year ended 31 December 2019

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# Raurimu Avenue 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.

Brian Powell

Full Name of Board Chairperson

Riripeti Totaro

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

26.5.20

Date:

25/5/20

Date:

**Raurimu Avenue 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	1,042,723	1,043,159	1,064,166
Locally Raised Funds	3	23,843	7,700	17,540
Interest income		4,044	5,000	5,201
Gain on Sale of Property, Plant and Equipment		-	-	174
		<u>1,070,610</u>	<u>1,055,859</u>	<u>1,087,081</u>
<b>Expenses</b>				
Locally Raised Funds	3	7,421	4,000	7,849
Learning Resources	4	710,538	733,044	694,770
Administration	5	80,166	78,270	80,491
Finance		1,866	1,000	859
Property	6	289,215	279,827	286,124
Depreciation	7	36,274	30,599	31,211
Loss on Disposal of Property, Plant and Equipment		2,807	-	-
		<u>1,128,287</u>	<u>1,126,740</u>	<u>1,101,304</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>(57,677)</b>	<b>(70,881)</b>	<b>(14,223)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b><u>(57,677)</u></b>	<b><u>(70,881)</u></b>	<b><u>(14,223)</u></b>

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



**Raurimu Avenue 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>330,646</u>	<u>247,993</u>	<u>341,787</u>
Total comprehensive revenue and expense for the year		(57,677)	(70,881)	(14,223)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	3,082
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	24	<u>272,969</u>	<u>177,112</u>	<u>330,646</u>
Retained Earnings		272,969	177,112	330,646
<b>Equity at 31 December</b>		<u>272,969</u>	<u>177,112</u>	<u>330,646</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.



# Raurimu Avenue 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	8	130,934	(105,101)	72,999
Accounts Receivable	9	60,055	92,906	42,776
GST Receivable		-	-	3,126
Prepayments		5,985	3,889	2,842
Inventories	10	-	690	333
Investments	11	104,109	-	102,291
Funds owed for Capital Works Projects	18	-	-	20,184
		<u>301,083</u>	<u>(7,616)</u>	<u>244,551</u>
<b>Current Liabilities</b>				
GST Payable		15,264	7,425	-
Accounts Payable	13	74,821	45,878	84,418
Revenue Received in Advance	14	180	-	-
Provision for Cyclical Maintenance	15	63,709	6,950	63,182
Finance Lease Liability - Current Portion	16	7,112	3,735	3,490
Funds held in Trust	17	28,161	20,470	27,561
Funds held for Capital Works Projects	18	80,251	-	-
		<u>269,498</u>	<u>84,458</u>	<u>178,651</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>31,585</b>	<b>(92,074)</b>	<b>65,900</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	263,431	271,586	269,249
		<u>263,431</u>	<u>271,586</u>	<u>269,249</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	16	22,047	2,400	4,503
		<u>22,047</u>	<u>2,400</u>	<u>4,503</u>
<b>Net Assets</b>		<u><u>272,969</u></u>	<u><u>177,112</u></u>	<u><u>330,646</u></u>
<b>Equity</b>		<u><u>272,969</u></u>	<u><u>177,112</u></u>	<u><u>330,646</u></u>

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



# Raurimu Avenue 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	258,116	214,862	324,138
Locally Raised Funds	24,023	22,870	17,059
Goods and Services Tax (net)	18,390	-	(10,551)
Payments to Employees	(222,622)	(139,580)	(221,023)
Payments to Suppliers	(111,482)	(118,855)	(85,718)
Cyclical Maintenance Payments in the year	-	(69,500)	-
Interest Paid	(1,866)	(1,000)	(859)
Interest Received	4,191	5,000	4,427
Net cash from Operating Activities	<u>(31,250)</u>	<u>(86,203)</u>	27,473
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	-	-	174
Purchase of PPE (and Intangibles)	(9,601)	(24,000)	(19,348)
Purchase of Investments	(1,818)	-	(53,000)
Proceeds from Sale of Investments	-	-	104,546
Net cash from Investing Activities	<u>(11,419)</u>	<u>(24,000)</u>	32,372
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	-	-	3,082
Finance Lease Payments	(5,051)	(3,908)	(2,496)
Funds Administered on Behalf of Third Parties	2,571	-	7,412
Funds Held for Capital Works Projects	103,084	-	(3,854)
Net cash from Financing Activities	<u>100,604</u>	<u>(3,908)</u>	4,144
<b>Net increase/(decrease) in cash and cash equivalents</b>	<u>57,935</u>	<u>(114,111)</u>	<u>63,989</u>
Cash and cash equivalents at the beginning of the year	8 72,999	9,010	9,010
<b>Cash and cash equivalents at the end of the year</b>	8 <u>130,934</u>	<u>(105,101)</u>	<u>72,999</u>

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.



# Raurimu Avenue School

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Raurimu Avenue 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 12.

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

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

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

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

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

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

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

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

#### ***Other Grants***

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

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

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

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

### **g) Cash and Cash Equivalents**

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

### **h) Accounts Receivable**

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

### **Prior Year Policy**

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

### **i) Inventories**

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



## j) Investments

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

### **Prior Year Policy**

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

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

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

## k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$750 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Finance Leases**

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

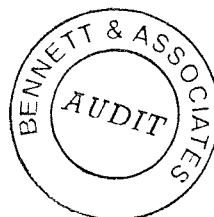
### **Depreciation**

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

The estimated useful lives of the assets are:

Buildings	20-40 years
Furniture and Equipment	5-15 years
Information and Communication	4-5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.



## **l) Intangible Assets**

### *Software costs*

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

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

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

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

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

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

### *Non cash generating assets*

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

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

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

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

## **n) Accounts Payable**

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



#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

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

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

##### *Long-term employee entitlements*

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

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

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

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

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

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

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

#### **r) Shared Funds**

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

#### **s) Provision for Cyclical Maintenance**

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

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

#### **t) Financial Assets and Liabilities**

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

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

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



**u) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

**v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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



## 2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	198,574	214,863	196,688
Teachers' Salaries Grants	560,091	628,849	524,401
Use of Land and Buildings Grants	209,564	197,947	208,289
Resource Teachers Learning and Behaviour Grants	-	-	11,279
Other MoE Grants	74,494	1,500	89,191
Other Government Grants	-	-	34,318
	<u>1,042,723</u>	<u>1,043,159</u>	<u>1,064,166</u>

## 3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	450	-	160
Bequests & Grants	5,588	-	1,338
Activities	16,260	3,700	15,113
Trading	1,041	4,000	748
Fundraising	504	-	181
	<u>23,843</u>	<u>7,700</u>	<u>17,540</u>
<b>Expenses</b>			
Activities	6,364	-	6,787
Trading	887	4,000	838
Fundraising (Costs of Raising Funds)	170	-	224
	<u>7,421</u>	<u>4,000</u>	<u>7,849</u>
<i>Surplus for the year Locally raised funds</i>	<u>16,422</u>	<u>3,700</u>	<u>9,691</u>

## 4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	10,014	20,400	15,775
Library Resources	686	675	425
Employee Benefits - Salaries	688,262	698,969	666,847
Staff Development	1,447	5,500	9,093
Minor Equipment	10,129	7,500	2,630
	<u>710,538</u>	<u>733,044</u>	<u>694,770</u>



## 5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,390	4,000	3,900
Board of Trustees Fees	2,415	3,000	2,870
Board of Trustees Expenses	4,466	3,500	2,129
Communication	2,359	2,860	2,297
Consumables	5,657	6,500	6,631
Operating Lease	609	400	396
Other	6,693	10,650	5,861
Employee Benefits - Salaries	42,899	38,000	46,028
Insurance	3,318	3,000	3,269
Service Providers, Contractors and Consultancy	7,360	6,360	7,110
	<u>80,166</u>	<u>78,270</u>	<u>80,491</u>

## 6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,612	3,300	4,448
Cyclical Maintenance Expense	527	6,950	632
Grounds	5,406	8,200	5,720
Heat, Light and Water	15,811	14,000	13,555
Rates	1,616	11,800	6,677
Repairs and Maintenance	7,327	5,170	9,793
Use of Land and Buildings	209,564	197,947	208,289
Security	843	1,000	1,898
Employee Benefits - Salaries	41,864	31,460	35,112
Consultancy And Contract Services	2,645	-	-
	<u>289,215</u>	<u>279,827</u>	<u>286,124</u>

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

## 7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	6,572	6,444	6,573
Building Improvements	2,257	2,188	2,232
Furniture and Equipment	6,365	6,354	6,480
Information and Communication Technology	13,732	11,932	12,171
Motor Vehicles	589	433	442
Leased Assets	5,599	1,969	2,008
Library Resources	1,160	1,279	1,305
	<u>36,274</u>	<u>30,599</u>	<u>31,211</u>





## 8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	100	-	100
Bank Current Account	14,709	(105,101)	60,355
Bank Call Account	116,125	-	12,544
Cash equivalents for Cash Flow Statement	<u>130,934</u>	<u>(105,101)</u>	<u>72,999</u>

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

Of the \$130,934 Cash and Cash Equivalents, \$99,438 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.

## 9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	1,851	3,140	2,434
Banking Staffing Underuse	12,616	61,657	-
Interest Receivable	1,397	770	1,544
Teacher Salaries Grant Receivable	44,191	27,339	38,798
	<u>60,055</u>	<u>92,906</u>	<u>42,776</u>
Receivables from Exchange Transactions	3,248	3,910	3,978
Receivables from Non-Exchange Transactions	56,807	88,996	38,798
	<u>60,055</u>	<u>92,906</u>	<u>42,776</u>

## 10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	-	521	333
Canteen	-	169	-
	<u>-</u>	<u>690</u>	<u>333</u>

## 11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	104,109	-	102,291
Total Investments	<u>104,109</u>	<u>-</u>	<u>102,291</u>



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	146,994	-	-	-	(6,572)	140,422
Building Improvements	37,393	-	-	-	(2,257)	35,136
Furniture and Equipment	40,061	4,844	-	-	(6,365)	38,540
Information and Communication Tech	27,321	4,650	-	-	(13,732)	18,239
Motor Vehicles	2,502	-	-	-	(589)	1,913
Leased Assets	6,051	23,769	(2,807)	-	(5,599)	21,414
Library Resources	8,927	-	-	-	(1,160)	7,767
<b>Balance at 31 December 2019</b>	<b>269,249</b>	<b>33,263</b>	<b>(2,807)</b>	<b>-</b>	<b>(36,274)</b>	<b>263,431</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	264,955	(124,533)	140,422
Building Improvements	42,156	(7,020)	35,136
Furniture and Equipment	162,655	(124,115)	38,540
Information and Communication	178,625	(160,386)	18,239
Motor Vehicles	2,944	(1,031)	1,913
Leased Assets	25,588	(4,174)	21,414
Library Resources	69,462	(61,695)	7,767
<b>Balance at 31 December 2019</b>	<b>746,385</b>	<b>(482,954)</b>	<b>263,431</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	153,567	-	-	-	(6,573)	146,994
Building Improvements	39,204	421	-	-	(2,232)	37,393
Furniture and Equipment	44,541	2,000	-	-	(6,480)	40,061
Information and Communication Tech	25,573	13,919	-	-	(12,171)	27,321
Motor Vehicles	-	2,944	-	-	(442)	2,502
Leased Assets	6,240	1,819	-	-	(2,008)	6,051
Library Resources	10,060	172	-	-	(1,305)	8,927
<b>Balance at 31 December 2018</b>	<b>279,185</b>	<b>21,275</b>	<b>-</b>	<b>-</b>	<b>(31,211)</b>	<b>269,249</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	264,955	(117,961)	146,994
Building Improvements	42,156	(4,763)	37,393
Furniture and Equipment	157,811	(117,750)	40,061
Information and Communication	174,667	(147,346)	27,321
Motor Vehicles	2,944	(442)	2,502
Leased Assets	10,400	(4,349)	6,051
Library Resources	69,462	(60,535)	8,927
<b>Balance at 31 December 2018</b>	<b>722,395</b>	<b>(453,146)</b>	<b>269,249</b>



### 13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	21,056	5,167	28,059
Accruals	4,000	3,720	3,900
Capital Accruals for PPE items	-	-	107
Banking Staffing Overuse	-	6,496	10,395
Employee Entitlements - Salaries	44,191	27,339	38,798
Employee Entitlements - Leave Accrual	5,574	3,156	3,159
	<u>74,821</u>	<u>45,878</u>	<u>84,418</u>
Payables for Exchange Transactions	74,821	45,878	84,418
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>74,821</u>	<u>45,878</u>	<u>84,418</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue Received In Advance	180	-	-
	<u>180</u>	<u>-</u>	<u>-</u>

### 15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	63,182	-	62,550
Increase to the Provision During the Year	527	6,950	632
Provision at the End of the Year	<u>63,709</u>	<u>6,950</u>	<u>63,182</u>
Cyclical Maintenance - Current	63,709	6,950	63,182
Cyclical Maintenance - Term	-	-	-
	<u>63,709</u>	<u>6,950</u>	<u>63,182</u>

### 16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	8,995	3,735	3,908
Later than One Year and no Later than Five Years	25,047	2,400	4,779
	<u>34,042</u>	<u>6,135</u>	<u>8,687</u>



## 17. Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	28,161	20,470	27,561
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>28,161</u>	<u>20,470</u>	<u>27,561</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

## 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 \$
Swimming Pool Resurfacing	<i>in progress</i>	(20,184)	-	(997)	-	(19,187)
Fire Alarm Upgrade	<i>in progress</i>	-	130,282	30,844	-	99,438
Totals		<u>(20,184)</u>	<u>130,282</u>	<u>29,847</u>	<u>-</u>	<u>80,251</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	99,438
Funds Due from the Ministry of Education	(19,187)
	<u>80,251</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Swimming Pool Resurfacing	<i>in progress</i>	51,365	-	71,549	-	(20,184)
Totals		<u>51,365</u>	<u>-</u>	<u>71,549</u>	<u>-</u>	<u>(20,184)</u>

## 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	2,415	2,870
Full-time equivalent members	0.06	0.08
<i>Leadership Team</i>		
Remuneration	185,714	194,584
Full-time equivalent members	1.96	2.00
Total key management personnel remuneration	188,129	197,454
Total full-time equivalent personnel	2.02	2.08

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	110 - 120	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	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

The School has entered into the following capital commitments as at 31 December 2019:

(a) contract for the Fire Alarm Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$30844 has been spent on the project to balance date.

(Capital commitments at 31 December 2018: Nil)

### (b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of photocopiers;

	2019 Actual \$	2018 Actual \$
No later than One Year	3,790	3,790
Later than One Year and No Later than Five Years	2,527	6,317
Later than Five Years	-	-
	<u>6,317</u>	<u>10,107</u>

## 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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	130,934	(105,101)	72,999
Receivables	60,055	92,906	42,776
Investments - Term Deposits	104,109	-	102,291
Total Financial assets measured at amortised cost	<u>295,098</u>	<u>(12,195)</u>	<u>218,066</u>

### Financial liabilities measured at amortised cost

Payables	74,821	45,878	84,418
Borrowings - Loans	-	-	-
Finance Leases	29,159	6,135	7,993
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>103,980</u>	<u>52,013</u>	<u>92,411</u>

## 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 9 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 11 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.





**Principal:** Riripeti Totoro  
**Phone/Fax:** (09) 436-0820  
**Email:** [office@raurimu.school.nz](mailto:office@raurimu.school.nz)  
[principal@raurimu.school.nz](mailto:principal@raurimu.school.nz)  
**Website:** [www.raurimu.school.nz](http://www.raurimu.school.nz)

50 Raurimu Avenue School  
Raurimu Avenue  
Onerahi  
Whangarei 0110

### KiwiSport Fund 2019

Kiwisport provides funding for schools for year 1-8 students and year 9-13 students via the Ministry of Education and community projects (via SPARC to regional sports trusts) to achieve the following aims:

- To increase the number of school-aged children participating in organised sport
- Increase the availability and accessibility of sport opportunities for all school-aged children.
- Support children in developing skills that will enable them to participate effectively in organised sport.

This year we received \$1,103.06

#### **How it is to be spent:**

- \*Attending sports days
- \*Skill building and participation
- \*Experiences that connect students with our whanau and other schools

#### **How it was spent:**

\*Area A -As a school we attended as many sports days as possible and funding was used to contribute to transport costs and provide students with required sports gear for the varied sport codes. Removing these two barriers ensures equitable access to these opportunities is achieved for all of our students.

Cost proportion - \$350.00

\*Area B - For our Tier 3 students a majority of the Kiwisport fund was used for Equine Therapy, provided by Riding for the Disabled. This enabled 3 students to access a programme as a component of their Individualised Education Plans. Funding was also used to cover the cost of travel to and from school and the venue.

Cost proportion - \$300.00

The remainder of the funding was used for a cultural festival held in Term 4. At this festival we hosted 8 schools from throughout Whangarei. All of our students participated on the day and we had a huge community presence.

Cost proportion - \$453.06

#### **Was this successful spending?**

All three areas were well spent:

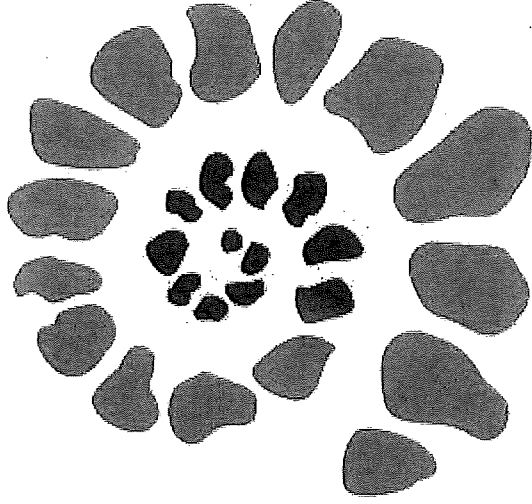
Area A – Year 1 – 8 students participated in a variety of sports throughout the whole year as provided by the Whangarei Primary Schools Sports Association.

Area B – Riding for the Disabled completed by 3 students.

Cultural Festival – whole school and community participation



**Analysis of Variance**  
**Raurimu Avenue School – 2019**

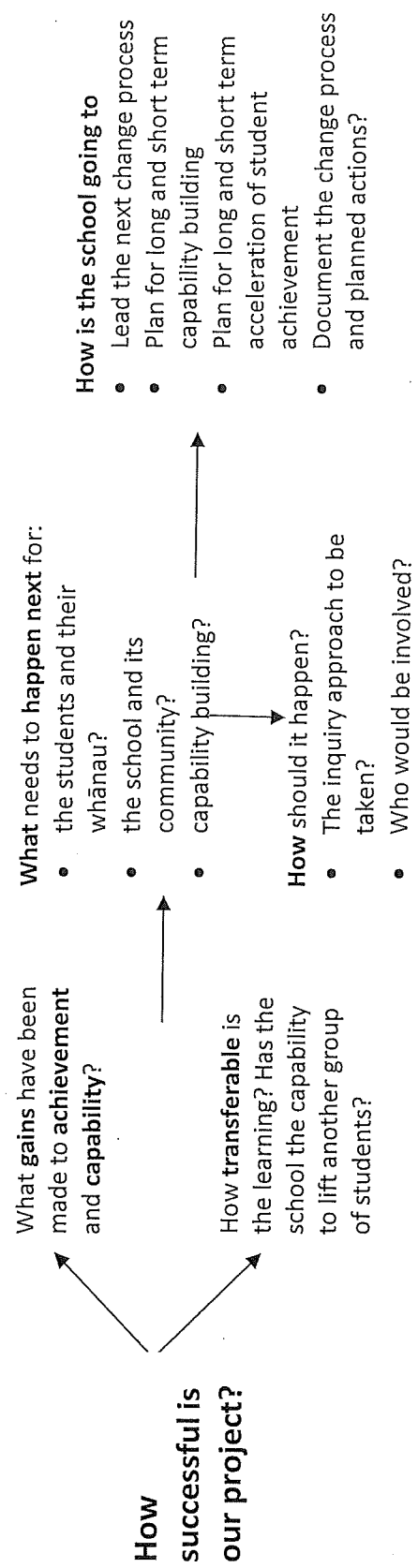


# Sustaining the Change Process

## Sustainability begins during the Student Achievement Function (SAF) Project by:

- The school having a high level of ownership of the process – the inquiry itself, the identification of root causes and the development of the change and improvement plan.
- The change process is transparent and is discussed and referred to at each stage and in meetings repeatedly so that the change team understands the change process – what it is, what they are doing and the change process becomes the way the school works.
- The change and improvement plan is reviewed throughout the implementation phase.

## Toward the end of the SAF Project, the following happens



**Sustaining the Change Process at Error! Reference source not found. Avenue School**

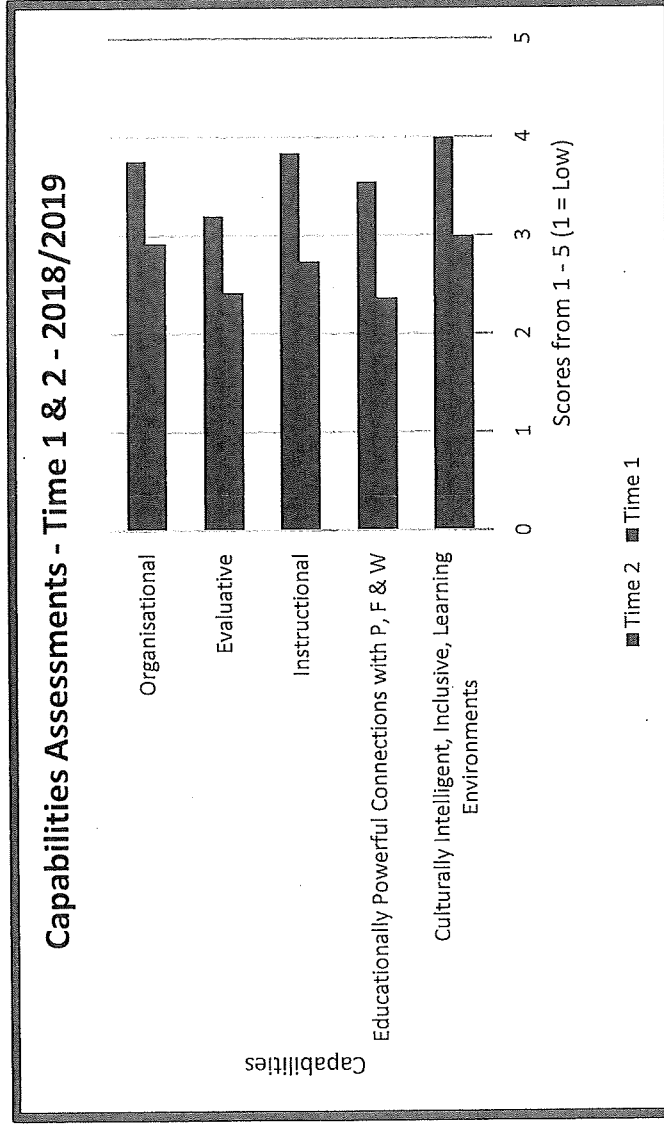
**Evaluation and Planning Meetings**

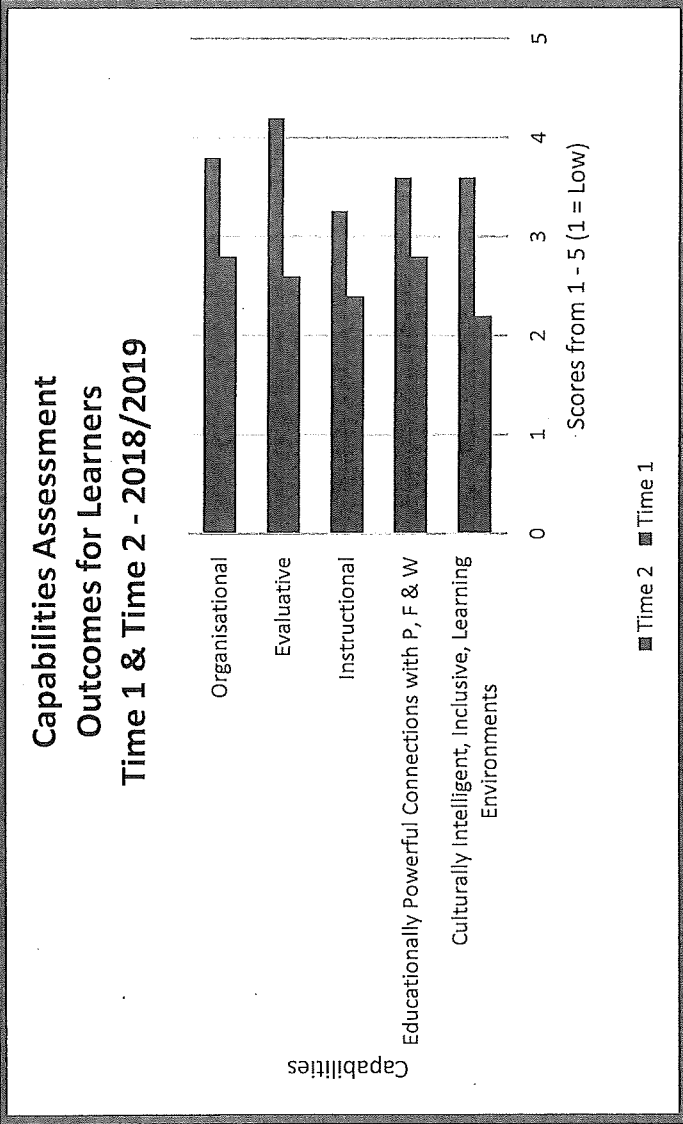
Present at Meetings: Riripeti (Principal); Michele, Mel; Moutini; Eme; Celia; Rhona Leonard (SAF Practitioner)

**1. Shifts in Capability**

Completed

14.11.19





**Possible capability focus/i over the next three to five years. School records in strategic plan.**

- The school team has decided to continue their focus on the Instructional and Evaluative capabilities next year to consolidate the positive changes that have occurred during their SAF project.
- **Completed: 14 November, 2019**

2. Evaluate capability rubric that has been the focus for the work in this project and identify shifts and what still needs to change

Focus capability rubric review:			
Capability	Time 1 level	Time 2 level	Key changes in practice
Instructional	2.74	3.84	<ul style="list-style-type: none"> <li>In-depth professional conversations have collectively changed teacher practice</li> <li>Collegial support has increased</li> <li>Increased awareness of individual practice</li> <li>More focussed on accurate assessment and purposeful teaching</li> <li>Changes made across the curriculum - not just on the focus area of Reading</li> <li>Much more aware of what we are teaching</li> <li>Increased knowledge of student needs and appropriate strategies that could be used to assist their learning</li> <li>Helped teachers to develop increased professional knowledge</li> <li>Increased reflection which has altered our practice</li> <li>Shared expertise and problems to work together for accelerating students' achievement</li> <li>Increased motivation to change their practice</li> <li>Willing to discuss and problem-solve and try new approaches</li> <li>Increased willingness to seek support from each other</li> </ul>
			<p>What still needs to change</p> <ul style="list-style-type: none"> <li>Continue to work on creating seamless transition across the school</li> <li>Embed new practices and consolidate good practice</li> <li>Closer scrutiny of practice and awareness of progressions through curriculum areas through committing to the use of LPF &amp; PaCT</li> <li>Increased focus on the deliberate act of teaching</li> </ul>

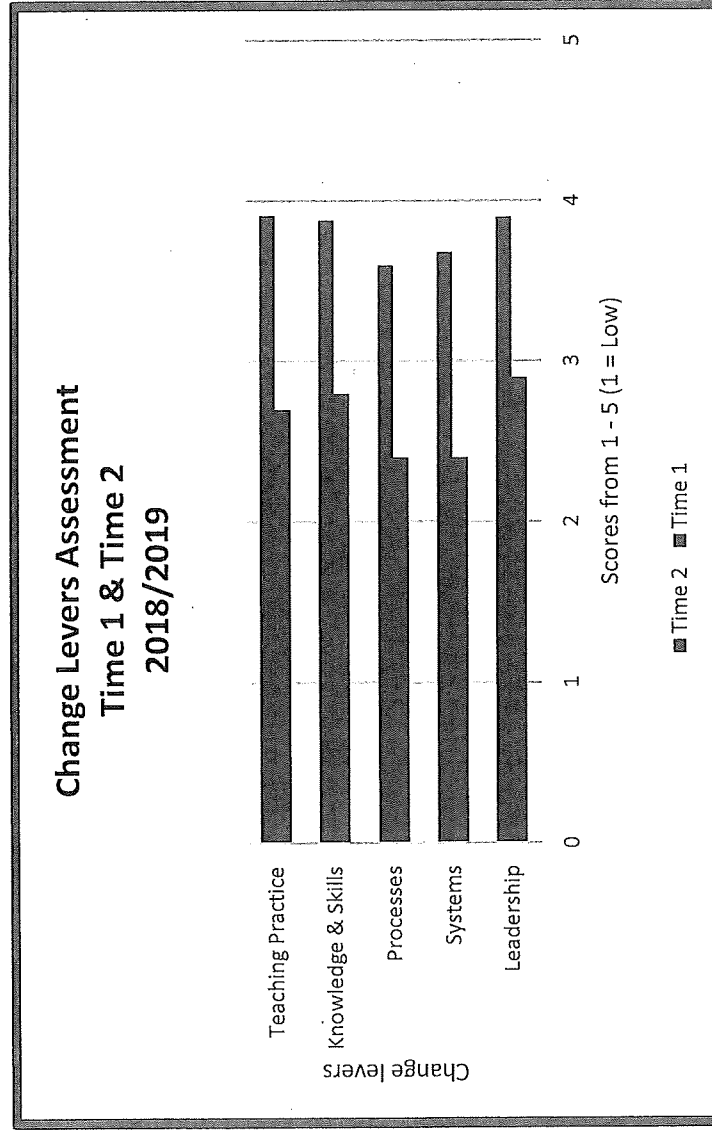
<b>Evaluative</b>	2.4	3.2	<ul style="list-style-type: none"> <li>• Developing greater consistency in identifying student needs through accurate and effective assessment practices</li> <li>• Using student voice deliberately and more effectively</li> <li>• More confident at collecting and using data</li> <li>• More confident in using PaCT and LPF</li> </ul>	<ul style="list-style-type: none"> <li>• Increased use of student voice on a consistent basis</li> <li>• Greater use of "flip grid"</li> <li>• Every teacher to develop capability in regular, effective use of LPF &amp; PaCT starting term 1, 2020</li> <li>• Consider what assessment tools need to be used as PLF &amp; PaCT capability strengthens</li> </ul>
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3. **Evaluate the Organisational Change Dimensions**

*Consider time 1 and 2 judgements and note shifts made in PID.*

Completed

14.11.19



4. **Key Actions**

From the evaluation of the Change and Improvement Plan and other discussion, what are the actions that need to be documented in current/future school plans?

Actions	Incorporated into:			Support needed
	Annual Plan	Strategic Plan	Action Plan	
PLC format to be used across the school				SAF as and when needed
Teaching as Inquiry to be part of BAU at Raurimu Ave School				
Toe by Toe to be a continuous part of interventions to support student reading				Diana Murray – baseline testing (twice yearly)
LPF & PaCT to be a part of assessment practices				

5. **Evaluate and analyse data for target students**

(Time 1 and 2 matched data).

Discuss data shifts. Have there been accelerated levels of achievement, especially for those well below and below?

- Who are the students still underachieving:

1. **From the original target group?**

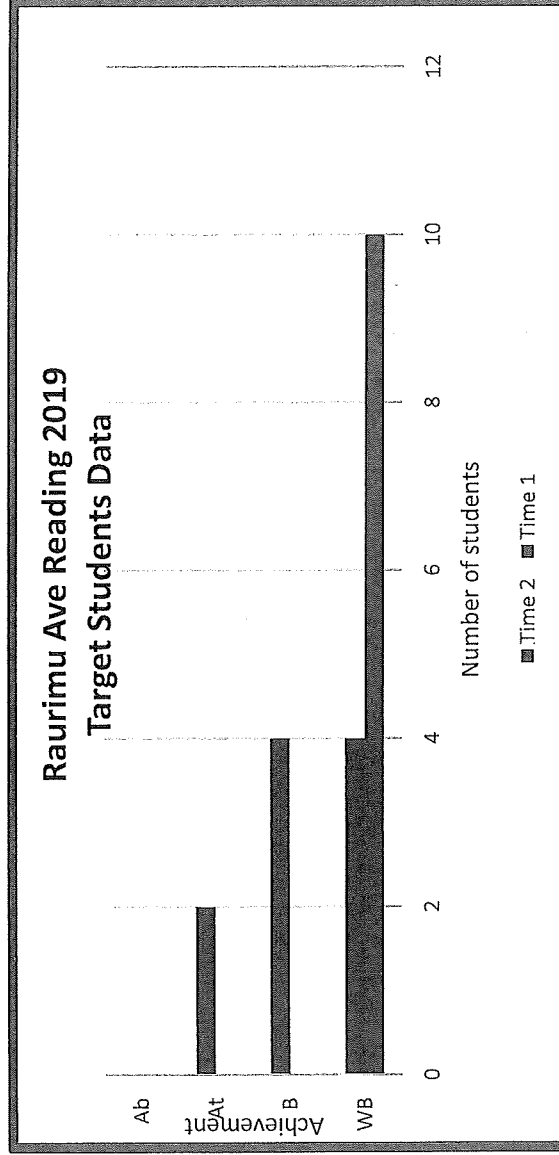
- All Toe by Toe target students made progress in reading
- 2 students improved their letter-sound knowledge although did not increase their reading age
- 1 student made 1.5 years improvement
- 1 student made 2 years improvement
- 1 student made 2.5 years improvement
- 1 student made 3.5 years improvement
- 2 students made 4 years improvement
- Improvements were made even with limited time available

Completed

14.11.19

2. Classroom target students:

Year Group	READING -- TIME 1				Year group	READING -- TIME 2				Totals
	WB	B	At	Ab.		WB	B	At	Ab.	
3	3	0	0	0	3	0	0	0	0	3
5	5	0	0	0	1	3	1	0	0	5
8	2	0	0	0	0	1	1	0	0	2
<b>TOTALS</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>10</b>





**3. Possible focus for 2020:**

- Target students will be identified at the start of 2020
- Reading, Writing and Maths will be focus areas

**6. Evaluation of current inquiry and planning for next inquiry**

*Using the inquiry approach, review the Change process*

	What the Change Team thinks	What the Practitioner thinks
<p>What has been effective and should be retained?  <i>Eg – timing of meetings, composition of the change team, the way meetings were run, the pace of change, the involvement of other people such as staff and parents, the frequency of meetings, how well is change process known and understood and by how many people</i></p>	<ul style="list-style-type: none"> <li>• Professional discussions have kept us on track</li> <li>• We were encouraged to track students and identify student needs</li> <li>• Regular meetings have enabled us to create a pattern or new habit of having in-depth conversations about student achievement, teacher inquiries, tracking evidence etc</li> <li>• Helped us learn how to use the PLC framework</li> <li>• Helped us track students consistently and consider what the tracking information was telling us</li> <li>• Has made us think more about our target students in particular and what we needed to do about accelerating their achievement</li> <li>• Has given us clarity in our conversations about our practice and about student achievement</li> <li>• Increased collegiality and support</li> <li>• Minutes reminded us of where we were at</li> <li>• Encouraged us to use LPF &amp; PaCT</li> </ul>	<ul style="list-style-type: none"> <li>• As a team, the teachers have worked solidly together.</li> <li>• They have developed a collaborative approach to addressing the many and varied needs of the children in their school</li> <li>• Leadership has encouraged the team to be focussed on target students and to engage in consistent and accurate tracking of their progress.</li> <li>• This has been applied to all students – not just target students.</li> <li>• Teaching practice has been given significant attention through the adoption and consistent implementation of the PLC framework.</li> <li>• During PLC meetings, it has been reported that teachers engage in rigorous discussion about their practice and the effects of this on students.</li> <li>• Teachers have discussed student needs and the best ways to address these needs.</li> <li>• Leadership is focussing on supporting teachers to develop their capability in collecting, analysing and using accurate student achievement data to inform their planning decisions.</li> </ul>

What should be changed or modified for next time?	<ul style="list-style-type: none"> <li>Continue with these meetings and timetable them into our weekly/fortnightly meeting schedule throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>The PLC framework needs to be a significant part of the way teaching and learning is addressed at Raurimu Ave School</li> <li>Regular (weekly/fortnightly) meetings need to take place so that teacher tracking of their practice and the effects on student learning is consistently addressed.</li> </ul>
How confident are we to run this process independently?	<ul style="list-style-type: none"> <li>Will use the layout we have used during SAF meetings and will continue using the same framework</li> <li>Will continue to measure ourselves against the Change Levers and the Capabilities (half yearly and end of year)</li> </ul>	<ul style="list-style-type: none"> <li>The team has been advised that they should continue to use the tools that were used during their SAF project to keep them on track until they feel completely confident about their new way of working.</li> <li>They have also been advised that they can contact their SAF Practitioner if they need additional support from time to time.</li> </ul>

**7. The next change and improvement project:**

*This will include links to the school's strategic plan, annual plan and targets.*

Suggested capability focus for the next inquiry	<ul style="list-style-type: none"> <li>Instructional</li> <li>Evaluative</li> </ul>
What are some key issues that you need to address in this project?	<ul style="list-style-type: none"> <li>Embedding the PLC framework</li> <li>Strengthening acceleration practices</li> <li>Looking at specific teaching strategies to support accelerated learning and gain feedback from students</li> <li>Video own teaching practice for collegial critiquing</li> <li>Everyone becoming upskilled in LPF &amp; PaCT</li> </ul>
Who could lead the change process?	<ul style="list-style-type: none"> <li>Principal</li> </ul>
Who could be part of the Change Team?	<ul style="list-style-type: none"> <li>All teachers</li> </ul>
How will the staff be involved in the change process?	<ul style="list-style-type: none"> <li>All teachers will be part of the SAF/PLC group</li> </ul>

How will the board (BoT) be an integral part of this work?	<ul style="list-style-type: none"> <li>• Financial support for Toe by Toe</li> <li>• Regular feedback to BOT</li> <li>• PaCT reports re student achievement</li> </ul>
How will parents be involved in this project?	<ul style="list-style-type: none"> <li>• Feedback to parents of students on Toe by Toe</li> <li>• Reporting cycle will provide in – depth reports on student achievement</li> <li>• Newsletters</li> </ul>
How will iwi be involved in this project?	<ul style="list-style-type: none"> <li>• Iwi regularly involved</li> <li>• Regular discussions</li> </ul>
How will the community be involved in this project?	<ul style="list-style-type: none"> <li>• Community meetings as and when appropriate</li> <li>• Parent meetings</li> <li>• Consolidated practices in sharing reliable information about student learning to community, p, f &amp; w</li> <li>• Deliberate actions to have p, f &amp; w involved in student learning</li> </ul>
How will progress be monitored?	<ul style="list-style-type: none"> <li>• Regular weekly/fortnightly meetings</li> <li>• Tracking sheets and professional discussion</li> </ul>
Possible dates/frequency of meetings	<ul style="list-style-type: none"> <li>• Fortnightly</li> </ul>
How urgent is the project? Appropriate timeframe of project.	<ul style="list-style-type: none"> <li>• Urgent ( to keep the momentum going and to consolidate all the positive changes that have been made this year)</li> </ul>

8. Details of support that may be required for the next inquiry

What	When	Who
Toe by Toe	Baseline student testing - twice yearly	Diana Murray (Toe by Toe facilitator)
SAF	As and when needed for support	Rhona

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

57 Clyde Street  
PO Box 627  
WHANGAREI 0140  
Phone: (09) 438 2312  
Fax: (09) 438 2912  
info@bennettca.co.nz  
www.bennettca.co.nz

The Auditor-General is the auditor of Raurimu Avenue 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 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 Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 27 May 2020. This is the date at which our opinion is expressed.

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

### **Emphasis of Matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

### **Basis for our opinion**

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

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

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



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

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

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

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

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

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

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

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

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

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

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



auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

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

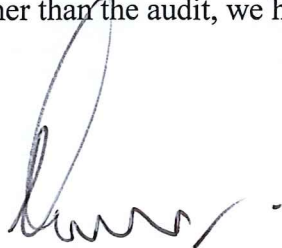
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

