

# OPOUTERE SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 1867

**Principal:** Jethro Dyer

**School Address:** 1203 State Highway 25, RD 1, Whangamata

**School Postal Address:** 1203 State Highway 25, RD 1, Tawatawa, Whangamata, 3691

**School Phone:** 07 865 9077

**School Email:** office@opoutereschool.net

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Mike Cooney	Chair Person	Elected	2019
Jethro Dyer	Principal	ex Officio	
Pete Anderson	Parent Rep	Elected	2019
Nigel Ward	Parent Rep	Elected	2019
Steve Trebilco	Parent Rep	Elected	2019
Morven Gilbert	Parent Rep	Elected	2019
Gina Kennings	Staff Rep	Appointed	2019

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

# OPOUTERE SCHOOL

Annual Report - For the year ended 31 December 2018

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# Opoutere 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.

Michael Cooney  
Full Name of Board Chairperson

[Signature]  
Signature of Board Chairperson

13/5/2019  
Date:

JETHRO DYER  
Full Name of Principal

[Signature]  
Signature of Principal

13/5/2019  
Date:

**Opoutere School**  
**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Revenue</b>				
Government Grants	2	902,100	975,786	849,811
Locally Raised Funds	3	69,708	82,510	50,707
Interest Earned		1,689	250	310
		<hr/>	<hr/>	<hr/>
		973,497	1,058,546	900,828
<b>Expenses</b>				
Locally Raised Funds	3	54,912	39,480	34,020
Learning Resources	4	539,446	568,464	473,440
Administration	5	76,966	79,240	73,209
Finance Costs		475	318	364
Property	6	321,634	338,554	311,321
Depreciation	7	34,307	31,572	29,978
Impairment of Property, Plant and Equipment		11,909	-	-
Loss on Disposal of Property, Plant and Equipment		1,323	-	326
		<hr/>	<hr/>	<hr/>
		1,040,972	1,057,628	922,658
<b>Net Surplus / (Deficit)</b>		(67,475)	918	(21,830)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(67,475)	918	(21,830)

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

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

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>318,255</u>	<u>318,255</u>	<u>336,776</u>
Total comprehensive revenue and expense for the year	(67,475)	918	(21,830)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	3,309
<b>Equity at 31 December</b>	<u>250,780</u>	<u>319,173</u>	<u>318,255</u>
 Retained Earnings	 250,780	 319,173	 318,255
<b>Equity at 31 December</b>	<u>250,780</u>	<u>319,173</u>	<u>318,255</u>

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

**Opoutere School**  
**Statement of Financial Position**  
As at 31 December 2018

		2018	2018	2017
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	7,809	94,084	138,732
Accounts Receivable	9	36,447	30,673	30,673
GST Receivable		3,703	3,242	3,242
Prepayments		320	3,734	3,734
Inventories	10	754	998	998
Investments	11	50,000	-	-
		<hr/>	<hr/>	<hr/>
		99,033	132,731	177,379
<b>Current Liabilities</b>				
Accounts Payable	13	64,771	43,577	43,577
Provision for Cyclical Maintenance	14	17,122	17,000	29,711
Finance Lease Liability - Current Portion	15	9,618	9,000	8,941
Funds held for Capital Works Projects	16	557	-	-
		<hr/>	<hr/>	<hr/>
		92,068	69,577	82,229
<b>Working Capital Surplus/(Deficit)</b>		6,965	63,154	95,150
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	254,618	266,019	256,091
		<hr/>	<hr/>	<hr/>
		254,618	266,019	256,091
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	-	-	15,343
Finance Lease Liability	15	10,803	10,000	17,643
		<hr/>	<hr/>	<hr/>
		10,803	10,000	32,986
<b>Net Assets</b>		<hr/>	<hr/>	<hr/>
		250,780	319,173	318,255
<b>Equity</b>		<hr/>	<hr/>	<hr/>
		250,780	319,173	318,255

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

**Opoutere School**  
**Statement of Cash Flows**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		199,171	201,999	198,606
Locally Raised Funds		68,341	65,810	50,732
Goods and Services Tax (net)		(461)	-	(668)
Payments to Employees		(133,453)	(133,000)	(119,620)
Payments to Suppliers		(134,414)	(97,805)	(102,985)
Cyclical Maintenance Payments in the year		(33,012)	(33,012)	-
Interest Paid		(475)	(318)	(364)
Interest Received		527	250	310
Net cash from / (to) the Operating Activities		(33,776)	3,924	26,011
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(40,954)	(41,500)	(8,444)
Purchase of Investments		(50,000)	-	-
Net cash from / (to) the Investing Activities		(90,954)	(41,500)	(8,444)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	3,309
Finance Lease Payments		(7,601)	(7,072)	(7,786)
Funds Held for Capital Works Projects		1,408	-	(1,629)
Net cash from Financing Activities		(6,193)	(7,072)	(6,106)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(130,923)</b>	<b>(44,648)</b>	<b>11,461</b>
Cash and cash equivalents at the beginning of the year	8	138,732	138,732	127,271
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>7,809</b>	<b>94,084</b>	<b>138,732</b>

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

# Opoutere School

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Opoutere 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 \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Leased Assets**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	18-40 years
Furniture and Equipment	5-15 years
Information and Communication	5 years
Motor Vehicles	5 years
Library Resources	12.5% DV

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	186,236	183,439	180,189
Teachers' salaries grants	445,745	495,514	391,239
Use of Land and Buildings grants	254,882	276,404	253,664
Other MoE Grants	15,207	20,429	24,139
Other government grants	30	-	580
	<u>902,100</u>	<u>975,786</u>	<u>849,811</u>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	18,731	24,500	14,903
Activities	25,764	34,510	20,347
Trading	2,703	3,000	4,200
Fundraising	11,470	7,500	2,597
School House	11,040	13,000	8,660
	<u>69,708</u>	<u>82,510</u>	<u>50,707</u>
<b>Expenses</b>			
Activities	36,206	34,780	24,911
Trading	5,915	3,200	2,944
Fundraising costs	11,340	500	2,864
School House	1,451	1,000	3,301
	<u>54,912</u>	<u>39,480</u>	<u>34,020</u>
<i>Surplus for the year Locally raised funds</i>	<u>14,796</u>	<u>43,030</u>	<u>16,687</u>

## 4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	13,604	11,350	11,688
Library resources	111	200	90
Employee benefits - salaries	514,589	550,514	458,210
Staff development	11,142	6,400	3,452
	<u>539,446</u>	<u>568,464</u>	<u>473,440</u>

## 5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,450	3,225	3,225
Board of Trustees Fees	2,420	4,455	3,245
Board of Trustees Expenses	3,281	3,000	2,914
Communication	860	1,900	1,598
Consumables	8,653	6,850	5,894
Operating Lease	1,640	200	2,310
Other	7,576	6,110	7,249
Employee Benefits - Salaries	33,376	32,000	28,228
Insurance	2,357	3,000	2,691
Service Providers, Contractors and Consultancy	13,353	18,500	15,855
	<b>76,966</b>	<b>79,240</b>	<b>73,209</b>

## 6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,523	4,950	3,919
Cyclical Maintenance Expense	5,080	5,000	8,818
Grounds	8,285	5,500	5,092
Heat, Light and Water	9,320	8,100	8,207
Rates	102	200	113
Repairs and Maintenance	5,351	3,500	5,636
Use of Land and Buildings	254,882	276,404	253,664
Security	979	900	843
Employee Benefits - Salaries	32,112	34,000	25,029
	<b>321,634</b>	<b>338,554</b>	<b>311,321</b>

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

## 7. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	8,705	8,534	8,103
Furniture and Equipment	10,298	9,501	9,022
Information and Communication Technology	4,849	3,953	3,753
Motor Vehicles	638	211	200
Leased Assets	9,294	8,815	8,370
Library Resources	523	558	530
	<b>34,307</b>	<b>31,572</b>	<b>29,978</b>

## 8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	200	-	200
BNZ Current A/c - 17353-00	3,728	94,084	7,938
BNZ First Oncall Account	904	-	115,971
BNZ Depreciation Acc 003	502	-	-
BNZ School House A/c 004	2,475	-	-
School House A/c 21142-00	-	-	14,623
Cash equivalents for Cash Flow Statement	<u>7,809</u>	<u>94,084</u>	<u>138,732</u>

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

Of the \$7,809 Cash and Cash Equivalents, \$557 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	1,455	1,168	101
Receivables from the Ministry of Education	-	-	1,067
Interest Receivable	1,162	-	-
Teacher Salaries Grant Receivable	33,830	29,505	29,505
	<u>36,447</u>	<u>30,673</u>	<u>30,673</u>
Receivables from Exchange Transactions	2,617	1,168	101
Receivables from Non-Exchange Transactions	33,830	29,505	30,572
	<u>36,447</u>	<u>30,673</u>	<u>30,673</u>

## 10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	754	998	998
	<u>754</u>	<u>998</u>	<u>998</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	50,000	-	-

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	10,000	-	-	-	-	10,000
Building Improvements	168,471	2,223	-	-	(8,705)	161,990
Furniture and Equipment	41,227	20,567	-	-	(10,298)	51,496
Information and Communication Tech	8,156	7,358	(1,323)	-	(4,849)	9,342
Motor Vehicles	517	14,348	(11,909)	-	(638)	2,318
Leased Assets	23,949	1,149	-	-	(9,294)	15,804
Library Resources	3,771	419	-	-	(523)	3,668
<b>Balance at 31 December 2018</b>	<b>256,091</b>	<b>46,064</b>	<b>(13,232)</b>	<b>-</b>	<b>(34,307)</b>	<b>254,618</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	10,000	-	10,000
Building Improvements	304,013	(142,023)	161,990
Furniture and Equipment	135,525	(84,029)	51,496
Information and Communication	67,920	(58,578)	9,342
Motor Vehicles	15,348	(13,030)	2,318
Leased Assets	41,562	(25,758)	15,804
Library Resources	15,646	(11,978)	3,668
<b>Balance at 31 December 2018</b>	<b>590,014</b>	<b>(335,396)</b>	<b>254,618</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	10,000	-	-	-	-	10,000
Building Improvements	172,705	3,869	-	-	(8,103)	168,471
Furniture and Equipment	48,299	1,950	-	-	(9,022)	41,227
Information and Communication Tech	10,039	1,870	-	-	(3,753)	8,156
Motor Vehicles	717	-	-	-	(200)	517
Leased Assets	28,911	3,408	-	-	(8,370)	23,949
Library Resources	3,872	755	(326)	-	(530)	3,771
<b>Balance at 31 December 2017</b>	<b>274,543</b>	<b>11,852</b>	<b>(326)</b>	<b>-</b>	<b>(29,978)</b>	<b>256,091</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	10,000	-	10,000
Building Improvements	301,790	(133,319)	168,471
Furniture and Equipment	114,957	(73,730)	41,227
Information and Communication	71,122	(62,966)	8,156
Motor Vehicles	1,000	(483)	517
Leased Assets	40,413	(16,464)	23,949
Library Resources	15,227	(11,456)	3,771
<b>Balance at 31 December 2017</b>	<b>554,509</b>	<b>(298,418)</b>	<b>256,091</b>

**13. Accounts Payable**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	19,544	5,523	5,523
Accruals	3,450	3,225	3,225
Capital accruals for PPE items	1,739	-	-
Employee Entitlements - salaries	33,830	29,505	29,505
Employee Entitlements - leave accrual	6,208	5,324	5,324
	<b>64,771</b>	<b>43,577</b>	<b>43,577</b>
Payables for Exchange Transactions	64,771	43,577	43,577
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>64,771</b>	<b>43,577</b>	<b>43,577</b>

The carrying value of payables approximates their fair value.

**14. Provision for Cyclical Maintenance**

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	45,054	12,000	36,236
Increase to the Provision During the Year	5,080	5,000	8,818
Use of the Provision During the Year	(33,012)	-	-
Provision at the End of the Year	<b>17,122</b>	<b>17,000</b>	<b>45,054</b>
Cyclical Maintenance - Current	17,122	17,000	29,711
Cyclical Maintenance - Term	-	-	15,343
	<b>17,122</b>	<b>17,000</b>	<b>45,054</b>

**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 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	9,618	9,000	8,941
Later than One Year and no Later than Five Years	10,803	10,000	17,643
	<b>20,421</b>	<b>19,000</b>	<b>26,584</b>

## 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:

					<b>BOT Contribution/ (Write-off to R&amp;M)</b>	<b>Closing Balances</b>
	<b>2018</b>	<b>Opening Balances</b>	<b>Receipts from MoE</b>	<b>Payments</b>		
		<b>\$</b>	<b>\$</b>	<b>\$</b>		<b>\$</b>
Exterior Cladding E Block 2018yr	<i>in progress</i>	-	6,137	5,580	-	557
Totals		-	6,137	5,580	-	557

### Represented by:

Funds Held on Behalf of the Ministry of Education	557
Funds Due from the Ministry of Education	-
	557

					<b>BOT Contribution/ (Write-off to R&amp;M)</b>	<b>Closing Balances</b>
	<b>2017</b>	<b>Opening Balances</b>	<b>Receipts from MoE</b>	<b>Payments</b>		
		<b>\$</b>	<b>\$</b>	<b>\$</b>		<b>\$</b>
A Block Works Yr 2015	<i>completed</i>	1,629	-	1,629	-	-
Totals		1,629	-	1,629	-	-

## 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	2,420	3,245
Full-time equivalent members	0.12	0.22
<i>Leadership Team</i>		
Remuneration	182,418	162,219
Full-time equivalent members	2.00	2.63
Total key management personnel remuneration	184,838	165,464
Total full-time equivalent personnel	2.12	2.85

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:		
Principal A		
Salary and Other Payments	100 - 110	50 - 60
Benefits and Other Emoluments	3 - 4	1 - 2
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	50 - 60
Benefits and Other Emoluments	-	-
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

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

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	352
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>352</u>

## 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	7,809	94,084	138,732
Receivables	36,447	30,673	30,673
Investments - Term Deposits	50,000	-	-
Total Loans and Receivables	94,256	124,757	169,405

### Financial liabilities measured at amortised cost

Payables	64,771	43,577	43,577
Borrowings - Loans	-	-	-
Finance Leases	20,421	19,000	26,584
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	85,192	62,577	70,161

## 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.

## Independent Auditor's Report

### To the Readers of Opoutere School's Financial Statements

### For the Year Ended 31 December 2018

The Auditor-General is the auditor of Opoutere School (the School). The Auditor-General has appointed me, Darren Wright, using the staff and resources of William Buck Audit (NZ) Limited, 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 20, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 13 May 2019. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

#### CHARTERED ACCOUNTANTS & ADVISORS

Level 4, 21 Queen Street  
Auckland 1010, New Zealand  
PO Box 106 090  
Auckland 1143, New Zealand  
Telephone: +64 9 366 5000  
[williambuck.co.nz](http://williambuck.co.nz)

William Buck (NZ) Limited.

### **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 controls.
- 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 information included on page 1 and on pages 21 to 33, 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.



**Darren Wright**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Auckland, New Zealand

# Analysis of Variance Reporting



School Name:	Opoutere School	School Number:	1867
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Strategic Aim:	<p>To develop lifelong learners by maximising individual achievement through personalised learning.</p> <p>To develop lifelong learners by maximising individual achievement through personalised learning</p>								
Annual Aim:	<p>To accelerate progress of boys in writing.</p> <p>Lift whole school achievement in Basic Facts</p>								
Target:	<p>To accelerate the progress of 37.8% boys in writing so that they move onto a trajectory to be at their expected curriculum level in writing.</p> <p>Accelerate the progress of students so that they achieve at the expected curriculum level in Basic Facts</p>								
Baseline Data:	<p>2018 WRITING PRIORITY LEARNER ACHIEVEMENT DATA</p> <table> <tr> <td></td><td>Achieved Expected Level</td></tr> <tr> <td></td><td>Accelerated Progress</td></tr> <tr> <td></td><td>Priority Learners are working on a trajectory that enables them to meet and or achieve beyond the expected curriculum level.</td></tr> <tr> <td></td><td>Boys</td></tr> </table> <p><u>Target:</u> To accelerate boys who are not achieving at their expected level in writing.</p>		Achieved Expected Level		Accelerated Progress		Priority Learners are working on a trajectory that enables them to meet and or achieve beyond the expected curriculum level.		Boys
	Achieved Expected Level								
	Accelerated Progress								
	Priority Learners are working on a trajectory that enables them to meet and or achieve beyond the expected curriculum level.								
	Boys								

# Tātaritanga raraunga

Year Level	Name	2017 Term 4 Writing sample	2018 Term 2 Writing sample	OTJ Curriculum Level	2018 Term 4 Writing sample	OTJ Curriculum Level
2		Emergnet	Emergent	Emergent	1B	Early Level 1
2		Emergent	Emergent	Emergent	1B	Early Level 1
2		1B	1P	Early Level 1	1A	Level 1
2		1B	1B	Early Level 1	1P	Early Level 1
2		1B	1P	Early Level 1	1A	Level 1
2		1B	1P	Early Level 1	1A	Level 1
2		1B	1B	Early Level 1	1P	Early Level 1
2		1B	1P	Early Level 1	1A	Level 1
2		1B	1B	Early Level 1	1P	Early Level 1
3		1P	1A	Level 1	1A	Level 1
3		Northern Health	1P	Early Level 1	Northern Health	

# Tātaritanga raraunga

	4		1P	1A	Level 1	2B	Early Level 2
	4		1P	1P	Early Level 1	2B	Early Level 2
	4		1A	1A	Level 1	2P	Level 2
	4		1A	1P	Early Level 1	2B	Level 1
	4		1B	1P	Early Level 1	1A	Level 1
	4		1A	1A	Level 1	2B	Early Level 2
	6		2B	2P	Level 2	2P	Level 2
	6		2A	3B	Level 3	3P	Level 3
	6		2A	2B	Level 2	2B	Level 2
	7		2A	2A	Level 2	3A	Level 3
	7		2A	2A	Level 2	3B	Early Level 3
	7		1A	2B	Level 1	2A	Level 2
	7		2P	2P	Level 2	2A	Level 2
	7		3B	3B	Early Level 3	3A	Early Level 4
	7		3B	2P	Early Level 3	2A	Level 2

# Tātaritanga raraunga

8		2A	2A	Level 2	3A	Level 3
8		3B	3B	Early Level 3	4B	Early Level 4

## 2018 BASIC FACTS PRIORITY LEARNER ACHIEVEMENT DATA

Term 4 2017 - IKAN 1 - Basic Facts

### Whole school - IKAN

	< 4	4 AC	5 EA	6 AA	7 AM	Total
Year 4	2	7	10			19
Year 5		3	6			9
Year 6		4	6		1	11
Year 7		2	8	1	3	14
Year 8			3	3	1	7
Total	2	16	33	4	5	60

# Tātaritanga raraunga

Term 4 2018 - IKAN 3 - Basic Facts  
Whole school - IKAN

	< 4	4 AC	5 EA	6 AA	7 AM	8 AP	Total
Year 3	2	2	1				5
Year 4	1	4	12	3			20
Year 5			1	5	2		8
Year 6	1	1	2	2	6		12
Year 7				5	4	4	13
Year 8					3	2	5
Total	4	7	16	15	15	6	63

Term 4 2017 - Module Eight: Number (Basic Facts Knowledge)

Whole school - JAM (2nd Ed)

	0-1 - Beg L1	2 - Early L1	3 - Early L1	4 - At L1	Total
Year 1	1	1			2
Year 2	5	2	1		8
Year 3	5	2		1	8
Total	11	5	1	1	18

# Tātaritanga raraunga

Term 4 2018 - Module Eight: Number (Basic Facts Knowledge)  
Whole school - JAM (2nd Ed)

	0-1 - Beg L1	2 – Early L1	3 - Early L1	4 - At L1	Total
Year 0	2				2
Year 1	5	5		2	12
Year 2	3	2	6		11
Year 3		1			1
Total	10	8	6	2	26

Number of Students Achieving Below Expectation for Basic Facts

Year	2017 IKAN/ JAM Basic Facts Data	Percentage	2018 IKAN/ JAM Basic Facts Data	Percentage
Year 2	8/8	100%	10/12	83%
Year 3	8/8	100%	2/5	40%
Year 4	9/19	47%	5/20	25%
Year 5	9/9	100%	0/8	0%
Year 6	10/11	90%	4/12	33%
Year 7	10/14	71%	5/13	38%
Year 8	6/7	86%	0/5	0%

## 2018 BASIC FACTS PRIORITY LEARNER ACHIEVEMENT DATA

	Achieved expected level
	Accelerated Progress Priority Learners are working on a trajectory that enables them to meet and or achieve beyond the expected curriculum level.

Year Level	Name	2017 Basic Facts Stage	2018 Basic Facts Stage
2		Beginning Level 1	Early Level 1
2		Beginning Level 1	Beginning Level 1
2		Beginning Level 1	Early Level 1
3		Ab	<4
4		<4	<4
4		<4	5
4		<4	4
4		4	4
5		4	7

# Tātaritanga raraunga

6		<4	5
6		Ab	Ab
7		Hadn't started	6
7		5	6
7		5	7
7		Ab	5
7		Ab	5
7		4	7
7		5	6

## Tātaritanga raraunga

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>Specific Actions to meet writing target:</p> <ul style="list-style-type: none"> <li>Developed a school wide shared definition of accelerated learning.</li> <li>Teachers identified writing priority learners, including gender and analysed individual data.</li> <li>Teachers set up Learning Trajectories for each writing priority learner.</li> <li>Teachers set a term target for their priority learners and reflected termly with the following questions:</li> </ul> <p>What is the shift that happened for this learner?</p> <p>What intervention/s caused the shift? Where to next for this learner?</p> <ul style="list-style-type: none"> <li>Via teacher appraisals throughout the year, teachers inquired into their own writing pedagogy looking at ways to engage their writers and lift overall</li> </ul>	<ul style="list-style-type: none"> <li>Staff have a shared understanding of our school wide definition of accelerated learning.</li> <li>Staff had ownership of identifying and analysing writing data.</li> <li>School wide writing learning trajectories are set up for our writing priority learners. We now can track and monitor each child's trajectory to their expected level and there is a history of modified practice through reflective questioning on a termly basis.</li> <li>Individual teaching staff inquired into their writing practice, making modifications to suit individual learner's needs via their appraisals using Arinui.</li> <li>Of the 22 boys below expectation 7/22 have</li> </ul>	<p>Boys writing was targeted in the School wide improvement plan as identified in our charter. The success of the 7 boys who reached their expected level and the accelerated trajectories of 3 boys can be put down to:</p> <ul style="list-style-type: none"> <li>Strong shifts in pedagogical thinking within the classroom setting.</li> <li>Appraisal goals linked to writing learning improvement targets.</li> <li>Outside agency support from experienced RTLit facilitator and classroom teacher 1 day per week from half way through Term 1 until Term 4, 2018.</li> <li>Integrating digital technology and media via Google Classroom to engage and motivate priority learners.</li> <li>A focus on self-efficacy and the expectation that all</li> </ul>	<p>Due to the success of RTLit support and the engaging digital component that comes with this, we will continue to seek the support of the RTLit for 2019, in particular supporting some of our Yr. 8 boys that have been identified as requiring extra support.</p> <p>We will also look to make referrals for some of our junior students also.</p> <p>Upon review, we want to have more opportunities to share the collective knowledge recorded in the Learning Trajectory termly teacher reflections. There is a wealth of pedagogical shifts that need to be shared school wide. There will be also time given for teachers to complete their term reflections and regular checks by Senior management to ensure these are completed.</p>

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<p>achievement.</p> <ul style="list-style-type: none"> <li>A cohort of underachieving boys targeted in Yr. 7 &amp; 8. A referral was made to RTLit. The facilitator worked with the class once per week for the year using Chromebooks and Google Classroom to motivate and engage the male learners in particular, but also the whole class by default. They also worked with two students in the juniors as well.</li> </ul>	<p>moved to their expected level. Three boys who were significantly underachieving are on an accelerated trajectory to within one sub level of achieving their expected level.</p>	<p>can succeed as writers. Mixed ability teaching to promote confidence.</p> <p>Some students made progress but not accelerated. Most of these students were not part of the RTLit intervention as this was senior based in Yr7/8. This extra professional support has shown that this type of learning had a significant positive affect on the boy learners. This is something we will look to develop across the Yr 4-6 class range as well.</p>	<p>We have continued with our Chromebook buy back scheme in the seniors and purchased school Chromebooks so more of our students will have equal access to digital technology. Having these as a means of a writing platform had proven to be very successful and is an area we wish to develop more.</p> <p>Deliver PLD from our RTLit with respect to her programme she implemented in the senior classroom.</p>
<p>Specific actions to meet Basic Facts target:</p> <ul style="list-style-type: none"> <li>Basic Facts was identified as an area that many students were underachieving in and this was backed up by analysis of school wide data with staff.</li> <li>A Basic Facts learning Improvement Plan was created and included in the annual plan.</li> </ul>	<p>The Phases programme was implemented across Yr. 5-8 initially and then Year 3/4 later in the year.</p> <p>The results speak for themselves but there were wholesale improvements across the senior school with massive reductions in students achieving below their expected levels, particularly in the Yr 4-8 area.</p>	<p>The Phases programme was implemented very well by our Senior Teachers in Term 1. The routine that accompanies the programme was established early and adhered to on a daily basis bar any interruptions. Students had a clear pathway for success and a routine that supported them when things began to get challenging.</p> <p>Although the competitive side came out in some children it was</p>	<p>Explore more ways to develop agency and self-efficacy among our boy writers.</p> <p>Phases will continue into 2019 for students who are still working through the levels.</p> <p>An area to explore for 2019 is what next for our Phase masters? i.e. children who have completed all levels.</p> <p>The phases programme was also designed for up to Yr. 6 and there is a number of basic facts that can be taught post Yr. 6. Senior</p>

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<ul style="list-style-type: none"> <li>A school wide intervention “Phases” programme was implemented. The creator of the programme spent a staff meeting unpacking the programme.</li> <li>Our Junior classes did not start the programme fully until Term 3. However, during the time prior, students were introduced slowly to the set up and layout.</li> <li>Resources were made for the three senior classes and later for the juniors for the programme to be implemented.</li> </ul>	<p>Students adapted quickly to the phases routine and teachers made it a daily component of their maths routine. Many students worked through the whole programme becoming phase masters (The highest level they can be for the programme)</p> <p>Some priority learners found the timed aspect of the phases practice frustrating so teachers removed the time restrictions and focussed on mastery. This had a profound effect on these priority learners confidence and self-belief with many of them becoming Phase Masters but over a longer period of time.</p> <p>The results also show that 2 priority learners achieved their expected level and that 3 others were on a trajectory to meet the target.</p>	<p>not highlighted by teaching staff. For some children this added to their motivation.</p> <p>Staff being reflective and adapting the programme to meet the needs of individuals i.e. removing the time aspect of the routine also meant that these learners could be successful in the programme.</p> <p>Although the Juniors did not progress as significantly as the seniors, the junior staff implemented the programme at a speed that juniors were able to comprehend and engage with. Over time, the juniors also showed some significant gains.</p>	<p>teachers will look to explore some other programmes such as Teacher Tools – Basic Facts to extend those in Yr. 7 &amp; 8.</p> <p>There has been discussion about the summer dip for the phase masters and that children should be re-assessed to see if they need a refresher for the start of year and if so continue on the programme to consolidate.</p>
<b>Planning for next year:</b>			
<p>Boys writing will continue to be a focus for 2019. Establish a learning improvement plan for Writing RTlit support is confirmed for Term 2 onwards. A proportion of the school budget is earmarked for Chromebook purchases and the buyback scheme extended to Yr. 4-6.</p>			

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PLD on formative assessment with a focus on our learning pathways (progressions). Further PLD from RTLit around boys writing and integrating digital technology.

Teacher appraisal will have a writing inquiry component linked to our Learning Improvement target for writing.

Phases will continue for 2019.

New teachers will need to be upskilled.

Develop an alternative programme for our Yr. 7 & 8 phase masters.

Continue to monitor Basic Facts achievement

Remove time constraints for priority learners.



**RESPECT for self, people, environment and opportunities.**

29<sup>th</sup> April 2019

To whom it may concern,

Opoutere School 2018 KiwiSport funding of \$1357.39 has been used to increase students' participation in organised sport by allocating funding to purchasing new rugby and soccer goal posts to encourage more lunch time physical activity of this nature.

Yours Sincerely,

A handwritten signature in blue ink, appearing to read 'Jethro Dyer', is written over a faint, light blue circular watermark.

Jethro Dyer  
Principal