

PAERATA SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address:	Tuhimata Road, Paerata
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Ministry Number:	1414

PAERATA SCHOOL

Financial Statements - For the year ended 31 December 2017

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Paerata School

Statement of Responsibility

For the year ended 31 December 2017

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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Kuli Teamaru Thompson Luke Teamaru Thompson
Full Name of Board Chairperson Full Name of Principal

[Signature]
Signature of Board Chairperson
31/05/2018
Date:

[Signature]
Signature of Principal
31/05/2018
Date:

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

For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	1,222,796	858,259	1,085,074
Locally Raised Funds	3	11,144	4,000	14,818
Interest Earned		8,605	5,500	5,999
		<u>1,242,545</u>	<u>867,759</u>	<u>1,105,891</u>
Expenses				
Locally Raised Funds	3	4,867	3,900	10,631
Learning Resources	4	734,937	671,750	683,607
Administration	5	80,285	82,400	77,797
Finance		2,393	-	178
Property	6	356,507	66,850	263,572
Depreciation	7	22,764	23,000	22,949
Loss on Disposal of Property, Plant and Equipment		-	-	51
		<u>1,201,753</u>	<u>847,900</u>	<u>1,058,785</u>
Net Surplus / (Deficit) for the year		40,792	19,859	47,106
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>40,792</u>	<u>19,859</u>	<u>47,106</u>

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

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

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	322,247	322,247	263,882
Total comprehensive revenue and expense for the year	40,792	19,859	47,106
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	5,430	-	11,259
Equity at 31 December	368,469	342,106	322,247
Retained Earnings	368,469	342,106	322,247
Reserves	-	-	-
Equity at 31 December	368,469	342,106	322,247

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

Paerata School
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	309,606	300,000	288,188
Accounts Receivable	9	42,421	22,053	23,681
Prepayments		4,385	-	2,375
Inventories	10	598	499	448
Investments	11	40,000	-	-
		<u>397,010</u>	<u>322,552</u>	<u>314,692</u>
Current Liabilities				
GST Payable		8,891	7,250	16,743
Accounts Payable	13	61,030	37,500	44,243
Provision for Cyclical Maintenance	14	8,460	-	-
Finance Lease Liability - Current Portion	15	22,578	879	879
Funds held for Capital Works Projects	16	14,335	13,935	13,935
		<u>115,294</u>	<u>59,564</u>	<u>75,800</u>
Working Capital Surplus/(Deficit)		281,716	262,988	238,892
Non-current Assets				
Investments	11	-	-	-
Property, Plant and Equipment	12	142,854	80,340	84,577
		<u>142,854</u>	<u>80,340</u>	<u>84,577</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	13,163	-	-
Finance Lease Liability	15	42,938	1,222	1,222
		<u>56,101</u>	<u>1,222</u>	<u>1,222</u>
Net Assets		<u>368,469</u>	<u>342,106</u>	<u>322,247</u>
Equity				
		<u>368,469</u>	<u>342,106</u>	<u>322,247</u>

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

Paerata School
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		334,671	342,107	330,399
Locally Raised Funds		9,681	-	16,190
Goods and Services Tax (net)		(7,852)	7,500	2,083
Payments to Employees		(129,488)	(112,000)	(120,869)
Payments to Suppliers		(140,688)	(138,203)	(207,570)
Cyclical Maintenance Payments in the year		-	-	-
Interest Paid		(2,393)	-	-
Interest Received		8,605	5,500	6,917
Net cash from / (to) the Operating Activities		72,536	104,904	27,150
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(7,087)
Purchase of PPE (and Intangibles)		(12,774)	-	-
Purchase of Investments		(40,000)	-	-
Net cash from / (to) the Investing Activities		(52,774)	-	(7,087)
Cash flows from Financing Activities				
Furniture and Equipment Grant		5,430	-	11,259
Finance Lease Payments		(4,174)	2,101	(608)
Funds Held for Capital Works Projects		400	13,935	-
Net cash from Financing Activities		1,656	16,036	10,651
Net increase/(decrease) in cash and cash equivalents		21,418	120,940	30,714
Cash and cash equivalents at the beginning of the year	8	288,188	179,060	257,474
Cash and cash equivalents at the end of the year	8	309,606	300,000	288,188

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.

Paerata School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

Paerata 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 2017 to 31 December 2017 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.

For Non-integrated schools only:

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not

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.

For Integrated schools this note should also include the following:

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 under section 22 of schedule 6 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–30 years
Furniture and equipment	5–15 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

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.

p) 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 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).

q) 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, and 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.

r) 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.

s) Budget Figures

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

t) 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

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	291,813	285,161	296,813
Teachers' salaries grants	625,885	560,000	557,613
Use of Land and Buildings grants	262,239	-	207,062
Resource teachers learning and behaviour grants	3,083	-	5,514
Other MoE Grants	39,776	13,098	18,072
	1,222,796	858,259	1,085,074

3. Locally Raised Funds

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

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	1,664	-	2,216
Fundraising	7,420	3,600	10,004
Trading	440	400	303
Activities	1,620	-	2,295
Curriculum Recoveries	-	-	-
	11,144	4,000	14,818
Expenses			
Activities	843	-	940
Trading	437	300	263
Fundraising (costs of raising funds)	3,587	3,600	9,428
	4,867	3,900	10,631
<i>Surplus for the year Locally raised funds</i>	6,277	100	4,187

4. Learning Resources

	2017	2017 Budget	2016
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	53,445	48,650	55,110
Equipment repairs	370	1,800	1,560
Extra-curricular activities	-	500	-
Library resources	158	300	82
Employee benefits - salaries	668,959	610,000	616,399
Staff development	12,005	10,500	10,456
	734,937	671,750	683,607

5. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,265	4,500	4,200
Board of Trustees Fees	3,038	4,000	3,550
Board of Trustees Expenses	-	-	1,124
Communication	1,620	1,750	1,626
Consumables	6,216	7,600	7,455
Operating Lease	6,721	15,200	13,963
Postage	209	300	248
Other	14,314	7,200	7,606
Employee Benefits - Salaries	34,916	31,600	30,415
Insurance	1,150	1,250	1,187
Service Providers, Contractors and Consultancy	7,836	9,000	6,600
	<u>80,285</u>	<u>82,400</u>	<u>77,975</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,954	10,500	8,330
Cyclical Maintenance Expense	21,622	-	(8,227)
Grounds	8,141	4,100	5,510
Heat, Light and Water	8,822	9,000	7,511
Repairs and Maintenance	16,696	12,250	12,262
Use of Land and Buildings	262,239	-	207,062
Security	490	-	54
Employee Benefits - Salaries	33,543	31,000	31,070
	<u>356,507</u>	<u>66,850</u>	<u>263,572</u>

7. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	11,468	11,500	13,767
Furniture and Equipment	4,436	5,011	8,054
Leased Assets	6,430	-	677
Library Resources	430	500	451
	<u>22,764</u>	<u>17,011</u>	<u>22,949</u>

8. Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash on Hand	-	-	-
Bank Current Account	106,144	100,000	107,245
Bank Call Account	123,462	200,000	180,943
Short-term Bank Deposits	80,000	-	-
Cash equivalents and bank overdraft for Cash Flow Statement	309,606	300,000	288,188

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

9. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	200	-	262
Interest Receivable	842	600	-
Teacher Salaries Grant Receivable	41,379	21,453	23,419
	42,421	22,053	23,681
Receivables from Exchange Transactions	-	-	-
Receivables from Non-Exchange Transactions	42,421	22,053	23,681
	42,421	22,053	23,681

10. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Stationery	596	500	448
	596	500	448

11. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	40,000	-	-
Non-current Asset			
Long-term Bank Deposits	-	-	-

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Land	-	-	-	-	-	-
Buildings	45,846	-	-	-	(11,468)	34,378
Furniture and Equipment	33,543	12,496	-	-	(4,436)	41,600
Leased Assets	2,032	68,266	-	-	(6,431)	63,868
Library Resources	3,156	278	-	-	(430)	3,008
Balance at 31 December 2017	84,577	81,040	-	-	(22,765)	142,854

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Buildings	155,119	(120,741)	34,378
Furniture and Equipment	76,392	(34,792)	41,600
Leased Assets	70,298	(6,430)	63,868
Library Resources	18,001	(14,993)	3,008
Balance at 31 December 2017	319,810	(176,956)	142,854

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Buildings	59,613	-	-	-	(13,767)	45,846
Furniture and Equipment	34,816	6,781	-	-	(8,054)	33,543
Leased Assets	-	2,709	-	-	(677)	2,032
Library Resources	3,354	304	(51)	-	(451)	3,156
Balance at 31 December 2016	97,783	9,794	(51)	-	(22,949)	84,577

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Buildings	155,119	(109,273)	45,846
Furniture and Equipment	116,110	(82,571)	33,539
Leased Assets	2,709	(677)	2,032
Library Resources	17,723	(14,563)	3,160
Balance at 31 December 2016	291,661	(207,084)	84,577

13. Accounts Payable

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	14,095	10,047	3,986
Accruals	5,561	5,000	16,838
Employee Entitlements - salaries	41,374	22,453	23,419
	<u>61,030</u>	<u>37,500</u>	<u>44,243</u>
Payables for Exchange Transactions	61,030	37,500	44,243
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>61,030</u>	<u>37,500</u>	<u>44,243</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	-	-	59,000
Increase to the Provision During the Year	21,623	-	6,667
Adjustment to the Provision	-	-	(14,894)
Use of the Provision During the Year	-	-	(50,773)
Provision at the End of the Year	<u>21,623</u>	<u>-</u>	<u>-</u>
Cyclical Maintenance - Current	8,460	-	-
Cyclical Maintenance - Term	13,163	-	-
	<u>21,623</u>	<u>-</u>	<u>-</u>

15. Finance Lease Liability

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	22,578	879	879
Later than One Year and no Later than Five Years	42,938	1,222	1,222
	<u>65,516</u>	<u>2,101</u>	<u>2,101</u>

16. Funds Held for Capital Works Projects

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

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Toilet Upgrade	<i>completed</i>	13,935	-	-	-	13,935
Sewerage Upgrade	<i>completed</i>	-	31,500	31,100	-	400
Totals		13,935	31,500	31,100	-	14,335

Represented by:

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

14,335

-

14,335

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Toilet Upgrade	<i>completed</i>	13,935	-	-	-	13,935
Totals		13,935	-	-	-	13,935

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.

Jim Wakelin is a trustee of the Board and also a director of the school financial service provider EP Accounting. The total value of all transactions for the year was \$7,500 (2016: \$6,600) and no amount is outstanding as at balance date (Prior Period: nil). Because this amount is less than \$25,000 for the year the contract does not require Ministry approval under section 103 of the Education Act 1989.

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.

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	3,038	3,550
Full-time equivalent members	0.09	0.19
<i>Leadership Team</i>		
Remuneration	198,799	194,748
Full-time equivalent members	2	2
Total key management personnel remuneration	201,837	198,298
Total full-time equivalent personnel	2.09	2.19

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:

	2017 Actual	2016 Actual
Salaries and Other Short-term Employee Benefits:	\$000	\$000
Salary and Other Payments	110-120	100-110
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

20. Commitments

(a) Capital Commitments

There is no capital commitment as at 31 December 2017.
(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of computers

	2017 Actual \$	2016 Actual \$
No later than One Year	-	3,899
Later than One Year and No Later than Five Years	-	180
Later than Five Years	-	-
	<hr/>	<hr/>
	-	4,079

21. 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.

22. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	309,606	300,000	288,188
Receivables	42,421	22,053	23,681
Investments - Term Deposits	40,000	-	-
Total Loans and Receivables	392,027	322,053	311,869

Financial liabilities measured at amortised cost

Payables	61,030	37,500	44,243
Finance Leases	65,516	-	2,101
Total Financial Liabilities Measured at Amortised Cost	126,546	37,500	46,344

23. Events After Balance Date

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

Paerata School

Members of the Board of Trustees

For the year ended 31 December 2017

Name	Position	How position on Board gained	Term expires
Kuli Taumoefolau	Chairperson	Elected May 2016	May 2019
Jim Wakelin	Treasurer	Co-opted May 2016	May 2019
Luke Thompson	Principal	Appointed January 2015	May 2019
Jennifer Roberts	Staff Representative	Elected May 2016	May 2019
Vanessa West	Parent Representative	Elected May 2016	May 2019
Vanessa White	Parent Representative	Elected May 2016	May 2019
Stuart Brear	Parent Representative	Elected May 2016	May 2019

Paerata School

For the year ended 31 December 2017

Kiwisport Statement

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017, the school received a total of \$1,661 (excluding GST).

The funding was spent on a number of new sports balls and equipment and buses to transport students to organised sporting events including soccer and 'give it a go day'.

Paerata School

Perseverance Achievement Excellence



Analysis of Variance 2017

2017 Reading Targets			
Focus:	Reading		
Strategic aim	To lift achievement in Reading. <i>This aim is to ensure we are focusing on the ongoing improved achievement in reading.</i>		
Annual Aim for 2017	To increase the number of students achieving in each group so more students are reading with understanding at or above National Standards.		
Baseline data 2017	<ul style="list-style-type: none"> Current data is showing: <p>Overall: Currently 45.6% (52/114) of the students are at or above the National Standard Maori: Currently 43.7% (28/64) of the students are at or above the National Standard Pasifika: Currently 41.2% (14/34) of the students are at or above the National Standard Males: Currently 46.5% (26/56) of the students are at or above the National Standard</p>		
Targets 2017	<p>Overall: By the end of 2017 we will have 65% (82/126) of the students are at or above the National Standard Maori: By the end of 2017 we will have 60% (44/74) of the students are at or above the National Standard Pasifika: By the end of 2017 we will have 55% (17/31) of the students are at or above the National Standard Males: By the end of 2017 we will have 60% (36/60) of the students are at or above the National Standard</p>		
Actions		Outcomes	Variance & Evaluation
<ul style="list-style-type: none"> ALL Reading PLD will focus on specific reading targets for the whole school. 		52% (64/123) of our students achieving at or above the National Standards in reading. This is 13% below our target of 65%. In 2018, 16 students will need to make accelerated progress to achieve our target.	<ul style="list-style-type: none"> Accelerated Learning in Literacy (ALL) started in Term 2 with JP as leader of the intervention. Our focus is on supporting teachers and schools to inquire into how an effective teacher provides a short and intensive supplementary programme in addition to their classroom programme to accelerate progress. Inquiry Data – Using 2016 NS results we were able to plot out where is the major area of concern. Our target group will consist of 6-8 Year 2 & 3 students. These students will be those that are below or well below the NS. Accelerated progress is seen as a shift of 2 or more sub levels.
	<ul style="list-style-type: none"> ALL Reading will focus on sustaining identified risk learners with groups established in Year 2 & 3. 	<p>45% (25/55) of male students are achieving at or above the National Standard. This is 15% below our target of 60%. In order for the school to meet its target 8 male students will need to make accelerated progress.</p> <p>48% (37/76) of Maori students are achieving at or above the National Standard. This is 12% below our target of 60%. In order for the school to meet its target 9 Maori students will need to make accelerated progress.</p>	

<ul style="list-style-type: none"> Staff Professional development lead by Literacy lead teacher. 	<p>59% (17/29) of Pasifika students are achieving at or above the National Standard. This is 4% (1 student) above our target of 55%.</p>	<ul style="list-style-type: none"> Double dipping strategy- at least 2 opportunities to read a day. Reward systems in place for reading at home Establishing a Tuakana-Teina buddy reading system- students read daily with a Y8 student. Focusing on the deliberate use of a range of reading strategies and spelling rules Using prior knowledge and introducing new texts thoroughly so that students are more confident when they read. <p>Where to Next:</p> <ul style="list-style-type: none"> Continue to consolidate reading levels achieved by working on comprehension strategies and vocabulary Increase range of reading strategies used and target those which individual students need to work on Contact Parents to let them know of progress made to date and to thank them for supporting their children's learning at home.NB: Student 6 left our school this week to attend another school.
<ul style="list-style-type: none"> Teachers and students will know where they are at and where they need to go next in learning and teaching of reading. 		<ul style="list-style-type: none"> Target folders contain targeted students, teacher inquiry for student achievement which is linked to the annual targets. Analysed assessment information and DATs (direct acts of teaching) for these students. The folders will be used in conjunction with the curriculum development (under development). RTLb collaboration plans relating to target students (if any) will be kept on file with the SENCO. In-School One to One Coaching with Vision Education - Alana Cantley who will support us with looking at inquiry in general and how to streamline, coordinate and develop coherence; building systems for the future; collaborative inquiry and sharing platforms.
<ul style="list-style-type: none"> To continue with home reading support 		<ul style="list-style-type: none"> Emphasise the importance of reading through newsletter and parent meetings. JR ran Reading Together programme with 6 parents showing interest and signing up to the programme
<p>Planning for 2018:</p> <ul style="list-style-type: none"> We will take part in the MoE ALL (Accelerated Learning in Literacy) contract, with the lead teacher, supporting 2 extra teachers targeting Years 2, 3 and 4. Support the literacy leader at Paerata School. Facilitate their understanding of the role. Principal to attend ALL workshops with Literacy lead and to support where needed. Observation of teachers working with priority students to ensure teaching is meeting learning needs. Specific teacher feedback support and modelling as needed. To identify every year 1-8 student at the beginning of 2018 who needs to make accelerated progress for reading (from 2017 data) and: <ul style="list-style-type: none"> Set an achievement target for each student (what curriculum level/reading age/level does the student need to reach by the end of 2018). 		

<ul style="list-style-type: none"> o Set some learning goals for each student (what specific learning does the student need to do to reach their achievement target?). o Decide on the teaching approaches/actions that the teacher needs to undertake in order to help the students reach their targets/goals. <ul style="list-style-type: none"> • Leaders with teachers, will identify teacher strengths and needs to make decisions regarding Professional Development. • Scheduled Literacy meetings will be held, discussing Teacher as Inquiry Plan and share ideas and best practice. • Good communication with parents and whanau will be further developed to enhance their understanding of their child's learning and performance. • Culturally responsive Professional development will be arranged, to meet the needs of Maori and Pasifika pupils, in collaboration with their parents.

2017 Writing Targets		
Focus:	Writing	
Strategic aim	To raise the student achievement level in writing in line with National Standards. <i>This aim was to help focus the teaching to be specific to the learning.</i>	
Annual Aim for 2017	To increase the number of students achieving at or above against the National Standards	
Baseline data 2017	<ul style="list-style-type: none"> • Current data is showing: <p>Overall: Currently 57.9% (66/114) of the students are at or above the National Standard</p> <p>Maori: Currently 59.4% (38/64) of the students are at or above the National Standard</p> <p>Pasifika: Currently 53% (18/34) of the students are at or above the National Standard</p> <p>Males: Currently 50% (28/56) of the students are at or above the National Standard</p>	
Targets 2017	<p>Overall: By the end of 2017 we will have 65% (82/126) of the students are at or above the National Standard</p> <p>Maori: By the end of 2017 we will have 65% (48/74) of the students are at or above the National Standard</p> <p>Pasifika: By the end of 2017 we will have 60% (19/31) of the students are at or above the National Standard</p> <p>Males: By the end of 2017 we will have 55% (33/60) of the students are at or above the National Standard</p>	
Actions	Outcomes	Variance & Evaluation
<ul style="list-style-type: none"> • Teachers sharing student work and samples, moderating writing and OTJ's, explore and share strategies and cameos to improve writing. • Teachers use new learning from PLD in classroom practice quickly. Writing will focus on sustaining identified risk learners with groups established in Year 1-Year 8 	<p>We currently have 54% (66/123) of our students achieving at or above the National Standards in writing. This is 11% below our target of 65%. In 2018, 14 students will need to make accelerated progress to achieve our target.</p> <p>42% (23/55) of male students are achieving at or above the National Standard. This is 13% below our target of 55%. In order for the school to meet its target 7 male students will need to make accelerated progress.</p>	<ul style="list-style-type: none"> • Staff PLD on e-AsTTle and moderation using the rubrics • Focus work on 'What is quality writing' Aligning it with the National Standards, and what is expected at the different levels. • Teachers working on DAT (Direct Acts of Teaching) focusing on target students. • Next step 2018 - Staff to create a bank of Paerata School exemplars for moderation and assessment. <p>Dr Jannie van Hees discussed concepts and ideas that should underpin any writing programme and modelled how they could be done. Areas to be implemented:</p> <ul style="list-style-type: none"> • having an intensive oral language programme to build vocabulary and correct sentence structure • building a good foundation in handwriting so students can form, shape and position letters quickly and neatly in order to speed up recording their words on the page. • sharing written work and writing collaboratively is vital as students can see there are many different ideas on the same topic and it is okay that they are different • finding opportunities to write at any time during the day - notes,

<ul style="list-style-type: none"> Staff Professional development lead by Literacy lead teacher. 	<p>52% (40/76) of Maori students are achieving at or above the National Standard. This is 13% below our target of 65%. In order for the school to meet its target 6 Maori students will need to make accelerated progress.</p> <p>52% (15/29) of Pasifika students are achieving at or above the National Standard in reading. This is 8% below our target of 60%. In order for the school to meet its target 2 Pasifika students will need to make accelerated progress.</p>	<p>lists, sentences, stories</p> <ul style="list-style-type: none"> build a 'joy of writing' - remember writing for assessment purposes often aren't the students' best work editing should be ongoing not just at the end of a piece of writing triggering a 'can do' motivated attitude towards writing Teachers are working collaboratively in creating Kid Speak versions for Reading, Writing, Maths in all year levels and OTJ sheets for Reading, Writing, Maths in all year levels. These have been discussed and worked on during staff and team meetings. We are creating folders for our targeted student information. This resource will be able to be used to help teachers make informed decisions when it comes to students achievement and learning as Paerata School grows. 	<ul style="list-style-type: none"> Target folders contain targeted students, teacher inquiry for student achievement which is linked to the annual targets. Analysed assessment information and DATs (direct acts of teaching) for these students. The folders will be used in conjunction with the curriculum development (under development). RTLB collaboration plans relating to target students (if any) will be keep on file with the SENCO. In-School One to One Coaching with Vision Education - Alana Cantley who will support us with looking at inquiry in general and how to streamline, coordinate and develop coherence; building systems for the future; collaborative inquiry and sharing platforms.
<ul style="list-style-type: none"> Teachers and students will know where they are at and where they need to go next in learning and teaching of writing. 			<p>Planning for 2018:</p> <ul style="list-style-type: none"> Observation of teachers working with priority students to ensure teaching is meeting learning needs. Specific teacher feedback support and modelling as needed. We will review the School Literacy Implementation Plans Leaders will identify teacher strengths and needs to make decisions regarding Professional Development. Scheduled Literacy meetings will be held using teacher strengths as ideas to share. Good communication with parents and whanau will be further developed to enhance their understanding of their child's learning and performance. Culturally responsive Professional development will be arranged, to meet the needs of Maori and Pasifika pupils, in collaboration with their parents. Well Below/Below pupils will be targeted to receive extra assistance. Analysed data will be used to inform future progress and planning. We will be moderating and discussing e-AsTTle results twice yearly and identifying anomalies and trends. Professional Development and support to enter data for analysis on Musac Edge SMS Identify and track priority learners (and link these to Teacher Inquiries).

2017 Maths Targets			
Focus:	Maths		
Strategic aim	To lift achievement in Maths. This aim is to ensure we are focusing on the ongoing improved achievement in maths, specifically numeracy learning.		
Annual Aim for 2017	To increase the number of students achieving at or above the National standards for mathematics.		
Baseline data 2017	<ul style="list-style-type: none">Current data is showing: <p>Overall: Currently 49.1% (52/114) of the students are at or above the National Standard</p> <p>Maori: Currently 56.2% (36/64) of the students at or above the National Standard</p> <p>Pasifika: Currently 35.3% (12/34) of the students at or above the National Standard</p>		
Targets 2017	<p>Overall: By the end of 2017 we will have 61% (77/126) of the students at or above the National Standard</p> <p>Maori: By the end of 2017 we will have 60% (44/74) of the students at or above the National Standard</p> <p>Pasifika: By the end of 2017 we will have 60% (19/31) of the students at or above the National Standard</p>		
Actions	Outcomes	Variance & Evaluation	
To use assessment tools (IKAN, Gloss, PAT) to identify student strengths and needs and inform next teaching steps.	<p>We currently have 57% (69/123) of our students achieving at or above the National Standards in maths. This is 4% below our target of 61%. In 2018, 5 students will need to make accelerated progress to achieve our target.</p> <p>61% (46/76) of Maori students are achieving at or above the National Standard. This is 1% above our target of 60%.</p>	<ul style="list-style-type: none">JAM or GloSS assessment data will be recorded and used to develop teaching inquiriesThis is folder will contain List of target groups and students in core curriculum area - Reading, Writing & Maths. Inside each section there will be targets for the students and a clear link to the school charter. Analysed assessment information, DATs (direct acts of teaching) for these students. RTLb paperwork relating to target students (if any). The folders will be used in conjunction with the curriculum development (kids speak and OTJ).	
Mathematics will continue to build sustainable practice and develop strategies to lift the at risk pupils and support all learners.	<p>37% (11/29) of Pasifika students are achieving at or above the National Standard. This is 23% below our target of 60%. In order for the school to meet its target 7 Pasifika students will need to make accelerated progress.</p>	<ul style="list-style-type: none">Full school development focused on lifting achievement in maths and further developing the Maths curriculumMaths leader observed all teachers in teaching Maths, individual feedback on pedagogy and strategies for growth were given and received well from teachers.Maths Leader will work with DP to write Math Curriculum document and present back to staff in January 2018.	
Planning for 2018:			
<ul style="list-style-type: none">Observation of teachers working with priority students to ensure teaching is meeting learning needs.Specific teacher feedback support and modelling as needed.We will review the School Maths Implementation Plans.Leaders will identify teacher strengths and needs to make decisions regarding Professional Development.Good communication with parents and whanau will be further developed to enhance their understanding of their child's learning and performance.Culturally responsive Professional development will be arranged, to meet the needs of Maori and Pasifika pupils, in collaboration with their parents.Well Below/Below pupils will be targeted to receive extra assistance.Analysed data will be used to inform future progress and planning.			

- Identify and track priority learners (and link these to Teacher Inquiries).
- Regular focus on strategies at staff meetings using NZ Maths resources.
- Focus on encouraging students to share their thinking.
- We will promote Problem Solving using real life contexts.