

# LEAMINGTON SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 1789

**Principal:** Mike Malcolm

**School Address:** Lamb Street, Leamington, Cambridge

**School Postal Address:**

**School Phone:** 07 827 5747

**School Email:** marianne.k@leamington.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Ian Wilson	Chairperson	Elected	2019
Mike Malcolm	Principal	ex Officio	
Shelley Dodds	Parent Rep	Elected	2019
Sabine Lang	Parent Rep	Elected	2019
Kirsty Quickfall	Parent Rep	Elected	2019
David Crouchman	Parent Rep	Elected	2019
Justin Read	Parent Rep	Elected	2019
Christy Meads	Staff Rep	Elected	2019
Pip Gordon	Other	Appointed	2019

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

# LEAMINGTON SCHOOL

Annual Report - For the year ended 31 December 2018

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# Leamington 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.

Rosalind Jane Urbahn  
Full Name of Board Chairperson

  
Signature of Board Chairperson

30 July 2019  
Date:

Michael Lyons Malcolm  
Full Name of Principal

  
Signature of Principal

26 July 2019  
Date:

**Leamington School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	4,014,328	3,302,309	4,027,082
Locally Raised Funds	3	293,620	228,200	496,683
Interest Earned		8,405	6,000	9,140
Gain on Sale of Property, Plant and Equipment		-	-	5,000
International Students	4	53,730	-	1,153
		<u>4,370,083</u>	<u>3,536,509</u>	<u>4,539,058</u>
<b>Expenses</b>				
Locally Raised Funds	3	225,005	145,500	326,377
International Students	4	11,332	-	212
Learning Resources	5	2,982,190	2,503,999	2,780,451
Administration	6	254,940	205,037	256,583
Finance Costs		2,623	-	1,993
Property	7	962,397	714,133	757,601
Depreciation	8	106,033	63,500	101,736
Loss on Disposal of Property, Plant and Equipment		1,011	-	1,707
		<u>4,545,531</u>	<u>3,632,169</u>	<u>4,226,660</u>
<b>Net Surplus / (Deficit)</b>		<b>(175,448)</b>	<b>(95,660)</b>	<b>312,398</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>(175,448)</u></u>	<u><u>(95,660)</u></u>	<u><u>312,398</u></u>

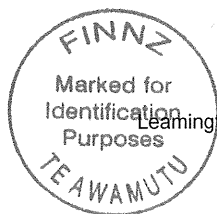
The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



**Leamington 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>828,313</u>	<u>828,313</u>	<u>467,165</u>
Total comprehensive revenue and expense for the year	(175,448)	(95,660)	312,398
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	48,750
<b>Equity at 31 December</b>	<u>652,865</u>	<u>732,653</u>	<u>828,313</u>
Retained Earnings	652,865	732,653	828,313
<b>Equity at 31 December</b>	<u>652,865</u>	<u>732,653</u>	<u>828,313</u>

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



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

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	9	229,665	285,476	247,462
Accounts Receivable	10	404,918	370,280	370,280
Prepayments		12,933	14,155	14,155
Inventories	11	18,486	25,267	25,267
Funds owed for Capital Works Projects	18	-	-	148,109
		<u>666,002</u>	<u>695,178</u>	<u>805,273</u>
<b>Current Liabilities</b>				
GST Payable		37,433	19,407	19,407
Accounts Payable	13	229,015	245,656	245,656
Revenue Received in Advance	14	5,985	64,838	64,838
Provision for Cyclical Maintenance	15	36,387	-	-
Finance Lease Liability - Current Portion	16	18,223	13,161	13,161
Funds held in Trust	17	63,728	22,295	22,295
Funds held for Capital Works Projects	18	157,791	-	-
		<u>548,562</u>	<u>365,357</u>	<u>365,357</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>117,440</b>	<b>329,821</b>	<b>439,916</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	603,453	445,160	462,660
Intangible Assets		-	11,515	11,515
		<u>603,453</u>	<u>456,675</u>	<u>474,175</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	51,616	39,964	71,899
Finance Lease Liability	16	16,412	13,879	13,879
		<u>68,028</u>	<u>53,843</u>	<u>85,778</u>
<b>Net Assets</b>		<u><u>652,865</u></u>	<u><u>732,653</u></u>	<u><u>828,313</u></u>
<b>Equity</b>		<u><u>652,865</u></u>	<u><u>732,653</u></u>	<u><u>828,313</u></u>

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



**Leamington 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	759,512	690,430	833,204
Locally Raised Funds	267,957	81,500	802,209
International Students	9,435	-	36,580
Goods and Services Tax (net)	11,120	-	(7,455)
Payments to Employees	(604,794)	(348,709)	(367,323)
Payments to Suppliers	(495,078)	(317,446)	(1,362,944)
Cyclical Maintenance Payments in the year	-	(27,761)	-
Interest Paid	(2,623)	-	(1,993)
Interest Received	6,822	6,000	10,276
Net cash from / (to) the Operating Activities	<u>(47,649)</u>	<u>84,014</u>	<u>(57,446)</u>
<b>Cash flows from Investing Activities</b>			
Purchase of PPE (and Intangibles)	(224,154)	(46,000)	(166,430)
Proceeds from Sale of Investments	-	-	57,769
Net cash from / (to) the Investing Activities	<u>(224,154)</u>	<u>(46,000)</u>	<u>(108,661)</u>
<b>Cash flows from Financing Activities</b>			
Furniture and Equipment Grant	-	-	97,500
Finance Lease Payments	(10,461)	-	(6,422)
Painting contract payments	-	-	(16,622)
Funds Administered on Behalf of Third Parties	(41,433)	-	-
Funds Held for Capital Works Projects	305,900	-	(376,106)
Net cash from Financing Activities	<u>254,006</u>	<u>-</u>	<u>(301,650)</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>	<u>(17,797)</u>	<u>38,014</u>	<u>(467,757)</u>
Cash and cash equivalents at the beginning of the year	9 247,462	247,462	715,219
<b>Cash and cash equivalents at the end of the year</b>	9 <u>229,665</u>	<u>285,476</u>	<u>247,462</u>

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

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



# Leamington School

## Notes to the Financial Statements

### For the year ended 31 December 2018

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Leamington 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 16.

*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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.



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

#### **Leased Assets**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Buildings	25-33 years
Furniture and Equipment	5 years
Information and Communication	2.5-5 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	702,289	690,430	706,113
Teachers' salaries grants	2,397,323	2,091,746	2,340,744
Use of Land and Buildings grants	771,836	520,133	753,425
Resource teachers learning and behaviour grants	-	-	660
Other MoE Grants	142,880	-	226,140
	<b>4,014,328</b>	<b>3,302,309</b>	<b>4,027,082</b>

## 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	89,931	20,500	142,434
Activities	57,198	67,000	143,879
Trading	35,749	48,700	85,450
Trading After School Day Care	110,742	92,000	124,920
	<b>293,620</b>	<b>228,200</b>	<b>496,683</b>
<b>Expenses</b>			
Activities	55,242	9,700	133,055
Trading	38,704	48,100	80,210
Trading After School Day Care	131,059	87,700	113,112
	<b>225,005</b>	<b>145,500</b>	<b>326,377</b>
<i>Surplus for the year Locally raised funds</i>	<b>68,615</b>	<b>82,700</b>	<b>170,306</b>

## 4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	16	0	3
<b>Revenue</b>			
International student fees	53,730	-	1,153
<b>Expenses</b>			
Other Expenses	11,332	-	212
	<b>11,332</b>	<b>-</b>	<b>212</b>
<i>Surplus for the year International Students'</i>	<b>42,398</b>	<b>-</b>	<b>941</b>



## 5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	83,068	194,844	51,018
Library resources	1,905	1,900	2,885
Employee benefits - salaries	2,843,983	2,261,655	2,690,772
Staff development	53,234	45,600	35,776
	<u>2,982,190</u>	<u>2,503,999</u>	<u>2,780,451</u>

## 6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,416	4,900	3,643
Board of Trustees Fees	5,885	6,000	4,615
Board of Trustees Expenses	7,586	7,000	7,971
Communication	3,731	3,900	4,371
Consumables	43,533	62,277	62,670
Operating Lease	16,744	10,500	4,396
Legal Fees	-	1,000	8,157
Other	37,163	23,660	39,182
Employee Benefits - Salaries	121,990	80,800	108,296
Insurance	9,392	1,000	9,782
Service Providers, Contractors and Consultancy	3,500	4,000	3,500
	<u>254,940</u>	<u>205,037</u>	<u>256,583</u>

## 7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,452	7,000	7,847
Cyclical Maintenance Expense	16,104	7,000	(246,701)
Grounds	14,708	11,650	13,443
Heat, Light and Water	28,366	32,000	32,945
Rates	6,340	6,500	5,846
Repairs and Maintenance	23,441	29,800	79,582
Use of Land and Buildings	771,836	520,133	753,425
Security	1,173	1,250	1,529
Employee Benefits - Salaries	46,577	98,800	66,898
Contractors	44,400	-	42,787
	<u>962,397</u>	<u>714,133</u>	<u>757,601</u>

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

## 8. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	13,613	8,497	13,613
Building Improvements	10,029	5,243	8,400
Furniture and Equipment	58,357	36,106	57,848
Information and Communication Technology	4,716	6,056	9,702
Leased Assets	16,933	6,037	9,672
Library Resources	2,385	1,561	2,501
	<u>106,033</u>	<u>63,500</u>	<u>101,736</u>



## 9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
ASB - BOT Cheque Account	99,149	258,123	220,109
ASB - Savings On Call	11	11	11
ASB - Productions Account	1,763	1,741	1,741
ASB - Activities	16,267	15,105	15,105
ASB Whanau (Cultural)	4,288	4,235	4,235
ASB TD 72	101,711	-	-
ASB TD89	6,476	6,261	6,261
Cash equivalents for Cash Flow Statement	229,665	285,476	247,462

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

Of the \$229,665 Cash and Cash Equivalents, \$157,791 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.

## 10. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	42,725	217,368	70,764
Receivables from the Ministry of Education	195,568	-	146,604
Interest Receivable	1,620	37	37
Teacher Salaries Grant Receivable	165,005	152,875	152,875
	404,918	370,280	370,280
Receivables from Exchange Transactions	44,345	217,405	70,801
Receivables from Non-Exchange Transactions	360,573	152,875	299,479
	404,918	370,280	370,280

## 11. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Trading Stationery	1,473	1,922	1,922
Trading Clothing	17,013	16,051	16,051
Ipad Sales	-	7,294	7,294
	18,486	25,267	25,267





## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	83,321	-	-	-	(13,613)	69,708
Building Improvements	178,292	76,904	-	-	(10,029)	245,167
Furniture and Equipment	152,569	133,484	-	-	(58,357)	227,696
Information and Communication Tech	4,464	10,877	-	-	(4,716)	10,625
Leased Assets	28,166	23,683	-	-	(16,933)	34,917
Library Resources	15,847	2,889	(1,011)	-	(2,385)	15,340
<b>Balance at 31 December 2018</b>	<b>462,659</b>	<b>247,837</b>	<b>(1,011)</b>	<b>-</b>	<b>(106,033)</b>	<b>603,453</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	340,326	(270,618)	69,708
Building Improvements	374,056	(128,889)	245,167
Furniture and Equipment	630,095	(402,399)	227,696
Information and Communication	135,655	(125,030)	10,625
Leased Assets	63,312	(28,395)	34,917
Library Resources	64,742	(49,402)	15,340
<b>Balance at 31 December 2018</b>	<b>1,608,186</b>	<b>(1,004,733)</b>	<b>603,453</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	96,934	-	-	-	(13,613)	83,321
Building Improvements	130,778	55,914	-	-	(8,400)	178,292
Furniture and Equipment	104,389	106,029	-	-	(57,848)	152,569
Information and Communication Tech	12,850	1,316	-	-	(9,702)	4,464
Leased Assets	19,848	17,990	-	-	(9,672)	28,166
Library Resources	16,883	3,172	(1,707)	-	(2,501)	15,848
<b>Balance at 31 December 2017</b>	<b>381,682</b>	<b>184,421</b>	<b>(1,707)</b>	<b>-</b>	<b>(101,736)</b>	<b>462,660</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	340,326	(257,005)	83,321
Building Improvements	297,152	(118,860)	178,292
Furniture and Equipment	496,612	(344,043)	152,569
Information and Communication	124,778	(120,314)	4,464
Leased Assets	39,628	(11,462)	28,166
Library Resources	67,918	(52,070)	15,848
<b>Balance at 31 December 2017</b>	<b>1,366,414</b>	<b>(903,754)</b>	<b>462,660</b>



### 13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	50,059	60,031	60,031
Accruals	8,190	7,048	7,048
Banking staffing overuse	-	21,064	21,064
Employee Entitlements - salaries	165,005	152,875	152,875
Employee Entitlements - leave accrual	5,761	4,638	4,638
	<u>229,015</u>	<u>245,656</u>	<u>245,656</u>
Payables for Exchange Transactions	229,015	224,592	224,592
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	21,064	21,064
	<u>229,015</u>	<u>245,656</u>	<u>245,656</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income in advance	5,985	64,838	20,543
International students in advance	-	-	44,295
	<u>5,985</u>	<u>64,838</u>	<u>64,838</u>

### 15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	71,899	32,964	318,600
Increase/(decrease) to the Provision During the Year	16,104	7,000	(246,701)
Provision at the End of the Year	<u>88,003</u>	<u>39,964</u>	<u>71,899</u>
Cyclical Maintenance - Current	36,387	-	-
Cyclical Maintenance - Term	51,616	39,964	71,899
	<u>88,003</u>	<u>39,964</u>	<u>71,899</u>

### 16. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	18,223	13,161	13,161
Later than One Year and no Later than Five Years	16,412	13,879	13,879
	<u>34,635</u>	<u>27,040</u>	<u>27,040</u>



## 17. Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	63,728	22,295	22,295
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>63,728</u>	<u>22,295</u>	<u>22,295</u>

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

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

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
MOE Block G, H Alt & Refurb GRants <i>in progress</i>		-	167,151	9,360	-	157,791
MOE New Classroom 2015 Income <i>completed</i>		(90,074)	90,074	-	-	-
MOE 1st Time enrolment <i>completed</i>		(58,035)	58,035	-	-	-
Totals		<u>(148,109)</u>	<u>315,260</u>	<u>9,360</u>	<u>-</u>	<u>157,791</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	157,791
Funds Due from the Ministry of Education	-
	<u>157,791</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
MOE New Classroom 2015 Income <i>in progress</i>		204,178	513,306	807,558	-	(90,074)
MOE 1st Time enrolment <i>in progress</i>		27,844	77,876	163,755	-	(58,035)
Block A, B and D Grants <i>completed</i>		-	200,000	200,000	-	-
Totals		<u>232,022</u>	<u>791,182</u>	<u>1,171,313</u>	<u>-</u>	<u>(148,109)</u>

## 19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.



## 20. Remuneration

### Key management personnel compensation

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

	<b>2018 Actual \$</b>	<b>2017 Actual \$</b>
<i>Board Members</i>		
Remuneration	5,885	4,615
Full-time equivalent members	0.21	0.19
<i>Leadership Team</i>		
Remuneration	951,793	860,416
Full-time equivalent members	10.41	9.00
Total key management personnel remuneration	<u>957,678</u>	<u>865,031</u>
Total full-time equivalent personnel	<u>10.62</u>	<u>9.19</u>

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:

	<b>2018 Actual \$000</b>	<b>2017 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	160 - 170
Benefits and Other Emoluments	2 - 3	2 - 3
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	-	1.00
	<u>0.00</u>	<u>1.00</u>

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

## 21. Compensation and Other Benefits Upon Leaving

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

	<b>2018 Actual</b>	<b>2017 Actual</b>
Total	-	\$8,000
Number of People	-	1



## 22. 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.

## 23. 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	17,748	1,979
Later than One Year and No Later than Five Years	53,244	-
Later than Five Years	-	-
	<u>70,992</u>	<u>1,979</u>

## 24. Managing Capital

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



## 25. Financial Instruments

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

### Loans and receivables

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	229,665	285,476	247,462
Receivables	404,918	370,280	370,280
Investments - Term Deposits	-	-	-
Total Loans and Receivables	<u>634,583</u>	<u>655,756</u>	<u>617,742</u>

### Financial liabilities measured at amortised cost

Payables	229,015	245,656	245,656
Borrowings - Loans	-	-	-
Finance Leases	34,635	27,040	27,040
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>263,650</u>	<u>272,696</u>	<u>272,696</u>

## 26. Events After Balance Date

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

## 27. Comparatives

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



# Leamington School Analysis of Variance - 2018



Area	Background	Focus Areas / Things wanting to achieve New Initiative Consolidation Area 2017 2018 2019 2020 Development Area Maintain Area	Outcome
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**Initiatives specifically targeted at Using Achievement Data to raise achievement**

<p>Continue to monitor student achievement in literacy and numeracy and provide targeted interventions as required (including Booster Groups).</p>	<p>Literacy and Mathematics has been identified as part of core business for Leamington School. Assessment data consistently shows variance in gender.</p> <p>Investigations into disparity between Maori and particularly Maori boys.</p> <p>Non Maori student achievement is on going.</p> <p>Challenges in achievement suggest pre-literacy skills, and engagement for boys and Maori in particular.</p> <p>Involvement in CCoI has identified shifts in writing achievement for Maori and boys as an outcome.</p>	<p>Continue to closely monitor student achievement in literacy and numeracy and provide targeted interventions as required (including Booster Groups).</p> <p>Raise achievement in Literacy and Numeracy, particularly focusing on children identified as having indicators of future underachievement which could lead to difficulty accessing the curriculum</p> <p>Closely monitor children underachieving through short grained TAI to raise achievement.</p> <p>Achievement Targets based on National Standards achievement expectations</p> <ul style="list-style-type: none"> <li>Maintain and extend where possible achievement for all boys and Maori above 80% in Year 4 and above in reading, writing and math.</li> </ul> <p>(At or above the National Standard)</p>	<p>Complete</p> <p>Final Results</p> <p><u>Reading</u></p> <p><u>Math</u></p> <p><u>Writing</u></p> <p>Whole School Results At or above (based on progressions)</p> <p>Boys Reading 81/124 (65%)</p> <p>Boys writing - 75/123 (61%)</p> <p>Boys math - 100/124 (81%)</p> <p>Maori Reading - 24/40 (60%)</p> <p>Maori writing - 30/66 (45%)*</p> <p>Maori Math - 26/40% (65%)</p> <p>*Note - there is a difference in numbers to other Maori due to a different proportion of children identifying as Maori in this data set due.</p> <p>Complete - Booster groups in Numeracy have shown an increase in achievement relative to other areas. in 2019 we will develop a targeted literacy booster group program based on the Numeracy booster group.</p> <p>Completed through PLiC process.</p> <p>See above.</p>
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		Develop a database of potential early indicators that could help build a picture of causes of underachievement beyond easily recognisable markers.		Complete. We now have a database of needs of children that sit outside of academic attainment. This did not point to any clear patterns that could lead to underachievement. The only conclusion that we could draw is that a great many of our underachieving students have a wide range of other factors that contribute to their success. However, the same can be said for other student also. We will continue this into 2019 to see what other opportunities arise.
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<b>Booster Groups</b>	<p>➤ Achievement data shows that children that have had booster group intervention make accelerated progress.</p> <p>➤ However, due to the administrative responsibilities of those that do booster groups, these often fall away at times through the year.</p> <p>➤ Staff specifically employed to run booster groups prevent this fall away factor.</p> <p>➤ The purpose of a booster group is to allow a short boost to help a student maintain momentum in a typical class program and increase self-efficacy.</p>	Continue the effective implementation of booster group program in literacy and numeracy.	Complete. Reports to the BOT submitted through the year.
		Use data to monitor the ongoing effectiveness of the booster group program.	As above
		Make a recommendation to the BOT about the continuation of the booster group program into future based on data and budget recommendations.	Complete. Recommendation is to continue and extend to literacy if finances allow.
		Longitudinal data collected on students who are involved in Booster groups to monitor their progress over time to help better understand their progress post intervention.	Ongoing. School wide data in numeracy is higher than other monitored curriculum areas.

<b>Effective use of assessment data</b>	<p>➤ We collect a wide range of assessment data to allow us to make informed decisions on student achievement.</p> <p>➤ Ongoing reflection on how to use this information to form hunches about future action ensures effective intervention</p>	Use assessment map to spread assessment over year	Complete
		Redevelop assessment analysis tool to support teaching that identifies hunches, next steps and impact of interventions for class, team and achievement challenge students	Complete. Linc-Ed is causing us to ask many questions about how we use our data to inform tomorrow practice. Moving forward we want to develop learning outcome goals and learner outcome goals.
		Teachers involved in analysis of assessment data and identifying next steps in team meetings	Complete. Time is often the barrier here - not motivation. Lack of release time to focus on reflection is an ongoing barrier.

<b>Linc Ed Implementation - Working with all stakeholders to ensure the roll out of Linc Ed exploits the potential of the tool to maximise effectiveness for teachers, administration, reporting to parents, assessment - Paula - R</b>			
<b>Journal of Development through the Year</b>			
	Implement Linc Ed Student management system across the school to better support student learning through assessment		<ul style="list-style-type: none"> <li>• Complete.</li> <li>• Positive outcomes emerging.</li> <li>• The learning curve to get the most from this tool took considerably longer than expected.</li> <li>• Reporting to parents had a positive impact</li> </ul>





Co- Teaching Pedagogy - Firm up shared Pedagogy across the school for key “noticeables” of effective practice across every learning environment - Who?			
*  Through the building of several new buildings across the school we have the opportunity to trial several modern learning environments. Further research into what MLE comprises pedagogy that is associated with this and best practices indicate that this aspect of learning is going to continue to grow exponentially in the foreseeable future as it is able to best cater for children’s learning needs.	Continue to develop ILE shared pedagogy / vision / non-negotiables across the school to strengthen effectiveness for meeting children’s learning needs.		<ul style="list-style-type: none"> <li>Completed</li> <li>Ongoing</li> <li>Evolved into Learning Eco-System</li> </ul>
	Explore ways our existing classes can be best utilised to create ILE / FLS spaces (changes to classes, furniture etc.)		<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	Develop the revised School Vision that compliments our Learnington Learner concept.		<ul style="list-style-type: none"> <li>Complete</li> <li>Ongoing</li> </ul>
	Community education into the benefits of collaborative learning spaces to shape community misconceptions.		<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	Inquiry into effective practice to enhance relationships and engagement.		<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

Second Language Options - Sunny - R	The community survey in 2014 indicated that parents would like to see second language options explored for children across the school.			<ul style="list-style-type: none"> <li>Lack of resources has made this difficult</li> <li>Exploring links to learn Mandarin</li> </ul>
	Explore what second language opportunities for students.  Pursue ways to effectively integrate these opportunities into the opportunities available for children.			

Development of Outdoor learning areas - Mike - R			
<ul style="list-style-type: none"> <li>As we explore learner agency and self regulated learners, we become increasingly aware of the opportunities physical spaces both inside and outside of the classroom bring.</li> <li>Recent learning about cognitive development and appropriate learning contexts for early learners highlights the opportunities that present when learners are engaging in environments that provoke learning conversations, problem solving interactions and development of self efficacy and success for all.</li> <li>Physical restraints of classroom size are nullified when we can exploit outdoor learning spaces.</li> <li>Development of outdoor learning spaces allows children to engage in the creation and maintenance of learning spaces that can include rich cultural identity.</li> </ul>	Development of a water play based learning area to support play based learning programs.		<ul style="list-style-type: none"> <li>Nearing completion</li> </ul>
	Development of a provocation based learning area to support play based learning programs.		<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	Development of a “Kawa” garden area to deepen our interconnectedness to a bi-cultural NZ		<ul style="list-style-type: none"> <li>Not started</li> </ul>

## Initiatives specifically targeted at developing people - Mike - R

<p><b>Team health - Mike - R</b></p>	<p>Healthy teams multiply intelligence. Many aspects of a normal team derail team health through the way they deal with conflict, manage time, leadership that supports team health is going to be central to maximising student achieving possibilities.</p>	<p>Continually bring team health to the forefront of effective leadership.</p> <p>Develop a questionnaire that illuminates team health</p> <p>Insert team health as a core component of leadership job descriptions</p> <p>Explore ways to maximise meeting effectiveness.</p> <p>Social Club organises at least one staff function per term.</p> <p>Opportunities for staff to socialise at the end of the week.</p> <p>Activities planned for during school time to bring staff together to socialise and have fun.</p>		<ul style="list-style-type: none"> <li>• Complete</li> <li>• Ongoing</li> </ul>
				<ul style="list-style-type: none"> <li>• Q12 being used</li> <li>• Complete</li> <li>• Ongoing</li> <li>• Complete</li> <li>• Complete</li> <li>• Complete</li> </ul>

<p><b>Induction of new staff members - Sunny - R</b></p>	<p>As the school roll continues to grow, and we develop leaders who will take up opportunities in other schools the regularity of new staff members increases. Maintaining the strengths of the school can only be maintained through effective induction systems.</p>	<p>Induction of new staff members through a coaching and mentoring model</p> <ul style="list-style-type: none"> <li>o Cogs</li> <li>o Virtues</li> <li>o Progressions</li> <li>o Language of learning</li> <li>o PLIC</li> </ul> <p>Spend time with new teachers to find what we can learn from other schools they have been in to enhance our practice.</p> <p>Support New Team leaders</p>		<ul style="list-style-type: none"> <li>• Complete</li> <li>• Ongoing</li> <li>• Within a larger school or 50 employees we will have new staff members every year and through the year</li> <li>• Development of a Passport for new teachers to learn the stories behind developments across the school.</li> </ul>
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<p><b>Coaching - Develop a team of coaches to support inquiry across the school - Mike - R</b></p> <p style="text-align: center;"><u>Journal</u></p>				
	<p>We have found that coaching that illuminates the impact of practice through the voice of the learner has the potential to cause significant shifts in practice.</p> <p>Strengthening and extending a team of coaches through the school so that every teacher thinks through a coaching mindset will strengthen our inquiry of practice.</p>	<p>Develop a team of teachers as new coaches to support other teachers in their inquiry of practice.</p> <p>Privilege times for teachers to coach and be coached</p> <p>Privilege supporting those who wish to become accredited coaches</p> <p>Collecting voice of students about impact of practice to support coaching conversation</p>		<ul style="list-style-type: none"> <li>• Complete</li> <li>• As coaches leave our school we need to train new coaches.</li> <li>• Needs to be ongoing</li> <li>• Challenge is release time within staffing financial restraints.</li> <li>• Trying a few different things to create time.</li> <li>• Ongoing</li> <li>• Complete</li> <li>• Ongoing</li> </ul>

PLIC - Mike						
<p>During 2013 the appraisal system was adapted based on work done with the Teachers Council Appraisal Initiative.</p> <p>The PLIC process developed as a result.</p>	<p>Coaches work with teachers on PLIC goals</p>					<ul style="list-style-type: none"> <li>Complete</li> </ul>
	<p>Teachers set PLIC goals inline with Teacher Progressions, COL focus areas, school focus areas and Achievement challenge</p>					<ul style="list-style-type: none"> <li>Complete</li> </ul>
	<p>Sharing practice between teachers</p>					<ul style="list-style-type: none"> <li>Complete</li> <li>Smack downs proved to have a positive impact</li> </ul>
	<p>Meeting with teachers to hear first hand success made with PLIC.</p>					<ul style="list-style-type: none"> <li>Complete</li> <li>Will not continue in its current fashion as now seems artificial and forced. spending time with teachers during Smack Down seemed to have a more positive impact for all.</li> </ul>

### Initiatives specifically designed to strengthen learning links with community - Mike - R

Communication Strategy - Partnering with the invested Learnington Parental Community to help develop shared understanding of the things they would notice around Learnington School that does not match their expectations or experiences - Mike - R						
	<p>Journal</p>					
<p>With the many changes happening in education, keeping parents involved, informed is critical to continual community ownership.</p> <p>Parents as ambassadors to the community of the educational benefits and innovations of the school is critical to the school being central to the community endorsement.</p>	<p>Oversee the development and implementation of a communication plan that includes face to face meetings, web resources, newsletter resources etc.</p> <p>Engaging parents and BOT in the impact of Learner Agency</p> <p>Engaging parents and BOT in the impact of Culturally Responsive Practice</p> <p>Engaging parents and BOT in reporting through online pathways</p> <p>Engaging parents and BOT in the impact and path forward of Play Based Learning</p>					<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> </ul>

Cambridge Community of Learning - Mike - R						
<p>Involvement in Cambridge Community of Learning to help support Learnington Learner vision for school and wider into the community and support all learners educational pathways.</p>	<p>Develop coaching practices across the school to support inquiry into practice.</p> <p>Develop collaboration between schools to challenge the "tribal" way of thinking about individual schools.</p>					<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> </ul>

		<p>Teachers engage in a PLC process focuses around Achievement Challenge.</p>		<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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<p><b>BOT Communication with the Community</b></p>	<p>Keeping the Community informed of developments within and across the school is a priority with all the changes happening both with property and educational practice.</p>	<p>BOT Newsletter each term.</p>		<ul style="list-style-type: none"> <li>• Complete</li> </ul>
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## Initiatives specifically targeted at developing opportunities for children and families - Sunny - R

<b>Head Lice</b>	<p>The Community survey from 2013 received a clear indication from the community that they wanted a proactive response to dealing with Head Lice.</p>	<p>Put in place a proposed procedure to check head lice routinely across the school</p> <p>Inform community via newsletter procedures in place for Head Lice and actions being taken to be proactive</p>	<ul style="list-style-type: none"> <li>• Complete</li> <li>• Ongoing</li> </ul>
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<b>Sports Co-ordinator</b>	<p>Sport continues to be a priority for the community. The 2016 survey indicated support from the community for a sport co-ordinator. The ROT has ring fenced money to appoint a sport co-ordinator to help enhance sporting opportunities within the school.</p>	<p>Monitor effectiveness of sport co-coordinator and develop a measure of success.</p> <p>Monitor impact of opportunities for children to engage in sporting opportunities</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Positive feedback from community</li> <li>• Ongoing</li> </ul>
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<b>Sport</b>	<p>Sport continues to be a vitally important area of the school. In recent times the school has experienced success on the sporting field, with many children playing sport both during and after school.</p>	<p>Successful running of Sporting Body Committee.</p> <p>Variety of sports taking place across the school with the aim to have all children involved in sport of some type.</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing</li> </ul>
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<b>Librarian</b>	<p>Literacy continues to be a priority for the community. The 2016 survey indicated support from the community for a librarian. The ROT has ring fenced money to appoint a librarian to support literacy programs and the establishment of a new library within the school.</p>	<p>Monitor effectiveness of librarian and develop a measure of success.</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
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<b>International Students</b>	<p>In recent times there has been increased interest from International Students to enroll at Leamington School. The school has to engage in a conversation to determine the strategic place of International Students</p>	<p>Develop a clear strategy for the place of International Students</p>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Having students in the first few weeks of school was not well received.</li> <li>• Having students later in the year had a positive impact.</li> <li>• The financial injection into programs had a positive impact.</li> </ul>
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## Initiatives specifically targeted at essential school infrastructure and operations - Mike - R

<b>Funky Kids Club Journal</b>	<p>Before and After school care continues to be an important service within the school for parents. Continuing to monitor the effectiveness of this program ensures parents can use this service with confidence. This service has continued to grow in recent years asking for a rethink of the way the FKC is supported within the school.</p>	<p>Overall Supervision of the liaison between FKC and Leamington School</p>	<ul style="list-style-type: none"> <li>• Complete</li> <li>• Ongoing</li> <li>• Having a staff member who works with the program every day and realigning roles has had a positive impact on the program and performance of staff members.</li> </ul>
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		Overall development of the FKC program to bring closer alignment with learning program experienced within the school				<ul style="list-style-type: none"> <li>Complete</li> <li>Ongoing</li> </ul>
		Appraisal of staff using a modified Progressions format to be developed in 2018				<ul style="list-style-type: none"> <li>Complete</li> </ul>
		Employment of new staff members to cater for increasing numbers of students.				<ul style="list-style-type: none"> <li>Ongoing</li> <li>Complete</li> </ul>

<b>Banked Staffing</b>	<p>In 2012 the Government indicated a change to the way Banked Staffing would function. This has serious implications for the way the school runs, being especially mindful of the potential to spend considerable money on relievers. Close monitoring of the Banked Staffing situation will be necessary to prevent budget blow outs while ensuring other programmes continue to take place.</p>	Monitor staffing usage closely to avoid budget over spends.				<ul style="list-style-type: none"> <li>Complete.</li> <li>Staffing costs in 2018 were more than expected but will be balanced in the 2019 pay period.</li> </ul>
		Keep up to date with the most efficient way to manage staffing.				<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
		Ensure teachers are moved to Bulk Grant if it is more financially viable to do so.				<ul style="list-style-type: none"> <li>Complete</li> </ul>

<b>Enrolment scheme</b>	<p>In 2012 the school has had to implement an enrolment scheme to cater for the growing roll. Maintaining a role of 75 or 90 students eases pressure on the makeup of classes in Year 3- 6</p>	Ensure the school manages the enrolment scheme to avoid overcrowding.				<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
		Develop an enrolment plan / policy to meet demands being placed on spaces within school				<ul style="list-style-type: none"> <li>Incomplete</li> </ul>

<b>Property Development</b>	<p>Over recent years the school has experienced roll growth, changes through first time enrolments and upgrading facilities around the school through the 5YA.</p> <p>Continually upgrading facilities to best fit the needs of the community and reflect current pedagogy maintains the schools status within the community.</p> <p>A new 5YA brings opportunities to allow property to follow pedagogy shifts within the school.</p>	Development of 5YA				Ongoing
		Essential infrastructure work completed – Recladding of roof areas in disrepair				Taking place in 2019
		Reconfiguration of Rooms 1 and 2 to create breakout spaces				Taking place in 2019
		Modernisation of Hall toilets to cater for new toileting expectations (removal of showers, addition of new toilets, replace old toilets, address leaking issues in ceiling, repaint.)				Complete
		Refurbishment of Room 6 - 8, wall linings (BOT)				Complete
		Refurbishment of Room 6 - 8, vault, and funky kids club with wall linings, carpet (BOT)				Complete
Signage around school to meet new health and safety requirements.				Incomplete		



# **Leamington School**

## **KiwiSport Funding for the year ended 31 December 2018**

Kiwisport is a Government funding initiative to support student's participation in organised sport.  
The school received total Kiwisport funding of \$7,604.81 excl gst.  
The whole school benefited from participation in organised sport.

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF LEAMINGTON SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Leamington School (the School). The Auditor-General has appointed me, Jonathan Hurst, using the staff and resources of Finnz 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 & expense, statement of changes in net assets/equity, and statement of cashflows 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
  - financial performance and cashflows for the year then ended; and
  -
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity (PBE) Standards, Reduced Disclosure Regime.

Our audit was completed on 6<sup>th</sup> August 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.

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

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

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

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

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

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

## Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance Report, Kiwisport Note, and Trustee list, 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.



Jonathan Hurst  
Finnz Limited  
On behalf of the Auditor-General  
Te Awamutu, New Zealand