



## LEAMINGTON SCHOOL

### ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number: 1789

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires</b>
Roz Uhrbahn	Chairperson	Elected June 2019	May 2022
Mike Malcolm	Principal	Ex officio	
Kiel Adlam	Parent Representative	Elected June 2019	May 2022
Tarsha Makgill	Parent Representative	Elected June 2019	May 2022
Karyn Porton	Parent Representative	Elected June 2019	May 2022
Amy Stewart	Parent Representative	Elected June 2019	May 2022
Christy Meads	Staff Representative	Elected June 2019	May 2022
<i>Ian Wilson</i>	<i>Chairperson</i>	<i>Elected June 2016</i>	<i>May 2019</i>
<i>David Crouchman</i>	<i>Parent Representative</i>	<i>Elected June 2016</i>	<i>May 2019</i>
<i>Shelley Dodds</i>	<i>Parent Representative</i>	<i>Elected June 2016</i>	<i>May 2019</i>
<i>Pip Gordon</i>	<i>Parent Representative</i>	<i>Elected June 2016</i>	<i>May 2019</i>
<i>Sabine Lang</i>	<i>Parent Representative</i>	<i>Elected June 2016</i>	<i>May 2019</i>
<i>Kirsty Quickfall</i>	<i>Parent Representative</i>	<i>Elected June 2016</i>	<i>May 2019</i>
<i>Justin Read</i>	<i>Parent Representative</i>	<i>Elected June 2016</i>	<i>May 2019</i>

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# LEAMINGTON SCHOOL

## Financial Statements - For the year ended 31 December 2019

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## Leamington School Statement of Responsibility For the year ended 31 December 2019

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Roz Urbahn  
Full Name of Board Chairperson

Michael Lyons Malcolm  
Full Name of Principal

R. Urbahn  
Signature of Board Chairperson

M M  
Signature of Principal

3 November 2020  
Date:

4-11-20  
Date:

## Leamington School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	4,089,365	3,879,596	4,014,328
Locally Raised Funds	3	349,093	174,750	293,620
Interest Earned		4,849	6,000	8,405
International Students	4	19,692	-	53,730
		<u>4,462,999</u>	<u>4,060,346</u>	<u>4,370,083</u>
<b>Expenses</b>				
Locally Raised Funds	3	232,184	145,650	225,005
International Students	4	4,798	-	11,332
Learning Resources	5	2,808,071	2,597,735	2,982,190
Administration	6	263,596	233,710	254,940
Finance Costs		2,693	-	2,623
Property	7	1,049,781	987,236	962,397
Depreciation	8	127,224	120,000	106,031
Loss on Disposal of Property, Plant and Equipment		-	-	1,011
		<u>4,488,347</u>	<u>4,084,331</u>	<u>4,545,530</u>
<b>Net Surplus / (Deficit)</b>		<b>(25,347)</b>	<b>(23,985)</b>	<b>(175,447)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>(25,347)</b></u>	<u><b>(23,985)</b></u>	<u><b>(175,447)</b></u>

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

## Leamington School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Balance at 1 January</b>	652,865	652,865	828,313
Total comprehensive revenue and expense for the year	(25,347)	(23,985)	(175,448)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	8,840	-	-
	-	-	-
<b>Equity at 31 December</b>	<b>636,358</b>	<b>628,880</b>	<b>652,865</b>
Retained Earnings	636,358	628,880	652,865
Reserves	-	-	-
<b>Equity at 31 December</b>	<b>636,358</b>	<b>628,880</b>	<b>652,865</b>

*The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which forms part of these financial statements.*

## Leamington School Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	171,565	104,161	229,665
Accounts Receivable	10	180,408	404,918	404,918
Prepayments		11,867	12,933	12,933
Inventories	11	30,130	18,486	18,486
Investments	12	6,693	-	-
Funds due for Capital Works Projects	19	31,218	-	-
		<u>431,881</u>	<u>540,498</u>	<u>666,002</u>
<b>Current Liabilities</b>				
GST Payable		9,874	37,433	37,433
Accounts Payable	14	238,650	229,015	229,015
Revenue Received in Advance	15	913	5,985	5,985
Provision for Cyclical Maintenance	16	65,488	36,387	36,387
Finance Lease Liability - Current Portion	17	16,234	18,223	18,223
Funds held in Trust	18	-	-	63,728
Funds held for Capital Works Projects	19	-	-	157,791
		<u>331,160</u>	<u>327,043</u>	<u>548,562</u>
<b>Working Capital Surplus/(Deficit)</b>		100,721	213,455	117,440
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	617,855	483,453	603,453
		<u>617,855</u>	<u>483,453</u>	<u>603,453</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	67,299	51,616	51,616
Finance Lease Liability	17	14,919	16,412	16,412
		<u>82,218</u>	<u>68,028</u>	<u>68,028</u>
<b>Net Assets</b>		<u>636,358</u>	<u>628,880</u>	<u>652,865</u>
<b>Equity</b>		<u>636,358</u>	<u>628,880</u>	<u>652,865</u>

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

**Leamington School**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,126,268	689,373	759,512
Locally Raised Funds		367,918	93,352	267,957
International Students		19,692	-	9,435
Goods and Services Tax (net)		(27,559)	18,026	11,120
Payments to Employees		(528,553)	(253,046)	(604,794)
Payments to Suppliers		(434,935)	(494,791)	(495,078)
Interest Paid		(2,693)	-	(2,623)
Interest Received		6,469	6,037	6,822
Net cash from / (to) the Operating Activities		526,607	58,951	(47,649)
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(131,813)	(146,778)	(224,154)
Purchase of Investments		(6,693)	-	-
Net cash from / (to) the Investing Activities		(138,505)	(146,778)	(224,154)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		8,840	-	-
Finance Lease Payments		(13,295)	(7,595)	(10,461)
Funds Administered on Behalf of Third Parties		(252,737)	(22,295)	(41,433)
Funds Held for Capital Works		(189,009)	-	305,900
Net cash from Financing Activities		(446,201)	(29,890)	254,006
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(58,100)</b>	<b>(117,717)</b>	<b>(17,797)</b>
Cash and cash equivalents at the beginning of the year	9	229,665	221,878	247,462
<b>Cash and cash equivalents at the end of the year</b>	9	<b>171,565</b>	<b>104,161</b>	<b>229,665</b>

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

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



# Leamington

## Notes to the Financial Statements

### 1 Statement of Accounting Policies

For the year ended 31 December 2019

#### 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 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

##### **Basis of Preparation**

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

##### **Financial Reporting Standards Applied**

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

##### **Standard early adopted**

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

##### **PBE Accounting Standards Reduced Disclosure Regime**

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Specific Accounting Policies**

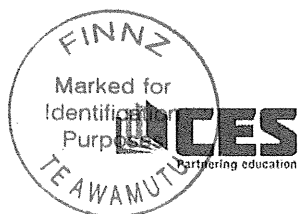
The accounting policies used in the preparation of these financial statements are set out below.

##### **Critical Accounting Estimates And Assumptions**

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

##### **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 13.





#### *Cyclical Maintenance Provision*

A School recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for Cyclical Maintenance. This provision relates mainly to the painting of school buildings. The estimate is based mainly on the school's long term maintenance plan, which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical Maintenance is disclosed at Note 16.

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

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

##### *Classification of leases*

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

##### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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.

##### **Other Grants**

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

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

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

##### **Interest Revenue**

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

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

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

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

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

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

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**Prior Year Policy**

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

**i) Inventories**

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

**j) Investments**

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

**Prior Year Policy**

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

**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.

**Finance Leases**

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

### **Depreciation**

Property, plant and equipment 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 – Crown	25 - 33 years
Furniture and equipment	5 years
Information and communication technology	2.5 - 5 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

### **l) 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.

### **m) 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.

### **n) 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

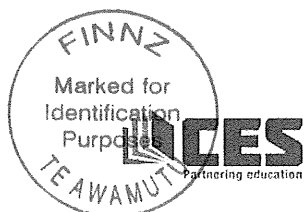
### **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from international students and school activities/camps 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.

### **p) 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. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.



**q) 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).

**r) 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.

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

**s) 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.

**t) Budget Figures**

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

**u) Services received in-kind**

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

## 2 Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	755,262	710,437	702,289
Teachers' salaries grants	2,368,190	2,397,323	2,397,323
Use of Land and Buildings grants	790,476	771,836	771,836
Other MoE Grants	175,437	-	142,880
	<u>4,089,365</u>	<u>3,879,596</u>	<u>4,014,328</u>

## 3 Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	58,365	23,000	89,931
Fundraising	46,111	18,050	-
Trading	42,646	35,700	35,749
Activities	59,693	-	57,198
Trading (After School Care)	142,277	98,000	110,742
	<u>349,093</u>	<u>174,750</u>	<u>293,620</u>
<b>Expenses</b>			
Activities	59,566	200	55,242
Trading	34,753	26,200	38,704
Fundraising (costs of raising funds)	9,603	17,750	-
Trading (After School Care)	128,262	101,500	131,059
	<u>232,184</u>	<u>145,650</u>	<u>225,005</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>116,909</u>	<u>29,100</u>	<u>68,615</u>

## 4 International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	6	0	16
<b>Revenue</b>			
International student fees	19,692	-	53,730
<b>Expenses</b>			
International student levy	889	-	-
Other Expenses	3,909	-	11,332
	<u>4,798</u>	<u>-</u>	<u>11,332</u>
<i>Surplus for the year International Students</i>	<u>14,894</u>	<u>-</u>	<u>42,398</u>

## 5 Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	76,020	87,204	83,068
Information and communication technology	1,572	13,500	-
Library resources	2,155	1,500	1,905
Employee benefits - salaries	2,706,852	2,471,231	2,843,983
Staff development	21,472	24,300	53,234
	<u>2,808,071</u>	<u>2,597,735</u>	<u>2,982,190</u>

## 6 Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,831	4,900	5,416
Board of Trustees Fees	6,020	6,000	5,885
Board of Trustees Expenses	7,288	7,500	7,586
Communication	10,450	9,500	3,731
Consumables	13,026	14,450	43,533
Operating Lease	17,748	17,700	16,744
Legal Fees	-	1,000	-
Other	38,856	35,160	37,163
Employee Benefits - Salaries	153,376	128,000	121,990
Insurance	9,251	5,500	9,392
Service Providers, Contractors and Consultancy	2,750	4,000	3,500
	<u>263,596</u>	<u>233,710</u>	<u>254,940</u>

## 7 Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	12,027	8,200	9,452
Consultancy and Contract Services	44,400	48,000	44,400
Cyclical Maintenance Provision	66,084	30,000	16,104
Grounds	6,364	10,950	14,708
Heat, Light and Water	39,954	28,000	28,366
Rates	6,731	6,500	6,340
Repairs and Maintenance	31,230	37,250	24,614
Use of Land and Buildings - Non Integrated	790,476	771,836	771,836
Employee Benefits - Salaries	52,515	46,500	46,577
	<u>1,049,781</u>	<u>987,236</u>	<u>962,397</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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 of Property, Plant and Equipment

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	13,613	15,405	13,612
Building Improvements - Crown	15,163	11,350	10,029
Furniture and Equipment	69,359	66,045	58,357
Information and Communication Technology	6,302	5,338	4,716
Leased Assets	20,452	19,163	16,932
Library Resources	2,334	2,699	2,385
	<u>127,224</u>	<u>120,000</u>	<u>106,031</u>

### 9 Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	171,565	104,161	121,467
Bank Call Account	-	-	11
Short-term Bank Deposits	-	-	108,187
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>171,565</u>	<u>104,161</u>	<u>229,665</u>

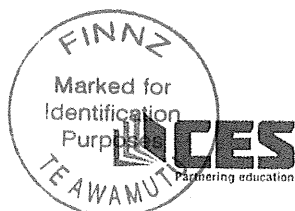
The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

### 10 Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	12,382	239,913	42,725
Receivables from the Ministry of Education	-	-	195,568
Banking Staffing Underuse	6,447	-	-
Interest Receivable	-	-	1,620
Teacher Salaries Grant Receivable	161,579	165,005	165,005
	<u>180,408</u>	<u>404,918</u>	<u>404,918</u>
Receivables from Exchange Transactions	18,828	239,913	44,345
Receivables from Non-Exchange Transactions	161,579	165,005	360,573
	<u>180,408</u>	<u>404,918</u>	<u>404,918</u>

### 11 Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	-	-	1,473
School Uniforms	30,130	18,486	17,013
	<u>30,130</u>	<u>18,486</u>	<u>18,486</u>



## 12 Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	6,693	-	-

## 13 Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Buildings	69,708	-			(13,613)	56,095
Building Improvements	245,167	89,137			(15,163)	319,141
Furniture and Equipment	227,696	25,156			(69,359)	183,494
Information and Communication Technology	10,625	8,098			(6,302)	12,420
Leased Assets	34,917	15,902			(20,452)	30,366
Library Resources	15,340	3,333			(2,334)	16,339
<b>Balance at 31 December 2019</b>	<b>603,453</b>	<b>141,626</b>			<b>(127,224)</b>	<b>617,855</b>

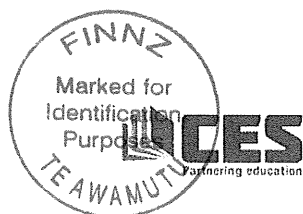
	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2019</b>			
Buildings	340,326	(284,231)	56,095
Building Improvements	463,193	(144,052)	319,141
Furniture and Equipment	655,252	(471,758)	183,494
Information and Communication Technology	143,752	(131,332)	12,420
Leased Assets	73,125	(42,759)	30,366
Library Resources	68,075	(51,736)	16,339
<b>Balance at 31 December 2019</b>	<b>1,743,723</b>	<b>(1,125,868)</b>	<b>617,855</b>

The net carrying value of equipment held under a finance lease is \$30,366.

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2018</b>						
Buildings	83,320	-			(13,612)	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 Technology	4,464	10,877			(4,716)	10,625
Leased Assets	28,166	23,683			(16,932)	34,917
Library Resources	15,847	2,889	(1,011)		(2,385)	15,340
<b>Balance at 31 December 2018</b>	<b>462,658</b>	<b>247,837</b>	<b>(1,011)</b>		<b>(106,031)</b>	<b>603,453</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2018</b>			
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 Technology	135,655	(125,030)	10,625
Leased Assets	63,312	(28,395)	34,917
Library Resources	64,742	(49,401)	15,340
<b>Balance at 31 December 2018</b>	<b>1,608,185</b>	<b>(1,004,733)</b>	<b>603,453</b>

The net carrying value of equipment held under a finance lease is \$34,917.





**14 Accounts Payable**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	50,478	64,010	50,059
Accruals	4,831	-	8,190
Employee Entitlements - salaries	177,072	165,005	165,005
Employee Entitlements - leave accrual	6,270	-	5,761
	<u>238,650</u>	<u>229,015</u>	<u>229,015</u>
Payables for Exchange Transactions	238,650	229,015	229,015
	<u>238,650</u>	<u>229,015</u>	<u>229,015</u>

The carrying value of payables approximates their fair value.

**15 Revenue Received in Advance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	913	5,985	5,985
	<u>913</u>	<u>5,985</u>	<u>5,985</u>

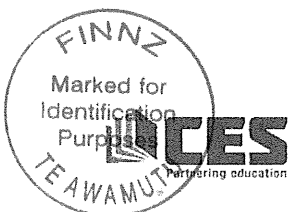
**16 Provision for Cyclical Maintenance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	88,003	88,003	71,899
Increase to the Provision During the Year	-	30,000	16,104
Adjustment to the Provision	66,084	-	-
Use of the Provision During the Year	(21,300)	(30,000)	-
Provision at the End of the Year	<u>132,787</u>	<u>88,003</u>	<u>88,003</u>
Cyclical Maintenance - Current	65,488	36,387	36,387
Cyclical Maintenance - Term	67,299	51,616	51,616
	<u>132,787</u>	<u>88,003</u>	<u>88,003</u>

**17 Finance Lease Liability**

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	16,234	18,223	18,223
Later than One Year and no Later than Five Years	14,919	16,412	16,412
	<u>31,154</u>	<u>34,635</u>	<u>34,635</u>



**18 Funds held in Trust**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	-	63,728
	-	-	63,728

These funds are held in trust (or due from) the MOE's Wraparound Funding programme.

**19 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Block G & H & Roof	<i>in progress</i>	157,791	-	(187,089)	-	(29,298)
First Time Enrolment	<i>in progress</i>	-	-	(1,440)	-	(1,440)
New Roll Growth Classrooms	<i>in progress</i>	-	-	(480)	-	(480)
Totals		157,791	-	(189,009)	-	(31,218)

**Represented by:**

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

-
(31,218)
(31,218)

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Block G & H & Roof	<i>in progress</i>	-	167,151	(9,360)	-	157,791
First Time Enrolment	<i>completed</i>	(58,035)	58,035	-	-	-
New Roll Growth Classrooms	<i>completed</i>	(90,074)	90,074	-	-	-
Totals		(148,109)	315,260	(9,360)	-	157,791



## 20 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.

## 21 Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	6,020	5,885
Full-time equivalent members	-	0.21
<i>Leadership Team</i>		
Remuneration	445,108	951,793
Full-time equivalent members	4.00	10.41
Total key management personnel remuneration	451,128	957,678
Total full-time equivalent personnel	4.00	10.62

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

### Principal

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

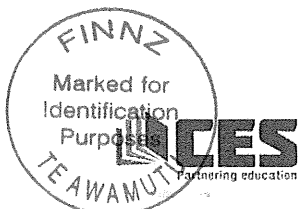
	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	160 - 170
Benefits and Other Emoluments	2 - 3	2 - 3
Termination Benefits	0	0

### Other Employees

One other employee received total remuneration over \$100,000.

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	1.00	0.00
	1.00	0.00

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



## 22 Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	\$3,750	\$0
Number of People	1	0

## 23 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

### Holidays Act Compliance - schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

## 24 Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into one contract agreement for capital works as follows:

(a) contract for Block G & H & Roof to be completed in 2020, which will be fully funded by the Ministry of Education. \$157,791 has been received and \$187,569 has been spent on the project to date.

*(There were no capital commitments at 31 December 2018.)*

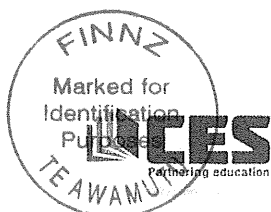
### (b) Operating Commitments

As at 31 December 2019 the Board has no operating commitments.

*(Operating commitments as at 31 December 2018: as below)*

*(a) operating leases for various computer equipment for teachers (now classified as finance leases)*

	2019 Actual	2018 Actual
No later than One Year	\$ 17,748	\$ 17,748
Later than One Year and No Later than Five Years	57,681	53,244
Later than Five Years	-	-
	<u>75,429</u>	<u>70,992</u>



## 25 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.

## 26 Financial Instruments

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

### Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	171,565	104,161	229,665
Receivables	180,408	404,918	404,918
Total Cash and Receivables	<u>358,666</u>	<u>509,079</u>	<u>634,583</u>

### Financial liabilities measured at amortised cost

Payables	238,650	229,015	229,015
Finance Leases	31,154	34,635	34,635
Total Financial Liabilities Measured at Amortised Cost	<u>269,804</u>	<u>263,650</u>	<u>263,650</u>

## 27 Events After Balance Date - Covid-19

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18<sup>th</sup> of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

## 28 Adoption of PBE IFRS 9 Financial Instruments

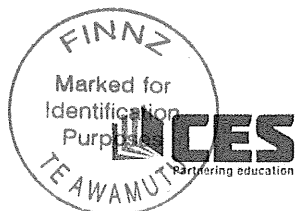
In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

## 29 Failure to comply with section 87 of the Education 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.



# Leamington School Analysis of Variance - 2019



<b>Initiatives specifically targeted at Using Achievement Data to raise achievement - Leesa - R</b>	<b>3</b>
Continue to monitor student achievement in literacy and numeracy and target programmes appropriately, with a particular emphasis on:	
- Maori	3
- Boys	4
Booster Groups	4
Effective use of assessment data	
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	4
<b>Initiatives specifically targeted at developing Pedagogy to enhance success as learners - Mike - R</b>	<b>5</b>
Leveraging Digital Tools to enhance and extend learning opportunities - Leesa - R	5
Leveraging "Learning through Play" to extend and enhance cognitively responsive learning opportunities - Paula - R	5
Culturally Responsive Practice to leverage and harvest the cultural capital of each learner into their learning environment - Leesa - R	6
Co- Teaching Pedagogy - Firm up shared Pedagogy across the school for key "noticeables" of effective practice across every learning environment - Who?	7
*	7
Second Language Options - Leesa - R	7
Development of Outdoor learning areas - Mike - R	8
<b>Initiatives specifically targeted at developing people - Mike - R</b>	<b>9</b>
Team health - Mike - R	9
Induction of new staff members - Leesa - R	9
Coaching - Develop a team of coaches to support inquiry across the school - Mike - R	9
PLIC - Mike	9
<b>Initiatives specifically designed to strengthen learning links with community - Mike - R</b>	<b>10</b>
Communication Strategy - Partnering with the invested Leamington Parental Community to help develop shared understanding of the things they would notice around Leamington School that does not match their expectations or experiences - Mike - R	10
Cambridge Community of Learning - Mike - R	10
BOT Communication with the Community	11
<b>Initiatives specifically targeted at developing opportunities for children and families - Leesa - R</b>	<b>12</b>
Head Lice	12
Sports Co-ordinator	12
Sport	12
Librarian	12
International Students	12
<b>Initiatives specifically targeted at essential school infrastructure and operations - Mike - R</b>	<b>12</b>
Funky Kids Club	12
Banked Staffing	13
Enrolment scheme	13
Property Development	13

Area	Background	Focus Areas / Things wanting to achieve New Initiative Consolidation Area 2018 2019 2020 2021 Development Area Maintain Area	Who?	When reporting to BOT / Outcome (Person with Responsibility reports to the BOT and is responsible for completing annual plan outcome)
<ul style="list-style-type: none"> <li>• R = Responsible = The person who performs the work or oversees the completion of the work. There must be one "R" on every row, no more and no less. "R" is the only letter that must appear for each task.</li> <li>• A = Accountable = The person ultimately accountable for the work or decision being made. Use this letter where appropriate, but not to excess – only when a key decision or task is at hand. There can be from zero to one "A's" for each task, but no more than one.</li> <li>• C = Contribute = anyone with the ability to contribute proactively to support the team or task. It includes all the people who touch a particular process or issue. This includes to collaborate when needed.</li> <li>• I = Informed = Anyone who must be informed when a decision is made or work is completed. There can be as many "I's" as are appropriate in each row.</li> </ul>				



**Initiatives specifically targeted at having metrics of impact in areas our community values - Leesa - R**

1. Continue to closely monitor progress and success in literacy and numeracy through dashboard data and teacher referrals and provide interventions as able (including Booster Groups).
2. Develop metrics to create clarity regarding impact with Hauora goals.
3. Begin to monitor progress and success in Hauora and provide interventions as able (including Booster Groups)
4. Identify and support children identified as having indicators of future underachievement which could lead to difficulty accessing the curriculum
5. Metrics of impact
  - a. 100% of Achievement Challenge children reaching their learning goals by extending current academic attainment levels for every individual student from the previous year - both Maaori and Non-Maaori in reading, writing and math.
  - b. 100% of Achievement Challenge children reaching their Hauora (Leamington Learner) goal - Increase emotional intelligence and overall happiness for every child
  - c. 85% of Year 6 students working within or above curriculum level 3 by the end of the school year in reading, writing and maths
  - d. Dashboard data indicates 85% of year 4 students are on track to be working within or above curriculum level 3 by the end of year 6.

1. Complete. Linc Ed has allowed us to refine our way to understand progress and collect data in a more organic way. This has brought complications in changing assessment / data collection habits to ensure the data we are looking at is as accurate as possible. The tension between the data being iterative of lead indicators vs lag indicators through summative practices continues to cause discussion. However, the ways that we can easily pull out the data to inform practice for tomorrow and identify shifts in success continues to grow as our assessment practices evolve.
2. Complete / ongoing. As above, we are now diving into the learner goals that children are wrestling with and providing more targeted support in this area.
3. Complete. The work we are doing with Emotional Intelligence and supporting children to grow emotional resilience is changing the way we work with many children. We have realised there is far more unsettled emotions living just below the surface than we expected - for both adults and children. We have not got so far as creating reliable metrics, but our plan to extend this work into 2020 to include all children across all classes will see this work expand.
4. Complete. The Understanding our Children document that we complete at the start of the year provides useful metrics, but the connection of if the things we are capturing are predictive or reflective is unclear. This information is interesting to collect, but we will think about if the time we put into it provides insights that are useful for the children or are we better to put our focus elsewhere.
5. Metrics of Impact. Complete.  

	End Term 1	End Term 2	End Term 3	End Term 4
Academic Goals	90%	70%	55%	76%
Leamington Learner Goal	70%	85%	70%	88%
Year 6 Reading	60%	78%	86%	88%
Year 6 Writing	40%	57%	77%	78%
Year 6 Maths	78%	84%	93%	95%

6. On going - other pieces of work took much longer to complete than expected meaning we have not started a formal database in this area.

1. Continue the effective implementation of booster group program in numeracy.

1. Complete. We continue to see strong results in both confidence and competence with those children involved in

	<ol style="list-style-type: none"> <li>2. Expand the implementation of the numeracy booster group program into literacy.</li> <li>3. Use data to monitor the ongoing effectiveness of the booster group program.</li> <li>4. Make a recommendation to the BOT about the continuation of the booster group program into future based on data and budget recommendations.</li> </ol>	<p>Math Booster groups through information regularly reported to the BOT.</p> <ol style="list-style-type: none"> <li>2. Complete. We were only able to extend this into Term 1 and 2 due to staffing implications. The lessons learnt pointed to times of the day and week that were more useful than others to maximise impact.</li> <li>3. Complete. Reports to the BOT through the year indicate the impact of these programs and the barriers.</li> <li>4. Complete. In 2020 we are able to provide both Math and Literacy booster groups. This is in a large part due to the economies of scale of a larger school.</li> <li>5. Incomplete. We have not got to this part yet to accurately monitor progress over several years, nor agreed what are the metrics we want to monitor.</li> </ol>
<ol style="list-style-type: none"> <li>5. 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.</li> </ol>		

<p>Effective use of impact metrics</p>	<ol style="list-style-type: none"> <li>1. Use assessment map to spread assessment over year</li> <li>2. Redevelop assessment analysis tool to support teaching that identifies hitches, next steps and impact of interventions for class, team and achievement challenge students</li> <li>3. Teachers involved in analysis of impact metrics and identifying next steps for individual and collective impact</li> </ol>	<ol style="list-style-type: none"> <li>1. - 3 Complete and ongoing. Work continues on this to find the best times of the year to complete assessments to have maximum subsequence impact to inform the next steps. Creating a life cycle of each assessment item so that within a few weeks the assessment is initiated through to fully analysed and new understanding alive in the classroom.</li> </ol>
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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 - Leesa - R	
1. Implement Linc Ed Student management system across the school to better support student learning through progress and assessment	1. Complete / ongoing
2. Teachers upskilled with how to use the tool to its potential	2. Complete / ongoing
3. Scales and progressions set up within the tool to match Learnington learning expectations	3. Complete / ongoing
4. Reporting to Parents component tested	4. Complete / ongoing

## Initiatives specifically targeted at developing Pedagogy to enhance success as learners - Leesa/ Mel / Tonia- R

<p>Leveraging Task Design to enhance and extend learning opportunities - Christy - R</p>	<p>Develop a shared vision, understanding and action plan of the function and its noticeable impact for the learner.</p> <p>Focus group established to harness the talents of teachers, capture best practice in literature and develop tools for mobilising practice across the school to support task design</p> <p>Focus group road map continually updated to reflect the direction of the school / pedagogy developments / technology developments and strengthen cohesion across the school with other Focus group areas</p> <p>Upskilling of all teachers across the school to focus on authentic, engaging task design within the three broad pedagogical approaches and 6 "C"s in curriculum implementation</p> <p>Meet as a group regularly to share effective practise and new learnings</p> <p>Partner with parents to educate and up skill to have an understanding of the impact for future learning.</p>	<p>Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.</p>
<p>Involvement in Te Puna o Kemureti to mobilise practice across the community and harness practice to strengthen Task Design within Learnington.</p>	<p>Use the Possibilities of Practice tool to support the work of the focus group</p>	

Leveraging cognitively responsive and developmental learning opportunities - Arie and Raewyn - R	
<p>Develop a shared vision, understanding and action plan of the function and its noticeable impact for the learner.</p> <p>Focus group established to harness the talents of teachers, capture best practice in literature and develop tools for mobilising practice across the school to support cognitively responsive practice.</p> <p>Focus group road map continually updated to reflect the direction of the school / pedagogy developments / understanding of cognitively responsive practice to strengthen cohesion across the school with other Focus group areas</p> <p>Upskilling of all teachers across the school to strengthen cognitively responsive practice within the three broad pedagogical approaches in curriculum implementation</p> <p>Meet as a group regularly to share effective practise and new learnings</p> <p>Partner with parents to educate and up skill to have an understanding of the impact for future learning.</p> <p>Involvement in Te Puna o Kemureti to mobilise practice across the community and harness practice to strengthen Cognitively responsive practice within Learnington.</p> <p>Use the Possibilities of Practice tool to support the work of the focus group</p> <p>Develop a plan to systematically develop a resource base to support cognitively appropriate experiences i.e. play, passion projects, makerspace etc.</p>	<p>Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.</p>

<p>Culturally Responsive Practice to leverage and harvest the cultural capital of each learner into their learning environment - Kyla - R</p>	<p>Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.</p> <p>A significant development has been the exploration of a Reo Rua class within leamington and how to bring Te Ao Maaori more visale within our setting. This is seeing the re-establishment of a mana whenua whaanau group within the school to drive key poutama.</p>
<p>Culturally Responsive practice</p>	<p>Develop a shared vision, understanding and action plan of the function and its noticeable impact for the learner.</p>
	<p>Focus group established to harness the talents of teachers; capture best practice in literature and develop tools for mobilising practice across the school to support culturally responsive practice.</p>
	<p>Focus group road map continually updated to reflect the direction of the school / pedagogy developments / understanding of cognitively responsive practice to strengthen cohesion across the school with other Focus group areas</p>
	<p>Upskilling of all teachers across the school to strengthen cognitively responsive practice within the three broad pedagogical approaches in curriculum implementation</p>
	<p>Meet as a group regularly to share effective practise and new learnings</p>
	<p>Partner with parents to educate and up skill to have an understanding of the impact for future learning.</p>
	<p>Involvement in Te Puna o Kemureti to mobilise practice across the community and harness practice to strengthen Culturally Responsive practice within Leamington.</p>
	<p>Use the Possibilities of Practice tool to support the work of the focus group</p>
	<p>Develop a plan to systematically develop a resource base to support cognitively appropriate experiences i.e. play, passion projects, makerspace etc.</p>
	<p>Continue to enhance and strengthen links between the school and Maungatautari Marae and / or the Community Marae through our Kaumatua.</p>
	<p>Maintaining the culture of the school to allow local tikanga and kawa to be part of what we do, who we are.</p>
	<p>Extend tikanga and verbal and visual te reo Maaori, across the school through an integrated and authentic learning experience approach.</p>
	<p>Upskilling teachers on the principles of the Treaty of Waitangi and its impact on educational experiences within our school environment as well as the community and across schools.</p>
	<p>Maintaining and further developing staff understanding of key documents such as Ka Hikatia, Tataiako and Mana Tu, Mana Ora (areas of Maori Giftedness.)</p>
	<p>Further develop practices (teacher efficacy) that strengthens deep knowledge of individual students, their whanau and wider community members.</p>

<p>Leveraging Teaching as Inquiry to enhance and extend learning opportunities - Christy - R</p>	<p>Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.</p>
<p>Develop a shared vision, understanding and action plan for the revitalization of PLC and its noticeable impact for the learner and the teacher.</p> <p>Focus group established to harness the talents of teachers, capture best practice in literature and develop tools for mobilising practice across the school to support inquiry.</p> <p>Focus group road map continually updated to reflect the direction of the school / pedagogy developments / teacher reflection and use this to strengthen cohesion across the school with other Focus group areas.</p> <p>Redesign, refocus, creation of new tools in the PLC process as needed to strengthen our teaching as inquiry approach.</p> <p>Meet as a group regularly to share effective practice and new learnings.</p> <p>Involvement in Te Puna o Kemureti to mobilise practice across the community and harness practice to strengthen Inquiry within Leamington.</p>	<p>Use the Possibilities of Practice tool to support the work of the focus group.</p>

<p style="text-align: center;"><b>Emotional Intelligence - Mei - R</b></p>	<p>Complete. Action plans for the year were developed and implemented. Some areas took longer than expected. A literature base now grounds each piece of work and strategies that make a difference articulated. Moving forward the integration and coherence of each piece of work to realise a melody of strategies to make a difference will pull each area from segments to parts of a whole.</p>
<p>Train teachers to use emotional intelligence tools and work with children</p>	
<p>Develop some metrics about growth in emotional intelligence</p>	
<p>Make recommendations to the BOT about next steps with developing and supporting emotional intelligence within the school</p>	
<p>Work with parents to support their children as able</p>	
<p>Work with teachers to allow them to better support the development of emotional intelligence within classes</p>	
<p>Provide feedback to Roache Martin and the school about the emotional tools being used</p>	
<p>Develop a clear understanding of resilience to share with the community and metrics of noticeables</p>	



<p>Leveraging digital tools to enhance and extend learning opportunities - Christy - R</p>	<p>Assist teachers with basic technical support to solve issues that arise.</p> <p>Develop a replacement asset and development plan to safeguard digital infrastructure currently in place to allow for budgeting.</p> <p>Upskill teachers with ways to use digital tools to support focus group mahi.</p> <p>Put in place an internet filtering service to provide an additional layer of security for children at school and home</p> <p>Educate parents as to how they can support their children with internet safety while using their devices</p>	<p>In addition to the other pieces of work in this area, a significant piece of work has been the completion of a plan to replace our devices across the school and upskill teachers. A MDM is being put in place to easily maintain and monitor the devices in a way that supports expansion. The internet filtering service had minimal impact across the school and very little uptake. We will not continue with the filtering service in 2020 as the Network for Learning solution is sufficient.</p>
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<p>Second Language Options - Leesa - R</p>	<p>The community survey in 2014 indicated that parents would like to see second language options explored for children across the school.</p>	<p>Explore what second language opportunities for students exist.</p> <p>Pursue ways to effectively integrate these opportunities into the opportunities available for children.</p>	<p>On going. There is no call from families to pursue this as a priority. There is interest from families to strengthen Te Reo Waikato within the school.</p>
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<p>Kiwisport Initiative</p>	<p>Employ a sport coordinator to help create pathways for children into sport.</p> <p>Provide Sporting Opportunities for children to engage in a range of sporting and physical exercise activities during both class and break times.</p> <p>Continue to use funds to purchase sporting equipment for children to use across the school.</p>	<p>Complete. The School employed a sport co-ordinator at a cost of \$14 000.</p> <p>PE budget supplied sporting equipment for children to use during class and break time.</p> <p>A range of Sport Waikato experiences were provided to children to engage in a range of sporting codes.</p>
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Development of Outdoor learning areas - Mike - R		
	Development of a water play based learning area to support play based learning programs.	Complete
	Development of a provocation based learning areas to support play based learning programs.	Complete
	Development of a "Kawa" garden area to deepen our interconnectedness to a bi-cultural NZ	Not started
<p>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.</p> <p>Recent learning about cognitive development and appropriate learning contexts for early learners highlights the opportunities that present when learners are engaging in environments the provoke learning conversations, problem solving interactions and development of self efficacy and success for all.</p> <p>Physical restraints of classroom size are nullified when we can exploit outdoor learning spaces.</p> <p>Development of outdoor learning spaces allows children to engage in the creation and maintenance of learning spaces that can include rich cultural identity.</p>		

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

Team health - Mike - R	
<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>A A A</p>	<p style="text-align: center;">Team health - Mike - R</p> <ol style="list-style-type: none"> <li>1. Continually bring team health to the forefront of effective leadership.</li> <li>2. Develop a questionnaire that illuminates team health</li> <li>3. Insert team health as a core component of leadership job descriptions</li> <li>4. Explore ways to maximise meeting effectiveness.</li> <li>5. Social Club organises at least one staff function per term.</li> <li>6. Opportunities for staff to socialise at the end of the week.</li> <li>7. Activities planned for during school time to bring staff together to socialise and have fun.</li> </ol>
	<ol style="list-style-type: none"> <li>1. Complete. Book study this year was effective in continually talking about effective leadership practice</li> <li>2. Complete. Results indicate that team health and morale are high.</li> <li>3. Complete.</li> <li>4. Complete</li> <li>5. Complete</li> <li>6. Complete</li> <li>7. Complete / ongoing</li> </ol>

Onboarding of new staff members - Leesa - R	
<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 onboarding systems. With a school the size of Learnington there will always be people coming and going so effective onboarding will be essential to maintain previous lessons learnt and to retell our stories of development.</p> <p>A A A</p>	<p style="text-align: center;">Onboarding of new staff members - Leesa - R</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>Redesign of Onboarding processes in the form of a passport of capture and support understanding of learnington tikanga.</p> <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 leaders in their roles to reflect on effective leadership practice that multiplies the potential of those they work with</p>
	<p>Ongoing - we set things up in this space but then lost sight of intentionally supporting this. This is an area we need to strengthen and follow through in 2020.</p>

<p><b>Coaching - Develop a team of coaches to support inquiry across the school - Mike - R</b></p>		<p>This has taken a different direction through the year with the establishment of Thinking Partners. Each teacher is now involved in a thinking partner relationship which acts much the same as a coaching model. Strengthening how people support each other in this process is going.</p>
<p>➤</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. 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>➤</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>

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

Partnering with community to help develop shared understanding of the things they would notice around Learnington School - Mike - R		
➤ With the many changes happening in education, keeping parents involved, informed and shaping the future of our school is critical to continual community ownership. ➤ 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.	Oversee the development and implementation of a communication plan that includes face to face meetings, web resources, newsletter resources etc. Engaging parents and BOT in the impact of school focus areas	Ongoing. This has been included in our new strategic plan moving into 2020.

Cambridge Community of Learning - Mike - R		
➤ 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.	Develop collaboration between schools to challenge the "tribal" way of thinking about individual schools.  Engagement with the strategic direction of the Kaahui ako	This has taken an interesting twist in 2019. With a changing of the guard there is now a lack of clarity about what the shared focus will be moving forward.

BOT Communication with the Community	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.  BOT Newsletter each term.	Ongoing - this is something the new BOT is now positioned to take forward.
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New Initiative

Development Area

Consolidation Area

Maintain Area

## Initiatives specifically targeted at developing opportunities for children and families - Leesa - R

Head Lice	The Community survey from 2013 received a clear indication from the community that they wanted a proactive response to dealing with Head lice.	Put in place a proposed procedure to check head lice routinely across the school Inform community via newsletter procedures in place for Head Lice and actions being taken to be proactive	Ongoing
Sports Co-ordinator	<p>▲ Sport continues to be a priority for the community. The 2016 survey indicated support from the community for a sport co-ordinator.</p> <p>▲ The BOT 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-ordinator and develop a measure of success.</p> <p>Monitor impact of opportunities for children to engage in sporting opportunities</p>	Complete / Ongoing. More children are involved in sport outside the school.
Sport	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>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>	Complete
Librarian	<p>▲ Literacy continues to be a priority for the community. The 2016 survey indicated support from the community for a librarian.</p> <p>▲ The BOT has ring fenced money to appoint a librarian to support literacy programs and the establishment of a new library within the school.</p>	Monitor effectiveness of librarian and develop a measure of success.	Complete
International Students	<p>▲ In recent times there has been increased interest from International Students to enroll at Leamington School</p> <p>▲ The school has engaged in a conversation to determine the strategic place of International Students</p>	Develop a clear strategy for the place of International Students	Ongoing
Funky Kids Club Journal	<p>▲ Before and Afterschool 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.</p> <p>▲ 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> <p>Overall development of the FKC program to bring closer alignment with learning program experienced within the school</p> <p>Appraisal of staff using a modified Progressions format to be developed in 2018</p> <p>Employment of new staff members to cater for increasing numbers of students.</p>	<p>Complete - the employment of a leader who works at FKC has seen a significant shift in the way the program runs and its effectiveness.</p> <p>Ongoing</p> <p>Ongoing</p>

## Initiatives specifically targeted at essential school infrastructure and operations - Mike - R

Banked Staffing	<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.	Marianne - R	Ongoing
		Keep up to date with the most efficient way to manage staffing.	Mike - A	
		Ensure teachers are moved to Bulk Grant if it is more financially viable to do so.	Mike - R Marianne - R	

Enrolment scheme	<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.	Mike - R BOT - I	Ongoing
		Develop an enrolment plan / policy to meet demands being placed on spaces within school	Mike - R BOT - A	

Property Development	<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>	1. Development of 5YA	1. Complete 2. Complete 3. Complete 4. Will need to wait to next 5YA
		2. Essential infrastructure work completed – Recladding of roof areas in disrepair	5. Complete 6. Complete 7. Ongoing 8. Ongoing 9. In progress 10. Ongoing
		3. Reconfiguration of Rooms 1 and 2 to create breakout spaces	
		4. 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.)	
		5. Refurbishment of Room 6 - 8, wall linings(BOT)	
		6. Refurbishment of Room 6 - 8, vault, and funky kids club with wall linings, carpet (BOT)	
		7. Signage around school to meet new health and safety requirements.	
		8. Extend security camera coverage	
		9. Explore possible crossing on Lamb Street to support pedestrians entering Cowley Drive area	
		10. Play based learning environment	

BOT elections





# Leamington School

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Email: [principal@leamington.school.nz](mailto:principal@leamington.school.nz)

Lamb Street  
Cambridge

Kiwisport is a Government funded initiative to support student participation in organised sport. In 2019 the school received total Kiwisport funding of \$7,682.83 (excluding GST). The funding was put towards the employment of a sport co-ordinator the total cost of which was \$14000.

The number of students participating in organised sport at the end of the school year was over 70% of the school roll.

A handwritten signature in black ink, appearing to read 'Leesa Mangino', written over a horizontal line.

Leesa Mangino  
Acting Principal

[www.leamington.school.nz](http://www.leamington.school.nz)

Principal – Mike Malcolm Ph 0277 407 303

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF LEAMINGTON SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

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 3 to 20 that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 5<sup>th</sup> November 2020. This is the date at which our opinion is expressed.

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

#### **Emphasis of Matter – COVID-19**

Without modifying our opinion, we draw attention to the disclosures in notes 27 and 29 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic and the breach of section 87 of the Education Act 1989 relating to the inability to file by the statutory reporting date, due to the disruption caused by Covid-19 restrictions.

#### **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.

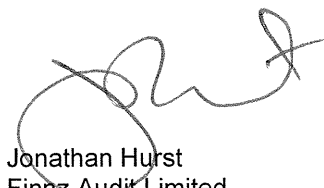
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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-Audit Limited  
On behalf of the Auditor-General  
Te Awamutu, New Zealand