

Waipipi School

Annual Report for the year ended 31 December 2018

Ministry Number:	1554
Principal:	Michelle Brown
School Address:	100 Creamery Road, Waiuku
School Postal Address:	100 Creamery Road, RD3 Waiuku 2683
School Phone:	09 235 8007
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Service Provider:	Edtech Financial Services Ltd

Waipipi 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.

LISA BARBARA HAYCOCK

Full Name of Board Chairperson

L Haycock

Signature of Board Chairperson

Date:

27/5/19

Michelle Brown

Full Name of Principal

M Brown

Signature of Principal

Date:

27-5-19.

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

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	1,437,923	1,263,980	1,364,902
Locally Raised Funds	3	110,433	65,050	111,427
Interest Earned		22,871	10,000	19,695
		<u>1,571,227</u>	<u>1,339,030</u>	<u>1,496,024</u>
Expenses				
Locally Raised Funds	3	42,159	38,500	43,972
Learning Resources	4	934,618	900,750	874,071
Administration	5	82,623	87,615	75,653
Finance Costs		805	-	259
Property	6	403,183	293,045	367,666
Depreciation	7	37,202	25,000	32,006
Loss on Disposal of Property, Plant and Equipment		275	-	5,099
		<u>1,500,865</u>	<u>1,344,910</u>	<u>1,398,726</u>
Net Surplus / (Deficit) for the year		70,362	(5,880)	97,298
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>70,362</u>	<u>(5,880)</u>	<u>97,298</u>

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

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

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	929,320	929,320	812,223
Total comprehensive revenue and expense for the year	70,362	(5,880)	97,298
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	19,799
Equity at 31 December	999,682	923,440	929,320
Retained Earnings	999,682	923,440	929,320
Equity at 31 December	999,682	923,440	929,320

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

Waipipi School

Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	65,546	90,411	96,283
Accounts Receivable	9	130,376	52,900	52,024
GST Receivable		3,161	3,000	3,755
Prepayments		3,272	2,400	2,392
Inventories	10	8,389	7,350	7,404
Investments	11	590,359	550,000	559,553
		801,103	706,061	721,411
Current Liabilities				
Accounts Payable	13	68,852	51,500	56,405
Revenue Received In Advance	14	-	-	8,000
Painting Contract Liability - Current Portion	16	6,084	6,100	9,468
Finance Lease Liability - Current Portion	17	4,185	3,260	2,270
		79,121	60,860	76,143
Working Capital Surplus/(Deficit)		721,982	645,201	645,268
Non-current Assets				
Property, Plant and Equipment	12	304,965	305,189	305,189
		304,965	305,189	305,189
Non-current Liabilities				
Provision for Cyclical Maintenance	15	23,670	23,670	11,835
Painting Contract Liability	16	-	-	2,767
Finance Lease Liability	17	3,595	3,280	6,535
		27,265	26,950	21,137
Net Assets		999,682	923,440	929,320
Equity		999,682	923,440	929,320

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

Waipipi School**Statement of Cash Flows**

For the year ended 31 December 2018

	Note	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash flows from Operating Activities				
Government Grants		288,242	269,080	314,774
Locally Raised Funds		75,949	65,050	119,427
Goods and Services Tax (net)		594	(100)	(915)
Payments to Employees		(107,892)	(90,950)	(109,482)
Payments to Suppliers		(236,691)	(238,740)	(197,058)
Cyclical Maintenance Payments in the year		-	-	(3,074)
Interest Paid		(805)	-	(259)
Interest Received		22,231	10,000	19,138
Net cash from / (to) the Operating Activities		41,628	14,340	142,551
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(5,099)
Purchase of PPE (and Intangibles)		(34,621)	(14,887)	(9,155)
Purchase of Investments		(30,806)	-	(138,812)
Proceeds from Sale of Investments		-	(120,000)	-
Net cash from / (to) the Investing Activities		(65,427)	(134,887)	(153,066)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	19,799
Finance Lease Payments		(787)	6,540	(933)
Painting Contract Payments		(6,151)	(6,200)	(6,117)
Net cash from / (to) Financing Activities		(6,938)	340	12,749
Net increase/(decrease) in cash and cash equivalents		(30,737)	(120,207)	2,234
Cash and cash equivalents at the beginning of the year	8	96,283	210,618	94,049
Cash and cash equivalents at the end of the year	8	65,546	90,411	96,283

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.

Waipipi School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

Reporting Entity

Waipipi 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.

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".

The School has early adopted PBE IFRS 9 Financial Instruments from the year ended 31 December 2018 (although not mandatory until periods beginning on or after 1 January 2022). This accounting standard introduces new requirements for the classification and measurement of financial assets and financial liabilities, impairment of assets, and rules for hedge accounting. The Board of Trustees is of the view that there is no material impact to the recognition or measurement of financial instruments and disclosure of the school's financial assets and liabilities for the current period and each prior period presented.

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.

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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 17.

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.

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.

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.

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.

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.

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

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.

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.

Investments

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

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

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

The School has met the requirements under Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

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.

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements - Crown	40 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

Impairment of property, plant, and equipment

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 are 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.

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.

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.

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

Revenue Received in Advance

Revenue received in advance relates to fees 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

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).

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, 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.

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.

Walpi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

2 Government Grants

Operational grants
Teachers' salaries grants
Use of Land and Buildings grants
Resource teachers learning and behaviour grants
Other MoE Grants
Other government grants

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
276,800	271,980	275,060
823,490	780,000	775,341
275,617	212,000	272,402
1,975	-	504
56,408	-	25,265
3,633	-	16,330
1,437,923	1,263,980	1,364,902

3 Locally Raised Funds

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

Revenue

Donations
Fundraising
Other Revenue
Trading
Activities

Expenses

Activities
Trading
Fundraising costs

Surplus/ (Deficit) for the year Locally Raised Funds

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
6,168	6,500	8,430
8,499	1,400	14,747
35,414	4,750	44,107
26,541	23,000	25,625
33,811	29,400	18,518
110,433	65,050	111,427
15,676	16,400	17,665
20,766	21,000	21,539
5,717	1,100	4,768
42,159	38,500	43,972
68,274	26,550	67,455

4 Learning Resources

Curricular
Information and communication technology
Library resources
Employee benefits - salaries
Staff development

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
20,693	36,250	8,756
10,175	17,500	16,712
635	1,300	604
892,991	830,400	847,921
10,124	15,300	78
934,618	900,750	874,071

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

5 Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	5,801	5,365	5,365
Board of Trustees Fees	3,535	4,600	3,830
Board of Trustees Expenses	2,043	3,500	2,109
Communication	834	1,200	1,100
Consumables	9,320	12,000	7,939
Other	8,533	12,300	9,829
Employee Benefits - Salaries	42,679	38,400	35,197
Insurance	3,890	4,300	4,416
Service Providers, Contractors and Consultancy	5,988	5,950	5,868
	82,623	87,615	75,653

6 Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	3,492	4,700	3,351
Consultancy and Contract Services	29,378	34,000	24,820
Cyclical Maintenance Expense	11,835	8,245	14,909
Grounds	19,739	8,000	33,093
Heat, Light and Water	15,945	13,000	8,975
Rates	1,073	1,500	1,266
Repairs and Maintenance	45,523	11,000	8,415
Use of Land and Buildings	275,617	212,000	272,402
Security	581	600	435
	403,183	293,045	367,666

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

7 Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	7,903	5,000	7,739
Furniture and Equipment	9,190	8,000	8,345
Information and Communication Technology	15,645	10,000	15,271
Leased Assets	3,902	1,000	-
Library Resources	562	1,000	651
	37,202	25,000	32,006

Waipipi School**Notes to the Financial Statements (cont.)**

For the year ended 31 December 2018

8 Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Bank Current Account	65,546	90,411	93,225
Bank Call Account	-	-	3,058
Cash and cash equivalents for Cash Flow Statement	65,546	90,411	96,283

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

9 Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	26,484	-	-
Receivables from the Ministry of Education	42,458	-	-
Interest Receivable	3,536	-	2,896
Bank Staffing Underuse	5,246	2,900	-
Teacher Salaries Grant Receivable	52,652	50,000	49,128
	130,376	52,900	52,024
Receivables from Exchange Transactions	30,020	-	2,896
Receivables from Non-Exchange Transactions	100,356	52,900	49,128
	130,376	52,900	52,024

10 Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	897	-	674
School Uniforms	7,492	7,350	6,730
	8,389	7,350	7,404

11 Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	590,359	550,000	559,553
	590,359	550,000	559,553

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building improvements	208,730	11,242	-	-	(7,903)	212,069
Furniture and equipment	45,764	11,462	-	-	(9,190)	48,036
Information and communication technology	36,397	11,824	(119)	-	(15,645)	32,457
Leased assets	9,738	2,632	-	-	(3,902)	8,468
Library resources	4,560	93	(156)	-	(562)	3,935
Balance at 31 December 2018	305,189	37,253	(275)	-	(37,202)	304,965

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building improvements	320,921	(108,852)	212,069
Furniture and equipment	165,667	(117,631)	48,036
Information and communication technology	120,640	(88,183)	32,457
Leased assets	12,370	(3,902)	8,468
Library resources	19,462	(15,527)	3,935
Balance at 31 December 2018	639,060	(334,095)	304,965

The net carrying value of equipment held under a finance lease is \$8,468 & (2017: \$9,738).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building improvements	216,469	-	-	-	(7,739)	208,730
Furniture and equipment	53,376	733	-	-	(8,345)	45,764
Information and communication technology	43,821	12,915	(5,068)	-	(15,271)	36,397
Leased assets	-	9,738	-	-	-	9,738
Library resources	4,636	606	(31)	-	(651)	4,560
Balance at 31 December 2017	318,302	23,992	(5,099)	-	(32,006)	305,189

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building improvements	309,679	(100,949)	208,730
Furniture and equipment	154,204	(108,440)	45,764
Information and communication technology	144,359	(107,962)	36,397
Leased assets	9,738	-	9,738
Library resources	20,054	(15,494)	4,560
Balance at 31 December 2017	638,034	(332,845)	305,189

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

13 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	4,198	-	5,365
Accruals	5,802	-	-
Employee Entitlements - salaries	53,409	50,000	49,504
Employee Entitlements - leave accrual	5,443	1,500	1,536
	<u>68,852</u>	<u>51,500</u>	<u>56,405</u>
Payables for Exchange Transactions	68,852	51,500	56,405
	<u>68,852</u>	<u>51,500</u>	<u>56,405</u>

The carrying value of payables approximates their fair value.

14 Revenue Received In Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	-	-	8,000
	<u>-</u>	<u>-</u>	<u>8,000</u>

15 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	11,835	11,835	-
Increase to the Provision During the Year	11,835	8,245	14,909
Use of the Provision During the Year	-	3,590	(3,074)
Provision at the End of the Year	<u>23,670</u>	<u>23,670</u>	<u>11,835</u>
Cyclical Maintenance - Term	23,670	23,670	11,835
	<u>23,670</u>	<u>23,670</u>	<u>11,835</u>

16 Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	6,084	6,100	9,468
Non Current Liability	-	-	2,767
	<u>6,084</u>	<u>6,100</u>	<u>12,235</u>

In 2010 the Board signed an agreement with Programme Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an Interior and exterior repaint of the Ministry owned buildings in 2013, with regular maintenance in subsequent years. The agreement has an annual commitment of \$9,468. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

17 Finance Lease Liability

The school has entered into a number of finance lease agreements for computer equipment.

Minimum lease payments payable (includes interest portion):

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	4,715	3,260	3,712
Later than One Year and no Later than Five Years	3,775	3,280	5,247
	<u>8,490</u>	<u>6,540</u>	<u>9,959</u>

18 Transport Network Group

Waipipi School is a member of the Waiuku Transport Network Group. Waiuku College is the fund holder, they record all income and expenses for the Transport Network Group in their financial statements. Waipipi School will record income and expenditure as received or charged by the fund holder school.

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.

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration		
Full-time equivalent members	3,535 0.09	3,830 0.09
<i>Leadership Team</i>		
Remuneration		
Full-time equivalent members	293,541 3.00	215,368 2.00
Total key management personnel remuneration	297,076	219,198
Total full-time equivalent personnel	3.09	2.09

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	120-130
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

Other Employees

No other employee received total remuneration over \$100,000 (2017: Nil).

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

22 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

Waipipi School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

23 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018.

(Contingent liabilities and assets as 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.

24 Commitments

(a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(Capital commitments as at 31 December 2017: nil)

(b) Operating Commitments

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

- operating lease for laptops (tela)

No later than One Year

2018 Actual \$	2017 Actual \$
-	300
-	300

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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Loans and Receivables			
Cash and Cash Equivalents	65,546	90,411	96,283
Receivables	130,376	52,900	52,024
Investments – Term Deposits	590,359	550,000	559,553
Total Loans and Receivables	786,281	693,311	707,860
Financial liabilities measured at amortised cost			
Payables	68,852	51,500	56,405
Finance Leases	7,780	6,540	8,805
Painting Contract Liability	6,084	6,100	12,235
Total Financial Liabilities Measured at Amortised Cost	82,716	64,140	77,445

27 Events After Balance Date

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



Waipipi School Analysis of Variance 2018

Strategic Goal 1: School Vision= Successful Learners

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

1a) Māori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Māori. Whānau are supporting their children's learning.

All Analysis of Variance data has been cleaned. Only students measured in November 2017 and again in 2018 show student progress and achievement measured against the New Zealand Curriculum. Students who have left the school or enrolled this year are not included in this data. Therefore, 2017 November data may look different from what was in the 2018 School Charter constructed in March.

Target - Māori Student Achievement-

Writing

All Māori students writing below curriculum expectations in years 2, 7 and 8 will make more than one year's progress and be at standard.

Actions

- School wide, timetabled, daily teaching as inquiry in writing focussing on the needs of Māori students working below curriculum expectations.
- Implementing writing "showcase" sheets for planning, assessment and student self-evaluation. These sheets include elements of PACT, Literacy Progressions and asTTLe writing.
- Staff meetings focussing on professional readings that would improve teacher pedagogy.
- Specific teacher actions developing student motivation, engagement and student voice. Include developing positive mind-sets and teaching students how to be learners.
- Teachers collecting and analysing base-line data that is used to inform planning.
- Implementing Māori Education Plan (external PLD)
- A Word Q licence was purchased for the school so any child could access the tool.
- Accelerated Learning in Literacy (ALL) MOE based

Reasons for the Variance

The students in years 2, 4 and 8 did a year's work within a teaching as inquiry writing intervention. These students would have worked within two different inquiries.

The year 8 students worked within the ALL (MOE targeted intervention)

Outcomes

WRITING- Māori Y2, 4 and 8 Student Data 2017

	WB	%	B	%	AT	%	AB	%
ALL Students	11	8%	31	23%	85	62%	10	7%
Y 2, 4, 8 Māori Students	1	7%	7	46.5%	7	46.5%	0	%

WRITING- Māori Y2, 4 and 8 Student Data 2018

	WB	%	B	%	AT	%	AB	%
ALL Students	6	4%	27	20%	84	61%	20	15%
Y 2, 4, 8 Māori Students	0	0%	4	27%	9	60%	2	13%

- 73% of year 2, 4 and 8 Māori students are working at or above curriculum expectations
- In 2018, 26.5% more year 2, 4 and 8 Māori students are working at or above curriculum expectations.
- 13% more Māori students are working at or above curriculum expectations
- 7% fewer Māori students are working at or above curriculum expectations

Evaluation

In 2019, we will continue to work through inquiry to target the Māori students not yet meeting curriculum expectations. This work will also continue to align with our Māori Education Plan.

Strategic Goal 1: School Vision= Successful Learners

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

1a) Māori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Māori. Whānau are supporting their children's learning.

All Analysis of Variance data has been cleaned. Only students measured in November 2017 and again in 2018 show student progress and achievement measured against the New Zealand Curriculum. Students who have left the school or enrolled this year are not included in this data. Therefore, 2017 November data may look different from what was in the 2018 School Charter constructed in March.

Target – ALL Student Achievement- Writing

All students writing below standard in years 2, 4 and 8 will make more than one year's progress and be at standard.

Actions

- School wide, timetabled, daily teaching as inquiry in writing focussing on the needs of students working curriculum expectations.
- Implementing writing "showcase" sheets for planning, assessment and student self-evaluation. These sheets include elements of PACT, Literacy Progressions and asTTle writing.
- Staff meetings focussing on professional readings that would improve teacher pedagogy.
- Specific teacher actions developing student motivation, engagement and student voice. Include developing positive mind-sets and teaching students how to be learners.
- Teachers collecting and analysing base-line data that is used to inform planning.
- A Word Q licence was purchased for the school so any child could access the tool.
- Accelerated Learning in Literacy (ALL) MOE based

Reasons for the Variance

3 students dropped from working at curriculum expectations to working below curriculum expectations.

These 3 children have a history of being on the cusp and have a history of flicking between below and at curriculum expectations year to year.

New school systems have tightened teacher processes and OTJ judgements so they are more objective. This may have had an impact on this student data.

Evaluation

The year 4 group of students is a complex one. 31% of the group receive some kind of external agency support and work with a teacher aide on a daily basis. All 3 students that have dropped to below are receiving support from external agencies. All 3 of these students are also below or well below in reading and maths.

Outcomes

WRITING- Year 2, 4 and 8 Student Data 2017

	WB	%	B	%	AT	%	AB	%
ALL Students	11	8%	31	23%	85	62%	10	7%
Y2 Students	0	0%	6	24%	19	76%	0	%
Y4 Students	2	12.5%	0	0%	14	87.5%	0	0%
Y8 Students	2	10%	5	25%	13	65%	0	0%

WRITING- Year 2, 4 and 8 Student Data 2018

	WB	%	B	%	AT	%	AB	%
ALL Students	6	4%	27	20%	84	61%	20	15%
Y2 Students	1	4%	2	8%	19	76%	3	12%
Y4 Students	2	12.5%	3	19%	11	69%	0	0%
Y8 Students	0	0%	4	20%	15	75%	1	5%

- In 2018, 28% more year 2 students are working at or above curriculum expectations in writing. 12% more year 2 students are working above curriculum expectations.
- In 2018, 19% fewer year 4 students are working at or above curriculum expectations in writing.
- In 2018, 15% more year 8 students are working at or above curriculum expectations in writing. 5% more year 2 students are working above curriculum expectations.

Strategic Goal 1: School Vision= Successful Learners

All students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

1a) Māori students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Māori. Whānau are supporting their children's learning.

All Analysis of Variance data has been cleaned. Only students measured in November 2017 and again in 2018 show student progress and achievement measured against the New Zealand Curriculum. Students who have left the school or enrolled this year are not included in this data. Therefore, 2017 November data may look different from what was in the 2018 School Charter constructed in March.

Target – ALL Student Achievement- Mathematics

All students writing below standard in years 3 and 6 will make more than one year's progress and be at standard.

Actions

- School wide, timetabled, daily teaching as inquiry in maths focussing on the needs of students below standards. The focus has been around students learning that maths connects to life using real life contexts.
- Staff meetings focussing on professional readings that would improve teacher pedagogy.
- Specific teacher actions developing student motivation, engagement and student voice. Include developing positive mind-sets and teaching students how to be learners.
- Teachers collecting and analysing base-line data that is used to inform planning.
- Accelerated Learning in Mathematics (ALiM) MOE based

Reasons for the Variance

Two year 6 students dropped from working at curriculum expectations to working below curriculum expectations. One of these students has been below 3 out of the 4 years they have been at Waipipi. These two students did the inquiry with another teacher as the year 6 students were split over two classrooms.

New school systems have tightened teacher processes and OTJ judgements so they are more objective. This may have had an impact on this student data.

Evaluation

2018 maths data is not looking as good as previous years. In 2019, we are one of three schools in New Zealand being part of a pilot Maths-No Problem programme. This is a researched programme based on the Singaporean maths programme. This programme comes with specific PLD attached.

Outcomes

WRITING- Years 3 and 6 Student Data 2017

	WB	%	B	%	AT	%	AB	%
ALL Students	10	%	29	%	85	%	13	%
Y3 Students	5	18%	8	30%	7	26%	7	26%
Y6 Students	0	%	7	30%	14	81%	2	9%

WRITING- Years 3 and 6 Student Data 2018

	WB	%	B	%	AT	%	AB	%
ALL Students	9	%	39	%	72	%	17	%
Y3 Students	2	7%	4	17%	13	48%	8	35%
Y6 Students	0	%	9	39%	10	43%	4	15%

- In 2018, 31% more year 3 students are working at or above curriculum expectations in mathematics.
- In 2018, 12% fewer year 6 students are working at or above curriculum expectations in mathematics. 9% more year 6 students are working above curriculum expectations.

Areas of Strength = READING, WRITING AND MATHS

This information uses data from ALL students at Waipipi in November 2018.

Reading

- 83% of students are reading at or above curriculum expectations.
- 77% of boys are reading at or above curriculum expectations.
- 88.5% of girls are reading at or above curriculum expectations.
- 81% of Māori students are reading at or above curriculum expectations.
- 100% of year 1 students are reading at or above curriculum expectations.
- 84.6% of year 2 students are reading at or above curriculum expectations.
- 82.4% of year 4 students are reading at or above curriculum expectations.
- 83.4% of year 6 students are reading at or above curriculum expectations.
- 90% of year 8 students are reading at or above curriculum expectations.

Writing

- 75% of students are writing at or above curriculum expectations.
- 92.6% of girls are writing at or above curriculum expectations.
- 83.4% of year 1 students are writing at or above curriculum expectations.
- 84.6% of year 2 students are writing at or above curriculum expectations.
- 85% of year 3 students are writing at or above curriculum expectations.
- 80% of year 8 students are writing at or above curriculum expectations.

Mathematics

- 100% of year 1 students are at or above curriculum expectations in Mathematics.
- 84.6% of year 2 students are at or above curriculum expectations in Mathematics.
- 76% of year 3 students are at or above curriculum expectations in Mathematics.

Areas for Improvement = READING, WRITING AND MATHS

This information uses data from ALL students at Waipipi in November 2018.

Writing

- 65.7% of Māori students are writing at or above curriculum expectations, which is 7% behind ALL student data.
- 56.6% of boys are writing at or above curriculum expectations.
- 70% of year 4 students are writing at or above curriculum expectations.
- 61.6% of year 5 students writing at or above curriculum expectations.
- 70.8% of year 6 students writing at or above curriculum expectations.
- 50% of year 7 students are writing at or above curriculum expectations.

Mathematics

- 67.1% of students are at or above curriculum expectations in Mathematics.
- 62.5% of Māori students are at or above curriculum expectations in Mathematics, which is 7% behind ALL student data.
- 64.1% of boys are at or above curriculum expectations in Mathematics.
- 70.1% of girls are at or above curriculum expectations in Mathematics.
- 64.7% of year 4 students are at or above curriculum expectations in Mathematics.
- 46.2% of year 5 students are at or above curriculum expectations in Mathematics.
- 58.4% of year 6 students are at or above curriculum expectations in Mathematics.
- 42.9% of year 7 students are at or above curriculum expectations in Mathematics.
- 55% of year 8 students are at or above curriculum expectations in Mathematics.

Basis for Identifying Areas of Improvement

Discussion:

The areas identified for improvement have come from data that features all students at Waipipi School in November 2018. Areas where 25% of students are below or well below standard, are identified as an area for improvement.

Planned Actions for Lifting Achievement

Discussion:

Māori Education Plan up and running in 2019. To continue to be linked with teaching as inquiry model which will be timetabled into daily teaching and learning.

Writing

Consolidate and build upon the work we have done around boys writing and Māori student writing in 2017 and 2018 and extend this into 2019. Teaching as Inquiry focus.

Mathematics

Maths- No Problem pilot programme school wide. Year 2's using the New Zealand resources. PLD plus programme.

Progress Statement

This information uses data from all students at Waipipi November 2017 and again in November 2018. We call this Apples v Apples data.

Reading

- 83% of students are reading at or above curriculum expectations.
- 77% of boys are reading at or above curriculum expectations.
- 87% of girls are reading at or above curriculum expectations, which is a 4% improvement from 2017.
- 81% of Māori students are reading at or above curriculum expectations, which is a 4% improvement from 2017, and only 2% behind the ALL student data.
- 88% of year 2 students are reading at or above curriculum expectations, which is a 4% improvement from 2017
- 78% of year 3 students are reading at or above curriculum expectations, which is a 15% improvement from 2017
- 90% of year 8 students are reading at or above curriculum expectations, which is a 10% improvement from 2017

Writing

- 76% of students are writing at or above curriculum expectations.
- 91% of girls are writing at or above curriculum expectations, which is a 16% improvement from 2017.
- 68% of Māori are writing at or above curriculum expectations, which is a 10% improvement from 2017.
- 88% of year 2 students are writing at or above curriculum expectations, which is a 6% improvement from 2017.
- 85% of year 3 students are writing at or above curriculum expectations, which is a 29% improvement from 2017.
- 80% of year 8 students are writing at or above curriculum expectations, which is a 15% improvement from 2017.

Mathematics

- 78% of year 3 students are writing at or above curriculum expectations, which is a 26% improvement from 2017.
- Overall, there was a 6% improvement in students at or above curriculum expectations in Mathematics in 2018.
- There was a 9% improvement in the boys at or above curriculum expectations in Mathematics in 2018.
- There was a 3% improvement in the girls at or above curriculum expectations in Mathematics in 2018.

School wide Targets for 2019

Maths- All students below expectations in mathematics will have made more than one years progress and be working at the expected curriculum level. All Māori students below expectations in mathematics will have made more than one years progress and be working at the expected curriculum level.

Writing- All boys below standard in writing will have made more than one years progress and be working at the expected level. All Māori students below expectations in writing will have made more than one years progress and be working at the expected curriculum level.

Strategic Goal 2:

School Vision: Confident Communicators
To build e-learning capability and digital citizenship throughout the school.

2) To design and implement the new Digital Technology strand of the Technology Curriculum.

Actions

Communication between home and school:

- Newsletters
- Surveys
- Consultation meetings
- Parent voice as part of curriculum design

Digital Technology Strand Actions

- Sourced PLD from MOE
- Staff meetings
- Trial term unit on DT
- Mind Lab courses on DT

Where to next?

Implementation of Digital Technology strand of Technology Curriculum.

- 75 hours of PLD with Brooke Trenwith
- Regular staff meetings co-constructing curriculum design for Waipipi School.
- Teaching and learning happening within the Digital Technology strand.

Strategic Goal 3:

School Vision: Students Interact Positively With Others
Students to develop the skills to interact positively with others.

3a) Students to be inclusive and collaborative when working with others in the classroom and playground.

Actions

- Anti-bullying work completed around the school and processes developed to assist students and staff to resolve issues. Resources "Bounce Back" to assist with anti-bullying.
- Google docs and inquiry learning encourage collaboration between students.
- Playground and classroom behaviour is generally good. Group and individual referrals have been made for several children this year who have been having social issues.

3b) Increase student engagement by incorporating student voice in and out of the classroom.

- Student voice evidence gathered as part of teacher appraisal.
- Student voice collected as part of teaching through inquiry
- Student voice used to develop planning and activities school wide.

Where to next?

- Using "Bounce Back" health resource to work with students bouncing back in times of strife. This programme also works with student mental health.
- Investigate student agency with the boys who are below, but haven't been identified with any learning needs.

KIWISPORT WAIPAPI SCHOOL

Kiwisport is a Government funding initiative to support students participation in organized sport. In 2018, the school received total Kiwisport funding of \$2592(excluding GST).

The funding was spent on providing transport to the larger town swimming pool for senior students and general sport equipment.

Student participation is 100%.

WAIPIPI SCHOOL

BOARD OF TRUSTEES MEMBERS 2018

Lisa Haycock	Chairperson	Elected June 2016	Flight Attendant	2019	Air New Zealand
James Lochead-Macmillan	Treasurer	Elected June 2016	Early Childhood Teacher	2019	First Steps
Natasha Burrett	Secretary	Co-opted June 2016	Administrator	2019	Self Employed
Peter Lucena		Elected June 2016	Plumber	2019	Self Employed
Kenneth Hopping		Elected June 2016	Farmer	2019	Self Employed
Travis Miles	Staff Rep	Elected June 2016	Teacher	2019	
Michelle Brown	Principal			2019	

Peter Lucena and Natasha resigned from the Board effective December 2018

Lisa Sanson	Co-opted to Board November 2018	Marketing	2019
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