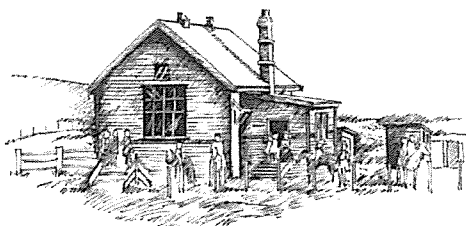


ARGYLL EAST SCHOOL

Annual Report

FOR THE YEAR ENDED 31 DECEMBER 2018



School Directory

Ministry Number: 2542
Principal: Julie Thelwall
School Address: 1071 Argyll Road
School Postal Address: 1071 Argyll Road, R D 1, Otane
School Phone: 06 856 5102
School Email: office@argylleast.school.nz

Members of the Board of Trustees

Name	Position	How position gained	Term expired/expires
Belinda Brans	Chairperson	Elected May 2016	May 2019
Julie Thelwall	Principal	Started Jan 2016	
Karena Finch	Staff Rep	Elected May 2016	July 2018
Willie Butler	Parent Rep	Elected 2016	May 2019
Blair Holt	Parent Rep	Elected 2016	May 2019
Brian Robinson	Parent Rep	Elected 2016	May 2019
Theo Twist	Parent Rep	Elected 2016	May 2019
Mary Clare Reynolds	Staff Rep	Elected 2018	May 2019

Accountant / Service Provider: Eclypse Solutions 4 Schools Ltd

ARGYLL EAST SCHOOL

Annual Report - For the year ended 31 December 2018

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Argyll East 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.

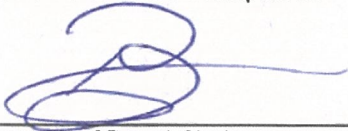
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

Belinda Brans

Full Name of Board Chairperson



Signature of Board Chairperson

15 April 2019

Date:

Julie Thelwall

Full Name of Principal



Signature of Principal

15 April 2019

Date:

Argyll East School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	687,644	673,292	703,902
Locally Raised Funds	3	60,146	43,120	53,894
Interest Earned		3,735	4,000	2,744
Other Revenue		905	-	-
		<hr/> 752,430	<hr/> 720,412	<hr/> 760,540
Expenses				
Locally Raised Funds	3	40,981	37,900	43,530
Learning Resources	4	425,524	421,473	434,077
Administration	5	67,582	63,630	64,514
Finance		324	312	630
Property	6	175,842	174,915	174,947
Depreciation	7	31,260	28,500	28,952
Loss on Disposal of Property, Plant and Equipment		3,091	-	3,154
		<hr/> 744,604	<hr/> 726,730	<hr/> 749,804
Net Surplus / (Deficit) for the Year		7,826	(6,318)	10,736
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/> 7,826	<hr/> <hr/> (6,318)	<hr/> <hr/> 10,736

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

Argyll East School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>375,702</u>	<u>375,702</u>	<u>364,966</u>
Total Comprehensive Revenue and Expense for the Year	7,826	(6,318)	10,736
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	<u>383,528</u>	<u>369,384</u>	<u>375,702</u>
Retained Earnings	383,528	369,384	375,702
Reserves	-	-	-
Equity at 31 December	<u>383,528</u>	<u>369,384</u>	<u>375,702</u>

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

Argyll East 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	115,779	110,050	139,210
Accounts Receivable	9	21,903	22,200	34,654
GST Receivable		2,303	4,000	6,890
Prepayments		1,837	1,800	1,754
Inventories	10	766	1,500	1,881
Investments	11	54,314	41,000	40,651
		<u>196,902</u>	<u>180,550</u>	<u>225,040</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	13	42,134	49,372	60,249
Revenue Received in Advance	14	372	1,000	20,372
Provision for Cyclical Maintenance	15	13,228	-	13,043
Finance Lease Liability - Current Portion	16	3,316	1,640	4,020
Funds Held for Capital Works Projects	17	-	-	(9,368)
		<u>59,050</u>	<u>52,012</u>	<u>88,316</u>
Working Capital Surplus/(Deficit)		137,852	128,538	136,724
Non-Current Assets				
Property, Plant and Equipment	12	265,228	255,810	237,383
Work in Progress		-	-	12,510
		<u>265,228</u>	<u>255,810</u>	<u>249,893</u>
Non-Current Liabilities				
Provision for Cyclical Maintenance	15	15,002	14,402	9,963
Finance Lease Liability	16	4,550	562	952
		<u>19,552</u>	<u>14,964</u>	<u>10,915</u>
Net Assets		<u>383,528</u>	<u>369,384</u>	<u>375,702</u>
Equity		<u>383,528</u>	<u>369,384</u>	<u>375,702</u>

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

Argyll East School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash Flows from Operating Activities				
Government Grants		159,780	151,214	181,504
Locally Raised Funds		52,766	43,520	64,080
Goods and Services Tax (net)		4,587	(1,000)	(8,705)
Payments to Employees		(73,375)	(63,324)	(77,291)
Payments to Suppliers		(106,604)	(119,250)	(106,906)
Cyclical Maintenance Payments in the year		-	-	(8,000)
Interest Paid		(324)	(312)	(630)
Interest Received		3,336	3,800	2,549
Net Cash from/(to) the Operating Activities		40,166	14,648	46,601
Cash Flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		63	-	-
Purchase of PPE (and Intangibles)		(60,215)	(42,010)	(29,723)
Purchase of Investments		(13,663)	-	(40,651)
Net Cash from/(to) the Investing Activities		(73,815)	(42,010)	(70,374)
Cash Flows from Financing Activities				
Furniture and Equipment Grants		-	-	-
Finance Lease Payments		850	(1,798)	(3,475)
Funds Administered on Behalf of Third Parties		-	-	-
Funds Held for Capital Works Projects		9,368	-	(56,700)
Net Cash from Financing Activities		10,218	(1,798)	(60,175)
Net Increase/(Decrease) in Cash and Cash Equivalents		(23,431)	(29,160)	(83,948)
Cash and Cash Equivalents at the Beginning of the Year	8	139,210	139,210	223,158
Cash and Cash Equivalents at the End of the Year	8	115,779	110,050	139,210

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.

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Argyll East School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in Applying Accounting Policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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

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

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

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1,000 may not be capitalised. In which case they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Land Improvements	20 years
Building Improvements to Crown Owned Assets	10 - 50 years
Furniture and Equipment	5–10 years
Information and Communication Technology	3–5 years
Leased Assets Held Under a Finance Lease	3-4 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.

o) 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.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, 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).

q) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise of 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.

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	147,169	150,214	139,122
Teachers' Salaries Grants	374,983	372,100	372,100
Use of Land and Buildings Grants	153,201	149,978	149,978
Other MoE Grants	10,587	1,000	42,702
Other Government Grants	1,704	-	-
	<u>687,644</u>	<u>673,292</u>	<u>703,902</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	33,251	22,000	26,295
Fundraising	3,126	-	1,893
Other Revenue	18,765	18,920	22,366
Trading	1,901	-	955
Activities	3,103	2,200	2,385
	<u>60,146</u>	<u>43,120</u>	<u>53,894</u>
Expenses			
Activities	3,666	4,900	4,839
Trading	1,456	-	1,909
Fundraising Costs	770	-	462
Other Expenses	35,089	33,000	36,320
	<u>40,981</u>	<u>37,900</u>	<u>43,530</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>19,165</u>	<u>5,220</u>	<u>10,364</u>

4. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	13,497	18,670	17,206
Equipment Repairs	2,977	1,000	950
Information and Communication Technology	211	103	423
Library Resources	644	100	50
Employee Benefits - Salaries	402,749	395,300	408,544
Staff Development	5,446	6,300	6,904
	<u>425,524</u>	<u>421,473</u>	<u>434,077</u>

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	3,760	3,800	3,650
Board of Trustees Fees	2,750	3,240	3,350
Board of Trustees Expenses	713	500	720
Communication	1,222	1,100	1,251
Consumables	5,083	4,100	4,511
Other	1,923	2,300	2,128
Employee Benefits - Salaries	46,059	40,700	41,422
Insurance	667	2,500	2,202
Service Providers, Contractors and Consultancy	5,405	5,390	5,280
	<u>67,582</u>	<u>63,630</u>	<u>64,514</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	2,784	3,400	3,129
Consultancy and Contract Services	800	-	300
Cyclical Maintenance Expense	5,224	6,187	3,760
Grounds	3,713	4,100	3,999
Heat, Light and Water	5,428	5,400	6,438
Rates	722	350	509
Repairs and Maintenance	3,970	5,500	6,834
Use of Land and Buildings	153,201	149,978	149,978
	<u>175,842</u>	<u>174,915</u>	<u>174,947</u>

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

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Land Improvements	1,868	1,600	1,616
Building Improvements	4,519	4,300	4,300
Furniture and Equipment	9,113	7,300	7,290
Information and Communication Technology	11,452	11,300	11,690
Leased Assets	3,536	3,200	3,263
Library Resources	772	800	793
	<u>31,260</u>	<u>28,500</u>	<u>28,952</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	50	50	50
Bank Current Account	55,716	50,000	77,874
Bank Call Account	34,406	60,000	61,286
Short-Term Bank Deposits	25,607	-	-
Cash and Cash Equivalents for Cash Flow Statement	<u>115,779</u>	<u>110,050</u>	<u>139,210</u>

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	1,155	-	12,870
Receivables from the Ministry of Education	-	-	320
Provision for Uncollectibility	-	-	-
Interest Receivable	594	200	195
Teacher Salaries Grant Receivable	20,154	22,000	21,269
	<u>21,903</u>	<u>22,200</u>	<u>34,654</u>
Receivables from Exchange Transactions	1,155	-	12,870
Receivables from Non-Exchange Transactions	20,748	22,200	21,784
	<u>21,903</u>	<u>22,200</u>	<u>34,654</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	766	1,500	1,881
	<u>766</u>	<u>1,500</u>	<u>1,881</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	54,314	41,000	40,651
Non-current Asset			
Long-term Bank Deposits	-	-	-

12. Property, Plant and Equipment

	Opening	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land Improvements	35,412	-	(1)	-	(1,868)	33,543
Building Improvements	144,697	7,481	-	-	(4,519)	147,659
Furniture and Equipment	28,290	31,883	-	-	(9,113)	51,060
Information and Communication	18,573	15,285	(3,091)	-	(11,452)	19,315
Leased Assets	4,240	6,782	-	-	(3,536)	7,486
Library Resources	6,171	766	-	-	(772)	6,165
Balance at 31 December 2018	237,383	62,197	(3,092)	-	(31,260)	265,228

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Land Improvements	37,368	(3,825)	33,543
Building Improvements	222,498	(74,839)	147,659
Furniture and Equipment	154,786	(103,726)	51,060
Information and Communication	69,507	(50,192)	19,315
Leased Assets	13,017	(5,531)	7,486
Library Resources	23,550	(17,385)	6,165
Balance at 31 December 2018	520,726	(255,498)	265,228

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Land Improvements	26,920	10,107	-	-	(1,616)	35,411
Building Improvements	148,998	-	-	-	(4,300)	144,698
Furniture and Equipment	28,354	11,879	(4,653)	-	(7,290)	28,290
Information and Communication Technology	21,640	8,623	-	-	(11,690)	18,573
Leased Assets	7,503	-	-	-	(3,263)	4,240
Library Resources	6,351	613	-	-	(793)	6,171
Balance at 31 December 2017	239,766	31,222	(4,653)	-	(28,952)	237,383

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Land Improvements	37,368	(1,956)	35,412
Building Improvements	215,017	(70,320)	144,697
Furniture and Equipment	124,017	(95,727)	28,290
Information and Communication Technology	73,004	(54,431)	18,572
Leased Assets	10,973	(6,733)	4,240
Library Resources	22,785	(16,614)	6,171
Balance at 31 December 2017	483,164	(245,781)	237,383

13. Accounts Payable

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Operating Creditors	16,415	21,246	32,952
ASB Visa	429	1,500	1,452
Accruals	3,760	3,700	3,650
Employee Entitlements - Salaries	20,154	22,000	21,269
Employee Entitlements - Leave Accrual	1,376	926	926
	<u>42,134</u>	<u>49,372</u>	<u>60,249</u>
Payables for Exchange Transactions	42,134	49,372	60,249
Payables for Non-Exchange Transactions - Taxes Payable (PAYE and rates)	-	-	-
Payables for Non-Exchange Transactions - Other	-	-	-
	<u>42,134</u>	<u>49,372</u>	<u>60,249</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Other	372	1,000	20,372
	<u>372</u>	<u>1,000</u>	<u>20,372</u>

15. Provision for Cyclical Maintenance

	2018	2018 Budget (Unaudited)	2017
	Actual \$	\$	Actual \$
Provision at the Start of the Year	23,006	23,006	27,246
Increase/ (Decrease) to the Provision During the Year	5,224	(8,604)	3,760
Use of the Provision During the Year	-	-	(8,000)
Provision at the End of the Year	<u>28,230</u>	<u>14,402</u>	<u>23,006</u>
Cyclical Maintenance - Current	13,228	-	13,043
Cyclical Maintenance - Term	15,002	14,402	9,963
	<u>28,230</u>	<u>14,402</u>	<u>23,006</u>

16. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	3,316	1,640	4,105
Later than One Year and No Later than Five Years	5,912	562	1,216
Later than Five Years	-	-	-
	<u>9,228</u>	<u>2,202</u>	<u>5,320</u>

17. 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:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Courts Repair Project	<i>in progress</i>	(9,368)	31,958	(22,590)	-	-
Totals		<u>(9,368)</u>	<u>31,958</u>	<u>(22,590)</u>	<u>-</u>	<u>-</u>

Represented by:

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

-

-

-

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Admin A Block Upgrade	<i>completed</i>	8,830	7,403	(16,233)	-	-
Courts Repair Project	<i>in progress</i>	38,502	-	(47,870)	-	(9,368)
Totals		<u>47,332</u>	<u>7,403</u>	<u>(64,103)</u>	<u>-</u>	<u>(9,368)</u>

18. 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.

19. Remuneration

Key Management Personnel Compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,750	3,350
Full-Time Equivalent Members	0.13	0.13
<i>Leadership Team</i>		
Remuneration	112,483	110,574
Full-Time Equivalent Members	1.00	1.00
Total Key Management Personnel Remuneration	115,233	113,924
Total Full-Time Equivalent Personnel	1.13	1.13

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	100 - 110	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
	-	-
	-	-

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

20. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	\$0	\$0
Number of People	-	-

21. Contingencies

There are no contingent liabilities and no contingent assets (except as noted below) as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

There is a contingent asset for repayment from the Ministry of Education for under spending the School's banking staffing entitlement during 2018. The Board has estimated the cash repayment to be \$4,504. We will record the amount we receive as income in the 2019 financial year.

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.

22. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board had not entered into contract agreements for capital works.

(Capital commitments at 31 December 2017: \$22,635)

(b) Operating Commitments

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

(a) operating lease of computing equipment;

	2018 Actual \$	2017 Actual \$
No Later than One Year	-	51
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	51

23. Managing Capital

The School's capital is its equity and comprises of 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.

24. Financial Instruments

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

Loans and Receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	115,779	110,050	139,210
Receivables	21,903	22,200	34,654
Investments - Term Deposits	54,314	41,000	40,651
Total Loans and Receivables	<u>191,996</u>	<u>173,250</u>	<u>214,515</u>

Financial Liabilities Measured at Amortised Cost

Payables	42,134	49,372	60,249
Finance Leases	7,866	2,202	4,972
Total Financial Liabilities Measured at Amortised Cost	<u>50,000</u>	<u>51,574</u>	<u>65,221</u>

25. Events After Balance Date

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

26. Comparatives

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

Argyll East School

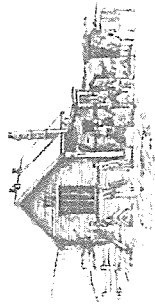
Kiwisport Report

For the year ended 31 December 2018

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2018 the school received total Kiwisport funding of \$976 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.

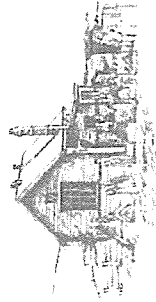


ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE

2018 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 1: All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

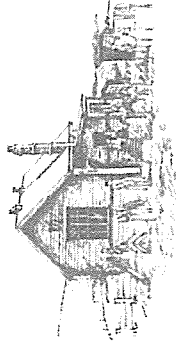
Specific Target 1a	History and Outcome	Analysis	Next Steps
That we maintain and improve the standard of 85% of all students at or above their curriculum levels in Maths	<p>2012 - 61% were AT or ABOVE National Standard.</p> <p>2013 - 75% were AT or ABOVE national Standard</p> <p>2014 - 87.5% were AT or ABOVE National Standard</p> <p>2015 - 87% were AT or ABOVE National Standard</p> <p>2016 - 85% were at or above the standard</p> <p>2017 - 84.5% At or Above the standard</p> <p>2018 - 76.6% At or Above their curriculum level</p>	<p>OTJ's were collected from teachers at the end of 2018. These OTJ's included a comprehensive understanding of where each child sat in accordance with the curriculum levels. Only children who have been at school for at least one year are included in this report. One particular cohort to track is year 5 students (2019)</p> <p>This year 76.6% of all learners are meeting or above their curriculum year level in maths. 80% of students who present as well below are in their first year at our school, having transferred to AES at the end of 2017 or during 2018. If we look only at our 2017 cohort, our result would be 83% at or above their curriculum level</p> <p>7.8% of all students are well below and 15.6% below.</p> <p>33% (6 out of 18) Maori/Pacific students are below or well below</p> <p>26% (8 out of 31) boys are well below or below.</p> <p>21% (7 out of 33) girls are well below or below</p>	<p>To improve our maths results and increase the number of children at or above their curriculum level, we will:</p> <ul style="list-style-type: none"> • Source PLD for 2019 (AIM and Bobbi maths) • Continue to source quality Professional development and resources • Digital resources to be integrated into learning programmes • Continue using RAPs to focus on target students. • Timetabled meetings to discuss priority learners • Continued development of Argyll math curriculum. Focused on basics, rich tasks and authentic activities • Plan contexts engaging for Maori students • Unpack PACT Maths • Timetable moderation into staff meetings twice yearly • Continue peer observations twice yearly
<p>Action Taken</p> <ul style="list-style-type: none"> • Assessment data (PAT, Number knowledge GLOSS, JAM) reviewed with staff and the particular learning needs of all students determined. • Programmes planned to meet the learning needs of all students. • Teachers reflecting on and improving practice. • Students given time and motivation to accomplish tasks and practice skills • Year-end data analysed to inform progress and planning for the following year. • Integration of maths into other learning areas and greater use of e learning resources • Development of Argyll maths curriculum with a focus on the basics, rich tasks and authentic activities • Continue sharing and collaboration between classes • Schoolwide Raising Achievement Plans developed to target learners or groups of learners more accurately • Maths unit holder continued • Lunchtime Athletics club – term 3 • Students participated in Maths Quiz night yrs 5-6 • Holiday numeracy ideas shared with whanau • Learning reinforced with customised home work • Caap plan referred to for Maths • Teacher resources purchased during year. • Teacher aide time assigned as required and as available 			



ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2018 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 1: All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Specific Target 1a	History and Outcome	Analysis	Next Steps
That over 85% of our students will be at or above their Curriculum Level in Reading	<p>2012 - 79% were AT or ABOVE National Standard 2013 - 78% were AT or ABOVE National Standard 2014 - 84% were AT or ABOVE National Standard 2015 - 85% were AT or ABOVE National Standard 2016 - 86% were AT or ABOVE National Standard 2017 - 85% AT or ABOVE the standard 2018 - 76.5% At or Above their curriculum level</p>	<p>OTJ's were collected from teachers at the end of 2018. These OTJ's included a comprehensive understanding of where each child sat in accordance with their curriculum year level. The target students were scattered throughout the year levels.</p> <p>Overall Reading percentage is 75% of all students (48/64) are at or above their curriculum level. If we look only at our 2017 cohort, our result would be 84% at or above their curriculum level. New students represent 9% of our below / well below students.</p> <p>25% of all students (16/64) are below or well below. 44.5% (8 out of 18 Maori/Pacific students) are below 26% (8 out of 31) boys are well below or below. 24% (8 out of 33) girls are well below or below</p>	<p>To improve our reading results and increase the number of children at or above their curriculum level we will:</p> <ul style="list-style-type: none"> Continue to build on the previous good work Reinstate a literacy unit holder Use E-asttle for reading where required Continue with schoolwide STEPS programme Investigate PACT reading Continue with Raising Achievement Plan with target students specifically noted Timetabled meetings to discuss priority learners Continue to give teacher aide responsibility for the library Library resources to be developed and budgeted for, to enhance reading opportunities for students Look at ways of challenging and extending competent readers – possible Book Group in local library with top readers from other schools Use of e-books and use of IT with reading component Staff discuss and spend budget to enhance reading material with emphasis beyond the colour wheel. Enter CHB Lit Quiz to challenge able Senior readers. Continued use of RLit , RTLB and other experts for target readers. Continue to use the strategies of accelerated learning to raise achievement. Continue to participate in CHB Literacy Project PLD
Action Taken	<ul style="list-style-type: none"> Assessment data reviewed with staff and the particular learning needs of all students determined and NS planned in Raising Achievement Plans. Professional Development timetabled for staff meetings. ALL reading in term 2 for target students – acceleration pedagogy further developed. Participation in CHB Literacy Project PLD Programmes planned to meet the learning needs of all students. Work with parents, families and whanau around ways to support students' learning. . Eg termly holiday ideas. Teacher aide support given to students below expectations in the early years. Teacher aide time in library 30 minutes/week. Continued STEPS programme for all students in all classes. Teachers reflecting on and improving practice. Evidence in teachers planning. Students given time and motivation to read and practice skills learnt. Buddy reading implemented, Book Week held. Year-end data analysed to inform progress and planning for the following year. A literacy Unit holder reinstated Literacy Learning progressions have become part of planning and used for goals in student speak Continued use of RLit , RTLB and other experts for target readers. More emphasis on reading in other curriculum areas. Use of local libraries as a resource for teachers to increase books in classrooms. Winter Warmers Programme and Hell Pizza reading initiatives. Encourage families to join holiday programmes. Regular use of Library/Tech/Science Room – "The Learning Hub" Library budget established and books bought based on student voice and teacher reviews Literacy PD undertaken – CHB Literacy PD PAT comp taken for small cohort to gather more evidence for OTJ Caap plan referred to for target students 		

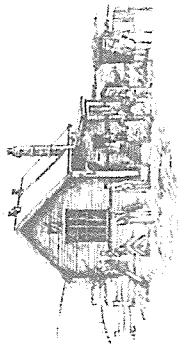


ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE

2018 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 1: All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

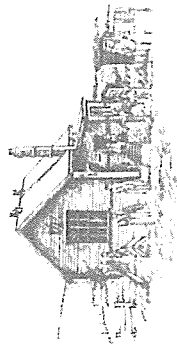
Specific Target 1b	History and Outcome	Analysis	Next Steps
That over 80% of our students will be at or above their Curriculum Level in Writing	<p>2012 - 73% were AT or ABOVE National Standard. 2013 - 66% were AT or ABOVE National Standard 2014 71.4% were AT or ABOVE National Standard 2015 – 80% were AT or ABOVE National Standard 2016 – 70% were AT or ABOVE National Standard 2017 - 83.3% are AT or Above the standard 2018 – 78% achieving At or Above Curriculum Level</p>	<p>Overall OTJ's were collected from teachers at the end of 2018. These OTJ's are based on comprehensive understanding of where each child sits in accordance with the Curriculum Levels and they were moderated within our school. The target children were scattered throughout the year levels. We are very close to our target of 80%.</p> <p>Overall Writing percentage is 78% achieving at or above their curriculum level. 22% of all students are below or well below. 33% (6 out of 18 Maori/Pacific students) are below or well below 29% (9 out of 31) boys are well below or below. 15% (5 out of 33) girls are well below or below</p>	<p>To improve our writing results and decrease the number of children below or well below their curriculum level, we will:</p> <ul style="list-style-type: none"> Continue the practices of ALL PD (2017 & 2018) Retain a literacy unit holder Continue to contribute to and participate in CHB Literacy Project PLD focusing on writing and underpinned with oral language. Ensure formative evaluation guides teaching and learning programmes. Unpack PACT for literacy Build on AES samples folder. Continue membership of HB Literacy gp, attending relevant courses and reading Literacy Forums. Continue to seek authentic writing situations – 2019 school production Use of Chrome books and other IT to engage learners supported with teacher PD Continue See-Saw to encourage whanau engagement Continue to promote student writing in school newsletter Ensure boys are engaged and writing to lift their current representation Continue peer observations twice yearly Caap becoming embedded. LLP indicators in teacher's planning and in kids speak in children's books. Kids speak LLP on classroom walls with exemplars Ensure technical vocab consistent throughout school
<p>Action Taken</p> <ul style="list-style-type: none"> ALL Accelerated Learning in Literacy 2018 STEPS programme for all students throughout school Assessment data reviewed with staff and the particular learning needs of all students identified, discussed and next steps planned. Professional Development timetabled for staff meetings. Programmes planned to meet the learning needs of all students Teacher Aide support for target students Work with parents, families and whanau around ways to support students' learning. Eg termly holiday ideas. Teachers reflecting on and improving practice. Evidence in teachers planning. Student voice and links to other learning areas considered in writing topics and genres. Also parent voice Students given time and motivation to write. Print rich classrooms. Own choice incorporated regularly Year-end data analysed to inform progress and planning for the following year. Work with other CHB schools to share writing ideas. Reinstated a literacy Unit holder. Purchases made to support writing Use of E-asttle - using it to create tests and moderate. Greater emphasis on teacher/student reflections Peer observations in and between schools - writing as part of teacher appraisal Celebration of student writing across school Add writing samples to pre-existing student files to enable clear sight of progress through years Caap referred to alongside LLPs. Continued use of RLit , RTLB (whenever possible) and other experts for target writers. Principal attending regular CHB Literacy group meetings and working closely with facilitators to ensure school needs addressed PD through CHB Literacy and Principals group – especially on writing for boys 			



ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2018 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 1: All Students are able to access the New Zealand Curriculum as evidenced by progress and achievement in relation to the National Standards.

Specific Target 1c	History and Outcome	Analysis	Next Steps
That we increase by at least 5% our students who are above their Curriculum Level in Reading, Writing and Maths.	<p>2015 – Reading 10%, Writing 3% Maths 6%</p> <p>2016 - Reading – 18%, Writing - 6% Maths - 8%</p> <p>2017 – Reading – 20%, Writing – 6.3% Maths – 5%</p> <p>2018 – Reading – 23.4% Writing – 9.4% Maths – 12.5%</p>	<p>Overall OTJ's were collected from teachers at the end of 2018. These OTJ's included a comprehensive understanding of where each child sat in accordance with their Curriculum levels.</p> <p>The target students were scattered throughout the year levels.</p> <p>This year we are pleased to report increases in the number of students achieving above their curriculum year level, and representing a continuing upward trajectory over the past 4 years, especially in reading and writing. Maths achievement data has also improved on 2017 results.</p> <p>Students above in reading increased by 3.4% to 23.4%.</p> <p>Students above in writing increased by 3.1% to 9.4%.</p> <p>Students above in maths increased by 7.5% to 12.5%</p>	<p>To increase the number of children above their curriculum levels we will:</p> <ul style="list-style-type: none"> Continue to build on the previous good work happening Investigate PACT Continue to implement Raising Achievement Plans developed to address moving AT students to ABOVE Continuation of See-Saw to engage whanau in children's learning Teacher inquiry into new ways of challenging and extending competent readers, writers and mathematicians Explore use of IT to extend students Staff discuss and spend budget to enhance and meet all student learning needs. Enter CHB Lit Quiz, Maths Challenge, Science Fair, Technology Challenge to challenge able students Ensure curriculum broad and motivational Continue to collect student voice re interests for learning Build pedagogical knowledge around extending targeted students Extend interest clubs in 2019 Continue Leaders group Teacher inquiry into student agency
<p>Action Taken</p> <ul style="list-style-type: none"> Assessment data reviewed with staff and the particular learning needs of all students determined. Raising Achievement Plan set up for high achievers and meetings scheduled to discuss progress of target students on achievement plan. Work with parents, families and whanau around ways to support students' learning. eg termly holiday ideas, cultural responsiveness, farm clubs etc. Teachers reflecting on and working collaboratively to increase achievement. Year-end data analysed to inform progress and planning for the following year. E-astle data used at some year levels and in some subject areas to inform programmes. Greater emphasis on teacher/student reflections and evidence in teacher planning. More emphasis on self-directed learning through personal inquiry learning. Student voice collected to inform teaching and learning programmes – PMI's, reflections on all learning Participation in extra curricula activities including Maths Camp, Literacy and Maths Quiz nights, Centralines Technology Challenge, sporting activities Leadership programmes including Sir Peter Blake Trust Awards Attendance at NYLPD conference (year 7 & 8 students) Clubs within school – Mangaotai Committee, I.T, music, gardening, P.E., mathematics, singing – visit to Waipawa Senior Citizens Club, Massey University to present to engineers re Mangaotai and Wetland development etc. Participation in Winter Warmers and Hell Pizza Reading initiatives. Sessions with Digital Circus School leaders chosen and given responsibilities PALs attended and developed throughout year. Use of LLPs extended throughout the school Building connections with Te Aute College and other local community members for Ngati Whai Festival Genius Hour, discovery learning Gardening competition 			



ARGYLL EAST SCHOOL ANALYSIS OF VARIANCE 2017 TARGET FOR IMPROVING STUDENT ACHIEVEMENT

Strategic Goal 2: Maori/Pacific Students are engaged in their learning and are achieving educational success, with pride in their unique identity, language and culture as Maori/Pacific

Specific Target 2	History and Outcome	Analysis	Next Steps
That 85% of Maori / Pacific Island students will be at or above their Curriculum level in Maths and Reading and 80% at or above in Writing.	<p>Reading: 2014 – 78.5% were AT or ABOVE the National Standard 2015 – 93% were AT or ABOVE the National Standard 2016 – 84% of Maori/Pacific are AT or Above the standard 2017 – 80% of Maori/Pacific are AT or Above the standard 2018 – 55.6% of Maori/Pacific are AT or Above</p> <p>Writing: 2014 – 64.2% were AT or ABOVE the National Standard 2015 – 79% were AT or ABOVE the National Standard 2016 – 74% of Maori/Pacific are AT or Above the standard 2017 – 80% of Maori/Pacific are AT or Above the standard 2018 – 66.7% of Maori/Pacific are AT or Above</p> <p>Maths: 2014 – 92.8% were AT or ABOVE the National Standard 2015 – 93% were AT or ABOVE the National Standard 2016 – 84% of Maori/Pacific are AT or Above the standard 2017 – 80% of Maori/Pacific are AT or Above the standard 2018 – 66.7% of Maori/Pacific are AT or Above</p>	<p>Overall OTJ's were collected from teachers at the end of 2018. These OTJ's included a comprehensive understanding of where each child sat in accordance with their curriculum level</p> <p>Maori /Pacific students are scattered throughout the year levels.</p> <p>Maori/Pacific Compared to all students (at & above) Reading: Maori/Pacific 55.6% - All 75% Writing: Maori/Pacific 66.7% - All 78% Maths: Maori /Pacific 66.7% - All 76.6%</p> <p>Maori/Pacific achievement is below our target in 2018. This is due to a change in cohort with 6 new enrolments at the end of 2017 or during 2018 achieving below or well below their curriculum level in all core subjects. We have 18 Maori students at our school so our new cohort represents 33%.</p>	<p>There are two main next steps:</p> <ul style="list-style-type: none"> To raise Maori/Pacific academic success in 2019 To continue to promote Maori/Pacific success as learners, people and Maori/Pacific <p>We will do this by:</p> <ul style="list-style-type: none"> Meeting twice a year with our Maori whanau to help develop Maori as learners Engagement practices within the curriculum to enhance achievement Promote Tataiko cultural competencies Continue development of Te Matauranga Maori ki Argyll East School through teacher inquiry to develop Maori /Pacific student achievement BOT/staff using Kahikitea 2013-2017
<p>Action Taken</p> <ul style="list-style-type: none"> Identified Maori/Pacific students in Raising Achievement Plans to accelerate learners and examined closely what was needed to increase and improve progress Teacher inquiry into Cultural Responsiveness for whole of 2018 Using basic Te Reo in class and around school consistently.. Promote and encourage the Tataiko cultural competencies Keep informed of current research regarding factors that benefit Maori. BOT/Staff becoming more familiar with and using Kahikitea 2013-2017 reflection day suggestions from 2017 Haana Wilcox - myths and legends. Including a Maori/Pacific perspective in topic studies and other areas as part of our normal programmes. Utilising the knowledge in the community and involving community with school wide topics Two hui held during year to encourage whanau engagement and to work on ideas from 2016/2017 hui. Working alongside Resource Teachers of Maori Ensure reading materials reflecting Maori and Pacifica cultures are available through guided reading programmes and in library Participation in Ngati Whai Festival Building connections with Te Aute College – reciprocal visits 			



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ARGYLL EAST SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Argyll East School (the School). The Auditor-General has appointed me, Victoria Jane Lawson, using the staff and resources of PricewaterhouseCoopers, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 15 April 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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



Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.



- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, and the Kiwisport Statement which form part of the Annual Report, 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.

A handwritten signature in blue ink that reads 'V. J. Lawson'.

Victoria Jane Lawson
PricewaterhouseCoopers
On behalf of the Auditor-General
Napier, New Zealand