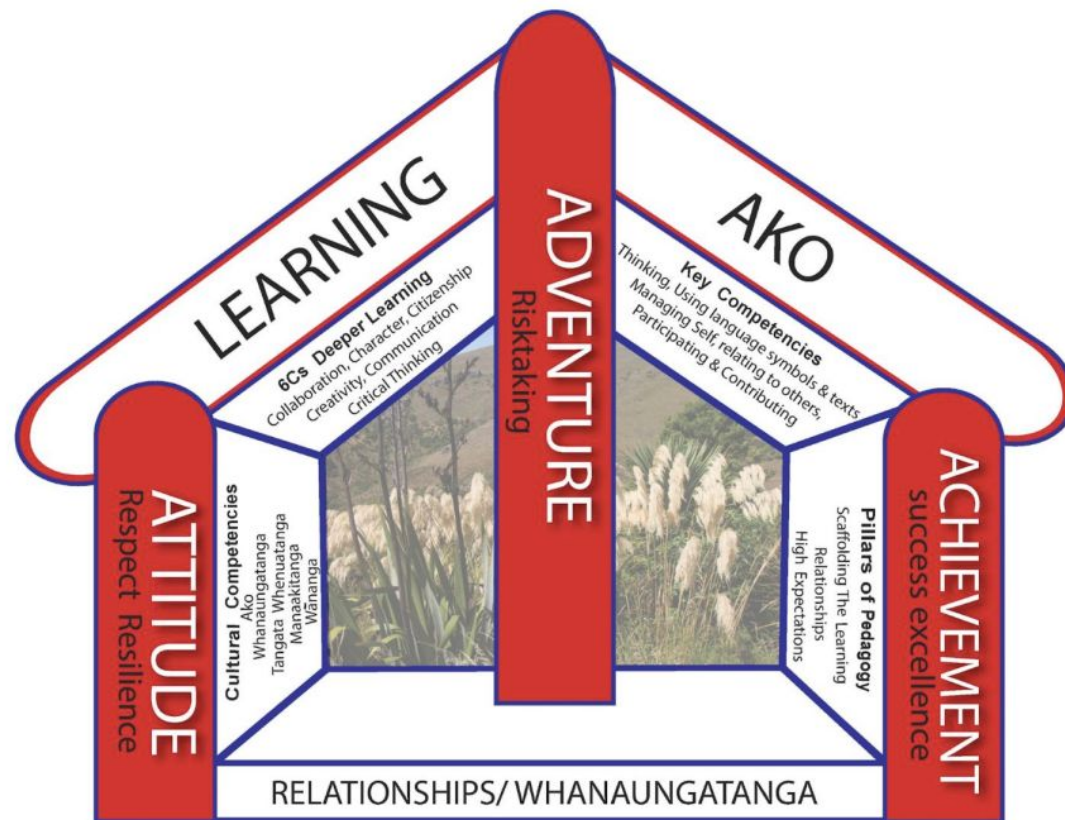


West Spreydon School

Annual Report 2018





Board of Trustees 2018

Board Chairperson: Duane Major

Deputy Board Chairperson: Paul Ferguson

Principal: Marriene Langton

Tim Hayward (26 Feb to 3 Dec)

Michael Downs (29 Oct to 3 Dec)

Simon Harrison (26 Feb to 3 Dec)

Sjaan Bowie (26 Feb to 3 Dec)

Bridgette Riddle (26 Feb to 18 Mar)

Jane Poff (staff trustee - 26 Feb to 26 Mar)

Nicola Thorne (staff trustee - 25 June only)

Jared Fretwell (staff trustee - 27 Aug to 3 Dec)

Analysis of Variance 2019

School Name:	West Spreydon School	School Number:	3588
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Strategic Aim:	<p>Teaching and Learning</p> <p>Aim for innovation and excellence in all learning and teaching and celebrate the successes across our school and the Kahukura COP.</p>
Annual Aim:	<p>Raise student achievement in maths and literacy across the school, by building capacity and capability in all teaching staff</p> <p><i>Refer also to the Math and Literacy Leadership action plans</i></p> <p>Utilise the maths and literacy leads to:</p> <ul style="list-style-type: none"> ▪ lead maths and writing professional learning across the school · scrutinise and utilise student achievement data to drive changes in teacher practice · incorporate maths and literacy teaching as a key element of appraisal documentation · enrol two teachers in ALiM and ensure that the requirements for classroom release and support are met · provide professional learning to support teacher capability (Yolanda Soryl, Jill Eggleton etc) · employ a math expert/adviser (UC), in consultation with the leadership team to lead teacher professional learning · ensure all teams/teachers have a bespoke yearly long term plan that addresses the requirements of the NZC Math curriculum and that they are tailored to the needs of the students in their care · target key teachers in the school to lead math and literacy learning and innovation · create a directory / repository of online and material maths and literacy resources to support student learning · drive innovation and creative learning

Target:	<p><u>2019 Targets</u></p> <p><u>Target 1:</u> 5/13 or 40% of the Year 4 students who were working below curriculum level expectations will have accelerated progress and mastered curriculum level 2 in mathematics by the end of 2019. This would include our priority learners.</p> <p><u>Target 2:</u> The 2 learning support students who were working well below (early curriculum level 1) will show accelerated progress through achieving their learning support goals. (Please note 1 child moved to another school at the end of 2018)</p> <p><u>Target 3:</u> 4/10 or 40% of the Year 5 students who were working below the expected curriculum level will have accelerated progress and mastered in early curriculum level 3 in mathematics by the end of 2019. This would include our priority learners. (Please note 1 child moved to another school at the end of 2018)</p> <p><u>Target 4:</u> The 7 learning support students who were working well below (curriculum level 1) will show accelerated progress through achieving their learning support goals. (Please note 1 child moved to another school at the end of 2018)</p> <p><u>Target 5:</u> 14/46 of the Year 5 students who were working above curriculum level expectations will continue on this trajectory.</p>
Baseline Data:	<p><u>Baseline Data Linked to Target 1 & 2:</u> 31% (16/53) of all Year 3 (2018) students were working below 25% (13/53) or well below 6% (3/53) the New Zealand curriculum level in maths</p> <p><u>Baseline Data Linked to Target 3 & 4:</u> 41% (19/46) of all Year 4 (2018) students were working below 24% (11/46) or well below 17% (8/46) the New Zealand curriculum level in maths</p> <p><u>Baseline Data Linked to Target 5:</u> 14/46 of all Year 4 (2018) students were working above the New Zealand curriculum level in maths</p>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Centrally Funded Professional Learning for all teaching staff facilitated by Liz Johnson (UC Maths Facilitator) redesigned our data sheets rewritten the protocols for administering assessments provided professional learning for team leaders and teachers worked with Kathryn Nielsen (SAF), Danielle O'Halloran (MOE advisor) and Liz Johnson (UC Maths Facilitator) to achieve consistency and improve teacher practice delegated responsibility for data gathering, analysis and moderation to team leaders so that it can be followed up at every team meeting and then reported at the weekly Senior Leadership Meeting Clarified Teacher 	<p>We have seen an overall dip in our assessment data as a result of the following:</p> <ul style="list-style-type: none"> Increased knowledge and skill around gathering assessment information Introduction of mastery criteria across the whole curriculum Teacher's curriculum knowledge and assessment gathering processes were strengthened We have more confidence in the consistency and efficacy of the data We now have a clear understanding, as a staff, of how to make a TPJ and what we expect as a school in each curriculum area post National Standards 	<p>Teacher professional practice and Knowledge was inconsistent across the school. Some of this was due to limited beginning teacher graduation knowledge, practices introduced from other schools that did not reflect best practice, and muddled application of learning and communication</p> <ul style="list-style-type: none"> Staff illness Student absences Data was not being used as a basis for planning and teaching, but was being addressed at end point Individual student data was not being used consistently to teach to the gaps in understanding across the school Too much weight was 	<p>We have skilled and knowledgeable staff internally that can support programmes and grow teacher capability</p> <ul style="list-style-type: none"> Teachers need ongoing training in the implementation and analysis of testing such as running records, JAMS, Gloss etc In 2019 we need to have intensive ongoing professional development for all teachers on assessment practices. Where possible all standardised testing needs to be completed online to mitigate errors in marking. We need to find a way of ensuring all data is inputted accurately. Systems and expectations need to

<p>Professional Judgement using triangulated data. This involved consulting with other schools, specialist advisors and some of our experienced teachers.</p> <ul style="list-style-type: none">• Every leadership meeting we discussed data		<p>placed on formal tests and standardised tests rather than triangulating data across a year from a variety of sources</p> <ul style="list-style-type: none">● Bespoke LTPs were still in the consult and design process so tailored classroom programmes were being trialled	<p>be put in place for the organisation of all classroom data by classroom teachers.</p> <ul style="list-style-type: none">● Deadlines must be met in the input of data online.● Although PD was provided at staff meetings for teachers on forming TPJs and support material provided as a google doc, many teachers still struggled to form them.● Our intensive work with Kathryn Neilson (Ministry of Education, Student Achievement Function) also identified that we need to continue to support our teachers to understand the importance of accurate data and rigour in analysing and applying that data to their teaching and learning.
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Areas of Strength and Areas to Develop

Areas of Strength

Community Connection:

West Spreydon School Board of Trustees has created a strong community based partnership which draws on the professional skills and health and well being supports from a wide variety of volunteers, youth workers, para-professionals, businesses and charities. This has resulted in a shared vision for our school which sets the foundation for our children to flourish. Partnership groups include Kids Can, South West Baptist Church, Wayne Francis Trust, Origin Sport, Sport Canterbury, Project Esther, Ellesmere Food Bank, Crossover Trust, Barrington Mall, Whanau Ora, Big Brother Big Sister and private benefactors.

Our school has an extensive base of volunteers which enable us to provide many rich learning experiences beyond the classroom.

Pool

Our state of the art pool rebuild was completed in time for the official opening on February 22 2018 in conjunction with the annual school hangi. Our pool project is a story of a local community making the impossible happen.



Sports coaching, sports competitions and music tuition

There are many volunteers and tutors working in the school to ensure that our children are given every opportunity to learn and excel in the sports and the arts. Tuition is offered in voice, guitar, recorder, keyboard and drums. Children are involved in many in school, and out of school sports competitions including netball, hockey, rugby, touch rugby, basketball, soccer and Jump Jam. For many children these opportunities address the areas of their talent or gift.

Our teachers also carry additional responsibilities to ensure that our children are given a huge range of experiences.



Extension Groups

These include robotics, coding, dressmaking, wearable arts, enviro-group, student leadership, PALs, writing and science club. Some of these groups are also involved in inter-school competitions. This a credit to our volunteers and especially to the teachers who organise and often coach or tutor the groups.

Kahukura Community of Practice

Our seven schools of Cashmere Te Pae Kereru, Addington Te Kura Taumatua, Sommerfield Te Kura Wairepo, Thorrington, South Intermediate School, Sacred Heart Addington and us are a community of schools with shared beliefs about deep learning, high aspirations for all learners and providing every opportunity for all children to excel. Our Lead teachers for Deep Learning, Maori Achievement Collaboration, SENCO and Performing Arts work closely together as professional learning teams to support all staff in pedagogy and practice.

The principals have a distributed leadership model which is embedded in leadership theory and is outcome based. It is highly accountable and transparent. Our aspirations for all children in the seven schools is evident and our boards are generous in their support of our common goals.

Some of the outcomes specific to the Kahukura Community of Practice are:

Performing Arts Leads

Kahukura Chorale, Junior Orchestra and Annual Music Festival

Speech competition

Shared professional learning (conducting, school based teacher pd)

Maori Achievement Collaboration

Annual National hui for principals and lead teachers

Cultural festival

Deep Learning Leads

Deep Learning labs and across school Teacher Led Innovation for learning with the same focus

Kahukura Annual Conference on our Teacher Only Day

SENCO

shared data and regular meetings to support all students.

Next year we will see the introduction of Te Mana Ake to our CoP.

Boards of Trustees

Combined special purpose Board meetings

Priority Learners

Maori and Pasifika.

Student voice

We continue to value the input our students have into their learning and the effectiveness of their teachers to address their learning needs

Kapa haka and Pasifika culture groups

Kapa haka is compulsory for all year levels across our school. Our Year 5/6 kapa haka ropu performed in the 2018 Cultural Festival.

We also have a strong focus on Pasifika performance. This year we built upon our strengths and we saw lots of children shine as leaders in our cultural groups.



Fono / Hui

Our relationship with our priority learners school community has gone from strength to strength. Our fono hui have been very successful. We have held success celebrations where students and families also performed, sometimes spontaneously.





Staff Professional Development included:

- Attachment Theory which continues to gives us tools to address the complex needs of our most vulnerable children
- Sign language
- Math PLD
- SAF
- Writing
- Deep learning theory and practicum

Origin Sport / Kiwi Sport

Once again Origin Sport's focus at West Spreydon School was with predominantly with the Year 3 & 4 students to help them develop an interest in physical activity and to help prepare them for Year 5 when they all represent the school during the winter months in inter-school competition.

Aligning our weekly Physical Literacy sessions with the schools long term P.E plan we were able to expose the students to, & develop a wide array of skills across the 4 terms. 2018 saw the introduction of the sport of Fistball during the Net & Wall Games module. Fistball has only just begun to gain an interest in New Zealand and Christchurch is at the centre of its growth. Best described as a hybrid of Tennis & Volleyball it is great way to develop the hand-eye coordination required for racquet sports and the increased complexity of Volleyball. From Term 2 onwards we also introduced the SportStart Tākaro resource designed by Sport Canterbury. Activities in this resource include simple things involving no equipment to some more elaborate games

involving Poi Toa or Kī. SportStart Tākaro was well received by the students and teachers alike. Digital & physical copies of this resource were gifted to the school along with a set of Poi Toa.

In recognition of West Spreydon's ongoing support of the Sports Week holiday programme, the Cross Over Trust, has paid for the delivery of Canterbury Hockey's Small Sticks programme for 2018, 2019 & 2020. Every student in the school receives 4 x 30 minute sessions each year and also includes the use of 30 Field Hockey sticks & balls for those 3 years.

Outside of curriculum time it is great to see the opportunities that are available to the students across all year levels. In particular the participation of teams in Origin Sport's Touch module at Centennial Park. A newly established Term 1 module saw 3 teams involved and in Term 4 there were 7 teams representing West Spreydon and all doing so with distinction.

Master Planning for West Spreydon School Rebuild

We have moved into the Master Planning phase of the school rebuild process and continue to work with Grow Waitaha and the Ministry of Education and Architectural teams.

Areas to develop:

Data gathering and analysis protocols:

- The senior leadership team has focussed on a leadership inquiry on student achievement for the past two years. In conjunction with Ministry of Education SAF and centrally funded PLD math with Liz Johnson we have begun to unravel systems and practices which are obscuring and hindering strong teacher practice and data gathering and analysis processes. The board of trustees has also committed to funding additional professional learning which will support teachers to make the changes needed to raise student achievement.

The outcomes are to :

- Employ an external provider Evaluation Associates to lead us through the PaCT tool as a focus for gathering detailed data and to activate practice analysis conversations to facilitate teacher reflection and ownership
- Apply for centrally funded PLD to support the work
- Liaise with Ministry of Education for the input of another SAF
- Utilise our math lead teacher to initiate classroom observations and practice analysis conversations based on progress and achievement data

Rebuild

We have to navigate our way through the design and build of 14 new teaching spaces probably commencing at the end of 2018 This will mean:

1. Completing the design and detail process

2. Negotiating a full school decant to another site for a year
3. Maintaining clear communication with our community

Board of Trustees Elections June 2019

The new Board of Trustees will need a planned handover and induction because there will be two board members remaining who have had 6 months experience each.

Induction and Wellbeing

Create an intensive support programme that documents a regular induction programme for new staff members and one that tracks and addresses staff wellbeing support

SENCO

This is a new position for 2019 and must be set up to provide detailed networks of inclusion, support and referral for all students. We must also liaise with Te Mana Ake across our Kaukura Community of Practice to ensure that we are triaging effectively and addressing all student needs at the right levels of support.

Our SMS and digital systems will be upgraded to show more detailed records of all special programme interventions and pastoral needs. Progress through those programmes will be measurable. Our teacher assistants will also be upskilled to meet the needs of the students through a range of programmes and interventions. Our main tool is always Attachment Theory.



WEST SPREYDON SCHOOL

Annual Report

For the year ended 31 December 2018

Ministry Number: 3588

Principal: Mariene Langton

School Address: 147 Lyttelton Street, Christchurch

School Phone: 03 338 8184

School Email: admin@westspreydon.school.nz

Members of the Board of Trustees

Name	Ceased
Duane Major	
Paul Ferguson	
Sjaan Bowie	
Simon Harrison	
Tim Hayward	
Michael Downs	
Bridget Riddle	
Mariene Langton - Principal	

The term finishes except for the principal in May 2019.

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West Spreydon School Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees (the Board) has pleasure in presenting the annual report of West Spreydon School incorporating the financial statements and the auditor's report, for the year ended 31 December 2015.

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 Chairperson
Marriane E Langton
Principal

West Spreydon School

Duane Andrew Major
Full Name of Board Chairperson


Signature of Board Chairperson

17.05.19
Date:

Marriane Elizabeth Langton
Full Name of Principal


Signature of Principal

01.04.2019
Date:

West Spreydon School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	2018	2018 Budget (Unaudited)	2017
Notes	Actual \$	\$	Actual \$
Revenue			
Government Grants	2	2,253,974	2,198,902
Locally Raised Funds	3	80,242	3,000
Interest Earned		19,384	5,000
		<u>2,353,600</u>	<u>2,206,902</u>
			2,908,850
Expenses			
Locally Raised Funds	3	20,837	2,500
Learning Resources	4	1,632,789	1,622,680
Administration	5	125,675	122,360
Finance Costs		578	-
Property	6	413,182	419,020
Depreciation	7	79,220	40,000
		<u>2,272,281</u>	<u>2,206,560</u>
			2,222,008
Net Surplus / (Deficit)		81,319	342
Other Comprehensive Revenue and Expenses		-	-
Capital Expenditure Funding		-	-
Total Comprehensive Revenue and Expense for the Year		<u>81,319</u>	<u>342</u>
			686,842

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

West Spreydon 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>1,422,618</u>	<u>1,422,618</u>	<u>735,776</u>
Total comprehensive revenue and expense for the year			
Owner transactions	81,319	342	686,842
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	<u>1,503,937</u>	<u>1,422,960</u>	<u>1,422,618</u>
Retained Earnings	1,503,937	1,422,960	1,422,618
Reserves	-	-	-
Equity at 31 December 2018	<u>1,503,937</u>	<u>1,422,960</u>	<u>1,422,618</u>

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

West Spreydon School
Statement of Financial Position
As at 31 December 2018

	2018	2018 Budget (Unaudited)	2017
Notes	Actual \$	\$	Actual \$
Current Assets			
Cash and Cash Equivalents	24,268	37,011	192,378
Accounts Receivable	85,786	83,500	99,559
GST Receivable	-	6,000	21,471
Prepayments	2,088	4,500	4,732
Investments	477,874	465,000	357,625
	603,444	596,011	675,765
Current Liabilities			
GST Payable	-	-	-
Accounts Payable	93,230	108,000	115,568
Revenue Received in Advance	-	-	-
Finance Lease Liability - Current Portion	3,058	1,490	1,784
Funds held on behalf of RTUit	5,477	4,000	3,744
	101,765	113,490	121,096
Working Capital Surplus or (Deficit)	501,679	482,521	554,669
Non-current Assets			
Property, Plant and Equipment	1,124,372	1,072,846	989,846
	1,124,372	1,072,846	989,846
Non-current Liabilities			
Provision for Cyclical Maintenance	120,407	132,407	120,407
Finance Lease Liability	1,707	-	1,490
	122,114	132,407	121,897
Net Assets	1,503,937	1,422,960	1,422,618
Equity	1,503,937	1,422,960	1,422,618

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

West Spreydon School
Cash Flow Statement
For the year ended 31 December 2018

	2018	2018 Budget (Unaudited)	2017
Note	Actual \$	\$	Actual \$
Cash flows from Operating Activities			
Government Grants	550,439	498,921	535,657
Locally Raised Funds	(213,130)	3,000	399,133
Goods and Services Tax (net)	21,471	15,471	(5,507)
Payments to Employees	(244,196)	(223,523)	(238,569)
Payments to Suppliers	(265,074)	(223,219)	(259,260)
Interest Received	19,779	5,888	12,507
Funds Administered on Behalf of Third Parties	1,733	258	(353,553)
Net cash from / (to) the Operating Activities	(128,978)	76,792	92,408
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	-	-	-
Purchase of PPE (and intangibles)	(209,028)	(123,000)	(671,741)
Purchase of Investments	(120,249)	(107,375)	(76,730)
Proceeds from Sale of Investments	-	-	-
Net cash from / (to) the Investing Activities	(329,277)	(230,375)	(748,471)
Cash flows from Financing Activities			
Contribution by the Ministry of Education - Furniture and Equipment	-	-	-
Finance Lease Payments	(3,227)	(1,784)	(1,640)
Pool - Community Grant	293,372	-	293,372
Net cash from Financing Activities	290,145	(1,784)	291,732
Net increase/(decrease) in cash and cash equivalents	(168,110)	(155,367)	(364,331)
Cash and cash equivalents at the beginning of the year	8	192,378	556,709
Cash and cash equivalents at the end of the year	8	24,268	192,378
		37,011	

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

West Spreydon School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

a) **Reporting Entity**
West Spreydon 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 PBE Accounting Standards (PBE IPSAS) 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 publically 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. This is the first year of adoption of the PBE Accounting Standards.

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 11.

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 14

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.

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.

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.

Donations

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.

1) 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 three months 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) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment. 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 securities.

j) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:	Years
Building improvements – Crown	40
Furniture and equipment	5-10
Information and communication technology	5
Plant	10
Leased	3
Library resources	10

k) Impairment of property, plant, and equipment and intangible assets

West Spreydon 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.

l) 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.

m) 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.

n) Revenue Received In Advance

Revenue received in advance relates to fees received from grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

o) 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).

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) Financial Assets and Liabilities

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

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

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) Goods and Services Tax (GST)

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

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

Operational grants
Teachers' salaries grants
Use of Land and Buildings grants
Other government grants

2018	2018 Budget	2017
Actual	(Unaudited)	Actual
\$	\$	\$
481,926	468,902	455,226
1,426,412	1,425,000	1,401,592
275,957	275,000	272,364
69,679	30,000	73,565
2,253,974	2,198,902	2,202,747

3. Locally Raised Funds

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

Revenue
Donations
Activities
Trading

2018	2018 Budget	2017
Actual	(Unaudited)	Actual
\$	\$	\$
54,381	-	654,763
23,016	-	32,870
2,845	3,000	4,772
80,242	3,000	692,505

Expenses
Activities
Trading
Fundraising (costs of raising funds)

2018	2017
Actual	Actual
\$	\$
20,645	32,462
26	95
166	50
20,837	32,607
59,405	659,898

Surplus for the year Locally raised funds

4 Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development

2018	2018 Budget	2017
Actual	(Unaudited)	Actual
\$	\$	\$
46,965	51,680	49,713
1,541,588	1,527,000	1,516,521
44,236	44,000	41,827
1,632,789	1,622,680	1,608,061

5. Administration

Audit Fee
Board of Trustees Fees
Board of Trustees Expenses
Communication
Consumables
Operating Lease
Staff Expenses
Other
Employee Benefits - Salaries

2018	2018 Budget	2017
Actual	(Unaudited)	Actual
\$	\$	\$
3,360	3,100	2,800
4,068	5,000	4,800
9,698	6,700	11,612
3,975	6,000	4,045
18,028	14,750	16,440
1,471	1,500	1,009
13,463	17,150	8,266
12,302	16,160	10,070
59,310	62,000	49,813
125,675	122,360	108,955

6. Property

Carrelaking and Clearing Consumables
 Cyclical Maintenance Provision
 Grounds
 Heat, Light and Water
 Rates
 Repairs and Maintenance
 Use of Land and Buildings - Non-Integrated
 Employee Benefits - Salaries

2018	2018 Budget (Unaudited)	2017
Actual		Actual
\$	\$	\$
7,521	7,200	10,220
-	12,000	9,609
5,409	6,200	5,675
26,760	13,500	14,152
4,947	4,800	3,809
23,525	29,820	18,181
275,957	275,000	272,384
70,063	70,500	70,483
413,182	419,020	404,373

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

7. Depreciation of Property, Plant and Equipment

Buildings - School
 Furniture and Equipment
 Information and Communication Technology
 Plant
 Leased Assets
 Library Resources

2018	2018 Budget (Unaudited)	2017
Actual		Actual
\$	\$	\$
11,723	5,000	2,658
13,733	8,000	13,294
33,437	14,000	32,885
14,260	9,000	13,166
3,327	1,000	1,755
2,740	3,000	4,178
79,220	40,000	67,646

8. Cash and Cash Equivalents

Cash on Hand
 Bank Current Account
 Bank Call Account
 Short-term Bank Deposits with a Maturity of Three Months or Less

2018	2018 Budget (Unaudited)	2017
Actual		Actual
\$	\$	\$
500	500	500
23,768	36,511	191,878
-	-	-
24,268	37,011	192,378

Net cash and cash equivalents and bank overdraft for Cash Flow Statement

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

9. Accounts Receivable

Debtors
 Debtor Ministry of Education
 Interest Accrued
 Teacher Salaries Grant Receivable

2018	2018 Budget (Unaudited)	2017
Actual		Actual
\$	\$	\$
-	-	-
7,107	6,500	6,519
2,491	2,000	2,886
76,188	75,000	90,154
85,786	83,500	99,559

Receivables from Exchange Transactions
 Receivables from Non-Exchange Transactions

2,491	2,000	2,886
83,295	81,500	96,673
85,786	83,500	99,559

10. Investments

The School's investment activities are classified as follows:

	2018	2018 Budget (Unaudited)	2017
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	477,874	465,000	357,625

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	647,101	163,950	-	-	(11,723)	799,328
Furniture and Equipment	87,602	-	-	-	(13,733)	73,869
Information and Communication Plant	85,114	35,967	-	-	(33,437)	87,644
Leased Assets	150,064	5,197	-	-	(14,280)	141,001
Library Resources	3,123	4,718	-	-	(3,327)	4,514
	16,842	3,914	-	-	(2,740)	18,018
Balance at 31 December 2018	989,846	213,746	-	-	(79,220)	1,124,372

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	870,592	(71,264)	799,328
Furniture and Equipment	230,063	(156,194)	73,869
Information and Communication Plant	245,263	(157,619)	87,644
Leased Assets	236,788	(95,787)	141,001
Library Resources	9,983	(5,489)	4,514
	95,847	(77,831)	18,018
Balance at 31 December 2018	1,668,536	(564,164)	1,124,372

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Buildings	28,071	621,588	-	-	(2,556)	647,101
Furniture and Equipment	84,828	16,068	-	-	(13,294)	87,602
Information and Communication Plant	92,402	25,407	-	-	(32,695)	85,114
Leased Assets	158,237	4,983	-	-	(13,166)	150,064
Library Resources	4,878	-	-	-	(1,755)	3,123
	17,335	3,685	-	-	(4,178)	16,842
Balance at 31 December 2017	385,751	671,741	-	-	(67,646)	989,846

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	706,642	(59,541)	647,101
Furniture and Equipment	242,104	(154,502)	87,602
Information and Communication Plant	245,505	(180,391)	85,114
Leased Assets	231,591	(81,527)	150,064
Library Resources	5,265	(2,142)	3,123
	91,933	(75,091)	16,842
Balance at 31 December 2017	1,523,040	(533,194)	989,846

12. Accounts Payable

Operating Creditors
Employee Benefits Payable - Salaries
Employee Benefits Payable - Leave Accrual

Payables for Exchange Transactions
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)
Payables for Non-exchange Transactions - Other

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

Provision at the Start of the Year
Increase to the Provision During the Year
Adjustment to the Provision
Use of the Provision During the Year
Provision at the End of the Year

Cyclical Maintenance - Current
Cyclical Maintenance - Term

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2018. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

14. Finance Lease Liability

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

	2018	2018 Budget (Unaudited)	2017
No Later than One Year	\$ 3,058	\$ 1,490	\$ 1,784
Later than One Year and no Later than Five Years	1,707	-	1,490
Later than Five Years	-	-	-
	4,765	1,490	3,274

15. Funds Held on Behalf of RTLit

Funds Held at Beginning of the Year
Funds Received from MoE
Funds Spent on Behalf of the Cluster
Funds Held at Year End

	2018	2018 Budget (Unaudited)	2017
Actual	\$ 3,744	\$ 3,744	\$ 7,297
	9,888	9,888	9,920
	8,155	9,632	13,473
	5,477	4,000	3,744

16. 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.

Mr G Langton is the principals husband whose services have been used for website maintenance. Because the total value of all transactions is less than \$25,000 for the year, the Board is not required Ministry conflict of interest approval under section 103 of the Education Act 1989.

17. 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 \$
Board Members		
Remuneration	4,068	4,800
Full-time equivalent members	0.18	0.18
Leadership Team		
Remuneration	305,807	298,263
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>309,875</u>	<u>303,063</u>
Total full-time equivalent personnel	<u>3.18</u>	<u>3.18</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and 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	2017 Actual
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	\$000	\$000
Benefits and Other Emoluments	140-150	140-150
Termination Benefits	-	-

Other Employees

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

18. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	\$0	\$3,000
Number of People	-	1

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board had no capital commitments.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

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

(a) operating lease of a photocopier and laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	665
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>665</u>

21. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to generate a small surplus from year to year.

22. Financial Instruments

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

Cash and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	24,268	37,011	192,378
Receivables	86,786	83,500	99,559
Investments - Term Deposits	477,874	466,000	357,625
Total Cash and Receivables	<u>587,928</u>	<u>585,511</u>	<u>649,562</u>
Financial liabilities measured at amortised cost			
Payables	93,230	108,000	115,568
RTLI	5,477	4,000	3,744
Lease Liability	4,765	1,490	3,274
Total Financial Liabilities Measured at Amortised Cost	<u>103,472</u>	<u>113,490</u>	<u>122,586</u>

23. Events After Balance Date

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