

MARAEKAKAHO SCHOOL

Annual Report

FOR THE YEAR ENDED 31 DECEMBER 2018



School Directory

Ministry Number:	566
Principal:	Phil Jones
School Address:	68 Kereru Road, Maraekakaho
School Postal Address:	68 Kereru Road, R D 1, Hastings
School Phone:	06 874 9700
School Email:	office@mkk.school.nz

Members of the Board of Trustees

Name	Position	How position gained	Term expired/expires
Michelle Monteith	Chairperson	Appointed Aug 2017	Jun 2019
Phil Jones	Principal		
Wendy Beauchamp	Staff Representative	Elected May 2013	Jun 2019
Dereck Ferguson	Parent Representative	Elected Dec 2017	Dec 2020
Shane Kyle	Parent Representative	Elected Dec 2017	Dec 2020
Rachel Agnew	Parent Representative	Elected Dec 2017	Dec 2020
Jo Dixon (Groombridge)	Parent Representative	Elected Jun 2016	Jun 2019

Accountant / Service Provider:	Eclipse Solutions 4 Schools Ltd
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MARAEKAKAHO SCHOOL

Annual Report - For the year ended 31 December 2018

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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.

Rachel Christine Agnew
Full Name of Board Chairperson

Reaynew
Signature of Board Chairperson

30th May 2019

Date:

Philip Thomas Jones
Full Name of Principal

P.T.J.
Signature of Principal

30th May 2019

Date:

Maraekakaho 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	1,239,407	1,279,562	1,300,090
Locally Raised Funds	3	136,276	71,799	107,646
Interest Earned		3,683	1,200	2,807
Other Revenue		220	150	200
		1,379,586	1,352,711	1,410,743
Expenses				
Locally Raised Funds	3	51,948	41,440	49,778
Learning Resources	4	851,932	822,987	840,212
Administration	5	108,297	97,204	100,563
Finance		1,084	976	1,327
Property	6	301,376	350,507	352,056
Depreciation	7	38,984	39,000	38,290
Loss on Disposal of Property, Plant and Equipment		228	-	2,409
Amortisation of Intangible Assets		383	383	383
		1,354,232	1,352,497	1,385,018
Net Surplus / (Deficit) for the Year		25,354	214	25,725
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		25,354	214	25,725

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

Maraekakaho 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	328,434	328,434	302,709
Total Comprehensive Revenue and Expense for the Year	25,354	214	25,725
Capital Contributions from the Ministry of Education	-	-	-
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	353,788	328,648	328,434
Retained Earnings	353,788	328,648	328,434
Reserves	-	-	-
Equity at 31 December	353,788	328,648	328,434

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

Maraekakaho School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	79,232	80,030	80,141
Accounts Receivable	9	52,541	36,500	35,865
GST Receivable		7,057	5,336	4,554
Prepayments		5,802	5,000	5,588
Inventories	10	1,357	1,300	1,189
Investments	11	99,010	70,000	95,850
		<hr/>	<hr/>	<hr/>
		244,999	198,166	223,187
Current Liabilities				
Accounts Payable	14	89,930	48,880	47,347
Revenue Received in Advance	15	6,481	3,000	20,608
Provision for Cyclical Maintenance	16	19,279	34,487	42,859
Finance Lease Liability - Current Portion	17	6,097	6,300	7,978
Funds Held for Capital Works Projects	18	-	-	(8,770)
Funds Held on Behalf of Community of Learning Cluster	19	15,486	15,000	5,937
		<hr/>	<hr/>	<hr/>
		137,273	107,667	115,959
Working Capital Surplus/(Deficit)		<hr/>	<hr/>	<hr/>
		107,726	90,499	107,228
Non-Current Assets				
Property, Plant and Equipment	12	249,421	240,000	206,076
Intangible Assets	13	92	149	475
Work in Progress		-	-	19,471
		<hr/>	<hr/>	<hr/>
		249,513	240,149	226,022
Non-Current Liabilities				
Provision for Cyclical Maintenance	16	1,333	-	889
Finance Lease Liability	17	2,118	2,000	3,927
		<hr/>	<hr/>	<hr/>
		3,451	2,000	4,816
Net Assets		<hr/>	<hr/>	<hr/>
		353,788	328,648	328,434
Equity		<hr/>	<hr/>	<hr/>
		353,788	328,648	328,434

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

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

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash Flows from Operating Activities				
Government Grants		254,913	241,426	260,127
Locally Raised Funds		120,867	74,449	108,513
Goods and Services Tax (net)		(2,503)	(1,336)	(351)
Payments to Employees		(117,666)	(109,750)	(125,881)
Payments to Suppliers		(173,513)	(102,750)	(182,187)
Cyclical Maintenance Payments in the year		(34,339)	-	-
Interest Paid		(1,084)	(976)	(1,327)
Interest Received		4,033	200	1,964
Net Cash from/(to) the Operating Activities		50,708	101,263	60,858
Cash Flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(58,599)	(42,674)	(37,433)
Purchase of Investments		(3,160)	(70,000)	(95,850)
Net Cash from/(to) the Investing Activities		(61,759)	(112,674)	(133,283)
Cash Flows from Financing Activities				
Furniture and Equipment Grants		-	-	-
Finance Lease Payments		(8,177)	(3,700)	(6,085)
Funds Administered on Behalf of Third Parties		9,549	15,000	5,937
Funds Held for Capital Works Projects		8,770	-	(7,670)
Net Cash from Financing Activities		10,142	11,300	(7,818)
Net Increase/(Decrease) in Cash and Cash Equivalents		(909)	(111)	(80,243)
Cash and Cash Equivalents at the Beginning of the Year	8	80,141	80,141	160,384
Cash and Cash Equivalents at the End of the Year	8	79,232	80,030	80,141

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.

Maraekakaho School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Maraekakaho 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 17.

Recognition of grants

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

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, school uniforms and canteen. 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:

Building Improvements to Crown Owned Assets	50 years
Furniture and Equipment	3–20 years
Information and Communication Technology	3–5 years
Leased Assets Held Under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

Computer software acquired by the School is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

p) 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.

q) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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).

s) 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 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.

t) 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.

u) Budget Figures

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

v) 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 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	233,266	235,826	229,872
Teachers' Salaries Grants	738,557	728,291	728,291
Use of Land and Buildings Grants	245,937	309,845	309,845
Resource Teachers Learning and Behaviour Grants	1,217	600	1,000
Other MoE Grants	20,044	5,000	30,768
Other Government Grants	386	-	314
	1,239,407	1,279,562	1,300,090

3. Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	73,787	24,500	50,448
Fundraising	13,694	8,190	16,566
Other Revenue	2,609	2,609	2,609
Trading	15,123	12,700	15,792
Activities	31,063	23,800	22,231
	136,276	71,799	107,646
Expenses			
Activities	37,400	28,640	27,905
Trading	12,620	10,800	13,280
Fundraising Costs	1,928	2,000	8,593
Other Expenses	-	-	-
	51,948	41,440	49,778
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	84,328	30,359	57,868

4. Learning Resources

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	22,070	21,850	19,873
Equipment Repairs	400	1,000	920
Information and Communication Technology	2,658	1,996	5,253
Library Resources	1,005	500	883
Employee Benefits - Salaries	798,438	780,641	796,655
Staff Development	27,361	17,000	16,628
	851,932	822,987	840,212

5. Administration

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	4,153	4,200	4,072
Board of Trustees Fees	3,503	3,600	3,050
Board of Trustees Expenses	2,130	1,200	4,189
Communication	1,906	2,000	3,334
Consumables	7,639	8,150	9,588
Operating Lease	554	554	577
Other	15,322	10,840	9,445
Employee Benefits - Salaries	63,264	57,000	57,083
Insurance	3,651	3,500	3,265
Service Providers, Contractors and Consultancy	6,175	6,160	5,960
	<u>108,297</u>	<u>97,204</u>	<u>100,563</u>

6. Property

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	6,067	8,000	6,987
Consultancy and Contract Services	7,498	1,471	1,279
Cyclical Maintenance Expense	11,203	6,541	6,132
Grounds	13,655	8,450	11,156
Heat, Light and Water	13,716	13,000	13,631
Repairs and Maintenance	3,104	2,200	2,621
Use of Land and Buildings	245,937	309,845	309,845
Security	196	1,000	405
	<u>301,376</u>	<u>350,507</u>	<u>352,056</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	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements	2,498	2,400	2,498
Furniture and Equipment	16,414	14,500	14,210
Information and Communication Technology	10,428	14,070	13,570
Leased Assets	7,415	5,817	5,799
Library Resources	2,229	2,213	2,213
	<u>38,984</u>	<u>39,000</u>	<u>38,290</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	30	30	30
Bank Current Account	46,996	20,000	28,720
Bank Call Account	32,206	60,000	51,391
Cash and Cash Equivalents Cash Flow Statement	<u>79,232</u>	<u>80,030</u>	<u>80,141</u>

Of the \$79,232 Cash and Cash Equivalents, \$15,486 is held by the School on behalf of the Community of Learning Cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	1,982	500	480
Provision for Uncollectibility	-	-	-
Interest Receivable	493	1,000	843
Teacher Salaries Grant Receivable	50,066	35,000	34,542
	<u>52,541</u>	<u>36,500</u>	<u>35,865</u>
Receivables from Exchange Transactions	1,982	500	480
Receivables from Non-Exchange Transactions	50,559	36,000	35,385
	<u>52,541</u>	<u>36,500</u>	<u>35,865</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	864	800	738
School Uniforms	493	500	451
	<u>1,357</u>	<u>1,300</u>	<u>1,189</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	99,010	70,000	95,850
Non-current Asset			
Long-term Bank Deposits	-	-	-

12. Property, Plant and Equipment

	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building Improvements	90,029	-	-	-	(2,498)	87,531
Furniture and Equipment	70,240	74,579	-	-	(16,414)	128,405
Information and Communication	15,379	1,674	-	-	(10,428)	6,625
Leased Assets	9,727	4,487	-	-	(7,415)	6,799
Library Resources	20,701	1,817	(228)	-	(2,229)	20,061
Balance at 31 December 2018	206,076	82,557	(228)	-	(38,984)	249,421

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Building Improvements	124,883	(37,352)	87,531
Furniture and Equipment	321,994	(193,589)	128,405
Information and Communication	136,847	(130,222)	6,625
Leased Assets	33,473	(26,674)	6,799
Library Resources	91,438	(71,377)	20,061
Balance at 31 December 2018	708,635	(459,214)	249,421

	Opening \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Building Improvements	92,710	-	(183)	-	(2,498)	90,029
Furniture and Equipment	74,936	10,512	(998)	-	(14,210)	70,240
Information and Communication Technology	24,134	4,815	-	-	(13,570)	15,379
Leased Assets	13,548	1,978	-	-	(5,799)	9,727
Library Resources	21,507	2,634	(1,227)	-	(2,213)	20,701
Balance at 31 December 2017	226,835	19,939	(2,408)	-	(38,290)	206,076

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2017			
Building Improvements	124,883	(34,854)	90,029
Furniture and Equipment	253,446	(183,206)	70,240
Information and Communication Technology	135,173	(119,794)	15,379
Leased Assets	28,986	(19,259)	9,727
Library Resources	89,891	(69,190)	20,701
Balance at 31 December 2017	632,379	(426,303)	206,076

13. Intangible Assets

The School's Intangible Assets are made up of acquired computer software.

2018	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Cost					
Intangible Assets (Cost)	1,149	-	-	-	1,149
Balance at 31 December 2018	1,149	-	-	-	1,149
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	674	383	-	-	1,057
Balance at 31 December 2018	674	383	-	-	1,057
Net Book Value at 31 December 2018					92

2017	Opening \$	Additions \$	Disposals \$	Impairment \$	Closing \$
Cost					
Intangible Assets	1,149	-	-	-	1,149
Balance at 31 December 2017	1,149	-	-	-	1,149
Accumulated Amortisation					
Intangible Assets (Amortisation for the year)	291	383	-	-	674
Balance at 31 December 2017	291	383	-	-	674
Net Book Value at 31 December 2017					475

14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating Creditors	28,784	8,680	7,076
ASB Visa	1,399	1,000	1,608
Accruals	4,153	4,100	4,072
Banking Staffing Overuse	5,528	-	-
Employee Entitlements - Salaries	50,066	35,000	34,542
Employee Entitlements - Leave Accrual	-	100	49
	89,930	48,880	47,347
Payables for Exchange Transactions	89,930	48,880	47,347
Payables for Non-Exchange Transactions - Taxes Payable (PAYE and rates)	-	-	-
Payables for Non-Exchange Transactions - Other	-	-	-
	89,930	48,880	47,347

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Other	6,481	3,000	20,608
	<u>6,481</u>	<u>3,000</u>	<u>20,608</u>

16. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget	Actual
	\$	\$	\$
Provision at the Start of the Year	43,748	43,748	37,616
Increase/ (Decrease) to the Provision During the Year	11,203	25,078	6,132
Use of the Provision During the Year	(34,339)	(34,339)	-
Provision at the End of the Year	<u>20,612</u>	<u>34,487</u>	<u>43,748</u>
Cyclical Maintenance - Current	19,279	34,487	42,859
Cyclical Maintenance - Term	1,333	-	889
	<u>20,612</u>	<u>34,487</u>	<u>43,748</u>

17. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers, photocopier and 3D printer. Minimum lease payments payable:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
No Later than One Year	6,097	6,300	7,978
Later than One Year and No Later than Five Years	2,703	2,000	4,982
Later than Five Years	-	-	-
	<u>8,800</u>	<u>8,300</u>	<u>12,960</u>

18. 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 \$
Junior Block Upgrade	<i>completed</i>	(8,770)	11,039	(2,269)	-	-
Totals		(8,770)	11,039	(2,269)	-	-

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 \$
Junior Block Upgrade	<i>in progress</i>	(1,100)	-	(7,670)	-	(8,770)
Totals		(1,100)	-	(7,670)	-	(8,770)

19. Funds Held on Behalf of the Community of Learning Cluster

Frimley School is the lead school and holds funds on behalf of the Community of Learning cluster, a group of schools funded by the Ministry of Education to help students achieve their full potential.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	5,937	5,937	-
Funds Received from Cluster Members	6,237	6,000	-
Funds Received from MoE	7,507	7,563	7,508
Other Funds Received	620	-	-
Funds Spent on Behalf of the Cluster	(4,815)	(4,500)	(1,571)
Funds Held at Year End	15,486	15,000	5,937

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

Current Assets

Cash at bank	16,100	-	5,937
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Non Current Assets

Property Plant and Equipment	-	-	-
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Current Liabilities

Operating Creditors	(614)	-	-
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Equity

	15,486	-	5,937
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20. Related Party Transactions

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

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

21. Remuneration

Key Management Personnel Compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,503	3,050
Full-Time Equivalent Members	0.12	0.10
<i>Leadership Team</i>		
Remuneration	338,170	335,662
Full-Time Equivalent Members	3.00	3.00
Total Key Management Personnel Remuneration	341,673	338,712
Total Full-Time Equivalent Personnel	3.12	3.10

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	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
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.

22. 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	-	-

23. 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).

Holidays Act Compliance – schools payroll

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

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

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

24. Commitments

(a) Capital Commitments

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

(Capital commitments at 31 December 2017: \$40,029)

(b) Operating Commitments

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

(a) operating lease of computer equipment;

	2018 Actual \$	2017 Actual \$
No Later than One Year	554	753
Later than One Year and No Later than Five Years	1,108	1,246
Later than Five Years	-	-
	<u>1,662</u>	<u>1,999</u>

25. 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.

26. 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	79,232	80,030	80,141
Receivables	52,541	36,500	35,865
Investments - Term Deposits	99,010	70,000	95,850
Total Loans and Receivables	<u>230,783</u>	<u>186,530</u>	<u>211,856</u>

Financial Liabilities Measured at Amortised Cost

Payables	89,930	48,880	47,347
Finance Leases	8,215	8,300	11,905
Total Financial Liabilities Measured at Amortised Cost	<u>98,145</u>	<u>57,180</u>	<u>59,252</u>

27. Events After Balance Date

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

28. Comparatives

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

Maraekakaho 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 \$2,192 (excluding GST). The funding was put towards a range of sports equipment and uniforms 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.



END OF YEAR DATA REPORT 2018

INCLUDING THE ANALYSIS OF
VARIANCE

The Assessment Tools:

The following report analyses the student achievement data at Maraekakaho School at the end of 2018. It includes data for Reading, Writing and Maths which is collected from the administration of various assessment tools as explained below.

It also gives a preliminary analysis of the 2018 charter targets and associated outcomes. Further analysis of these targets will be provided in the Analysis of Variance in term1 2019.

Reading

The **PM Benchmark Reading Assessment** is the main reading assessment used in the junior school. It is designed to explicitly assess students' instructional and independent reading levels using unseen, meaningful texts. The assessment requires a student to read a book which allows the teacher to measure the accuracy and understanding the student displays. It uses fiction and non-fiction texts.

PROBE is a "running record" reading comprehension test. It is administered individually to students, and enables teachers to monitor both the fluency with which a text is read, and the degree to which the student has understood what has been read. Students read the text aloud, whilst the teacher makes notes, and then answer questions designed to assess a range of comprehension strategies. Probe is used to verify PM Benchmark testing on an 'as needs' basis.

Writing

The **MKK Writing Matrix** was developed by the teachers at our school along with the support of a qualified facilitator as part of a professional development focus on writing. The Matrix is aligned to the NZ curriculum. Students complete a writing sample which has had minimal teacher input. Teachers assess various aspects of the writing against the matrix and decide on a 'best fit' overall level.

Mathematics

Number Strategy is assessed orally individually. The teacher asks a variety of questions which enable them to put the student on the NZ Numeracy Framework. Number Strategy assesses the students ability to solve (work out) maths problems.

Expected Levels of Achievement

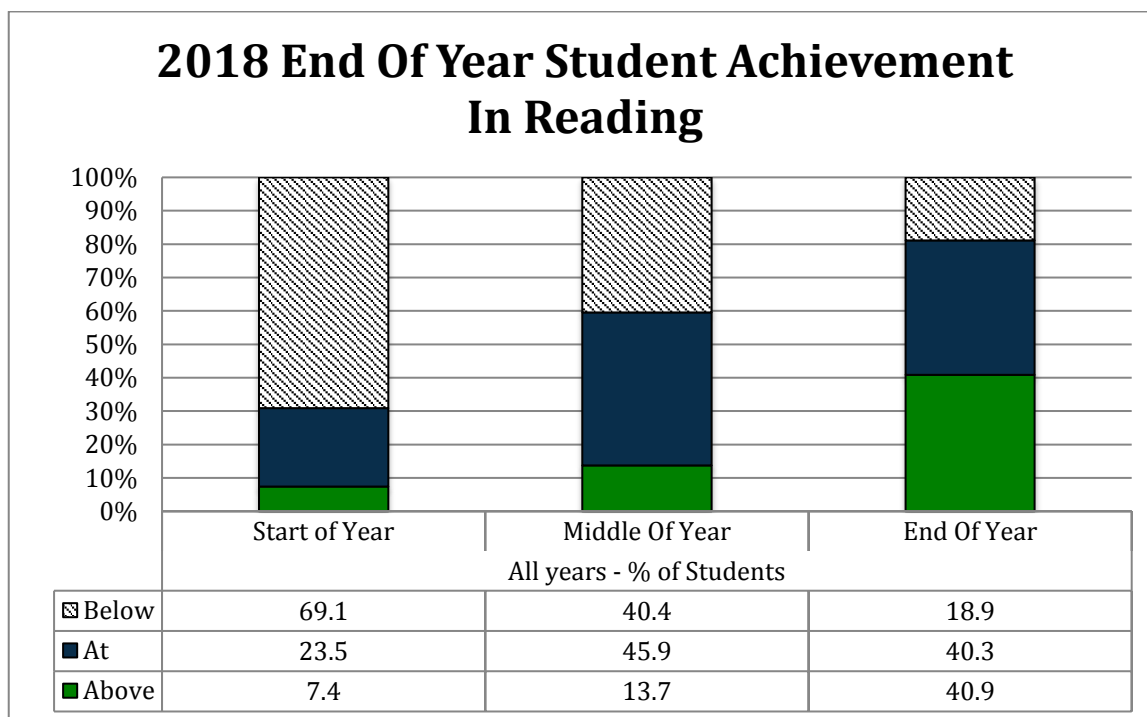
With the removal of National Standards at the end of 2017, we have reinstated school expectations for 2018 until further guidance is provided from the Ministry about assessment and student achievement data reporting (guidance due in the coming months). These expectations have been set using the assessment tools above at levels that are comparative to what the National Standards expectations were.

A complication with doing this is that National Standards were an anniversary expectation for students in their first three years at school. We have reverted back to an 'end of year' expectation for all learners. Because of this, data in year 1-3 (year 1 in particular) is skewed depending on how long the student has been at school for.

Student Achievement In Reading:

All Students

The following graph shows the overall achievement of our students in Reading based on the end of year expectation.



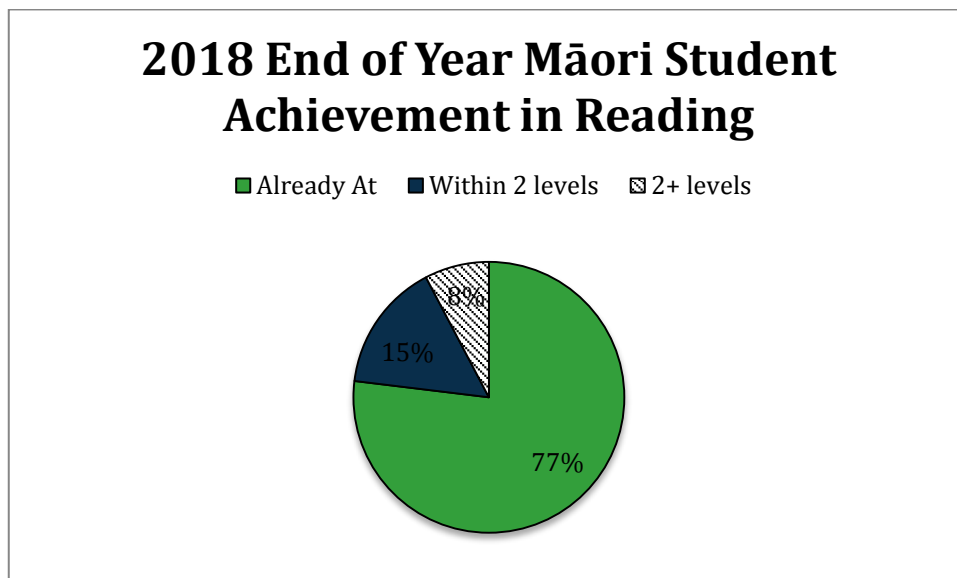
The data shows that at the beginning of the year, 30.9% of students were already achieving at a level which was at or above the end of year expectation. This has increased to 81.2% by the end of the year.

We did not set targets in our Charter for Reading this year, however, all students have individual goals set by their teacher. Achievement was monitored regularly by individual teachers and termly by the leadership team using the digital data walls.

Student Achievement In Reading:

Māori Students

At the time of writing this report, there were 26 students who identified as Maori. The following graph shows the achievement of our Māori students in Reading based on the end of year expectation.



The data shows that at the end of the year, 77% (20) of Maori students were achieving at a level which was at or above the end of year expectation. This has increased from 27% at the beginning of the year.

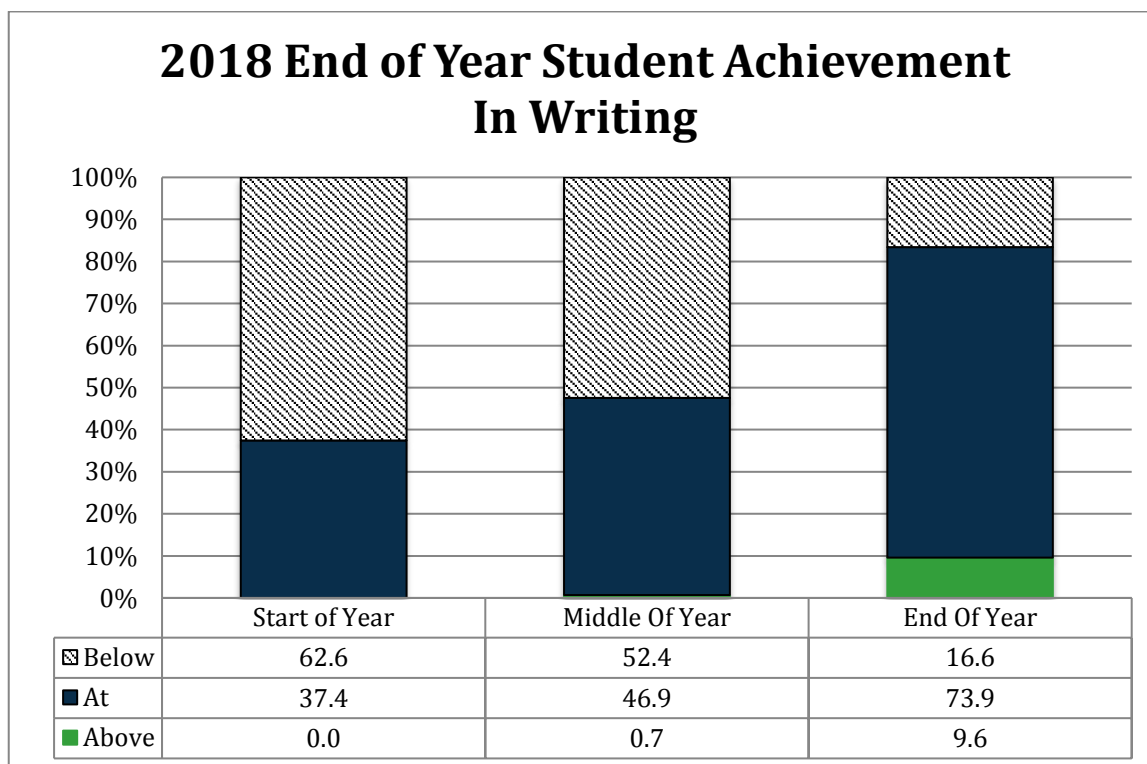
The 15% of students (4 students) who are achieving within 2 levels of expectation have made accelerated progress throughout the year towards meeting the expectation.

The group of students who are 2 or more levels away from the expectation (8%, 2 students) include 1 young Year 2 student whose expectation is demanding because of their age. And one student with high learning needs.

Student Achievement In Writing:

All Students

The following graph shows the overall achievement (at the end of term 2) of our students in Writing based on the end of year expectation.



The data shows that at the beginning of the year, 37.4% of students were already achieving at a level which was at or above the end of year expectation. This has increased to 83.5% by the end of 2018.

Our target for Writing as outlined in the Charter this year, is that we will increase achievement from 84% at the end of the year in 2017 to 88% at the end of 2018. At a surface level, the achievement data appears to have remained static but upon further analysis, there are some explanations behind this trend:

- There are a high number of new enrolments represented in the 16.6% (26 students) who are below the expectation (7 students). Removing these students results in achievement at or above at 87%
- Because we have reverted back to an 'end of year' expectation, some students in years 1-3 are disadvantaged by this due to starting school part way through the year. As a comparison the Year 4-8 achievement is at 87%.
- A further comparison to make is the Year 4-8 achievement without new enrolments is at 88% at or above expectation.

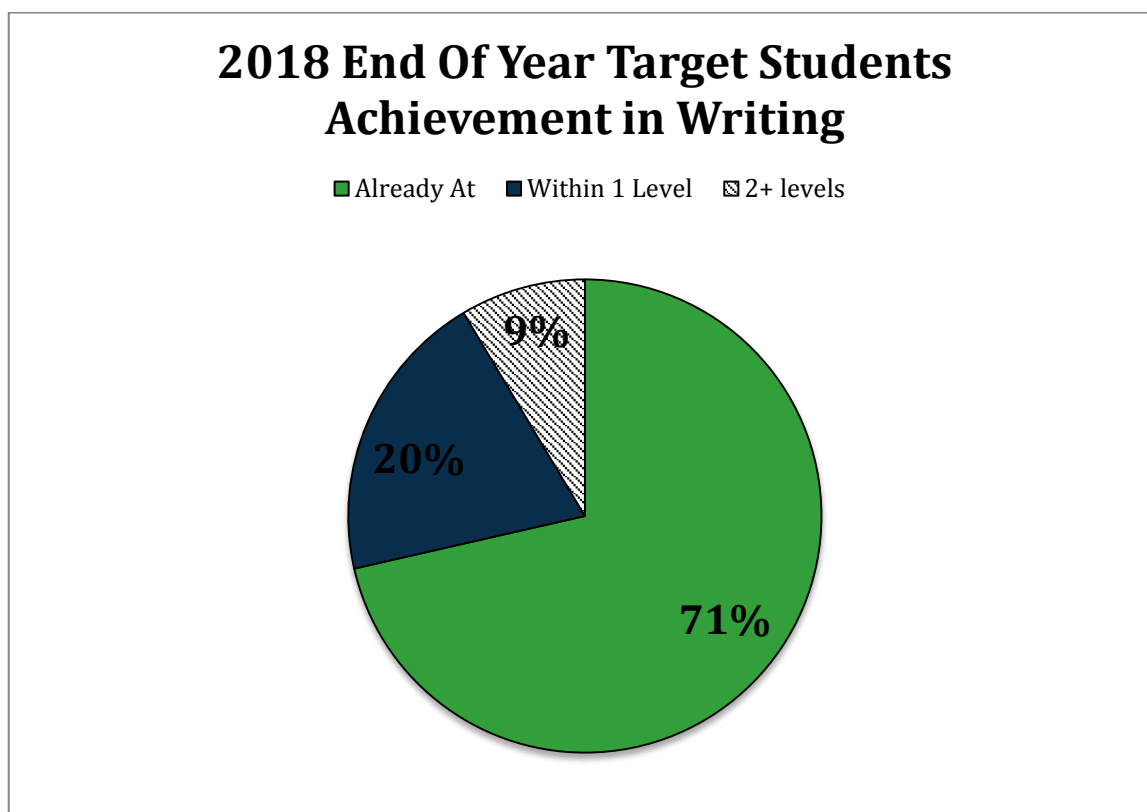
In 2016 and 2017 the staff worked with an external facilitator to develop quality writing programmes throughout the school. In 2018 implemented the MKK Writing curriculum which was developed as part of this professional learning.

All students had individual achievement goals set for the year and achievement was monitored regularly by individual teachers and termly by the leadership team using the digital data walls. This was supported by regular moderation activities.

Student Achievement In Writing:

Target Students

At the time of writing this report, there were 35 students who identified as part of our Target Group. The following graph shows the achievement of these students in Writing based on the end of year expectation.



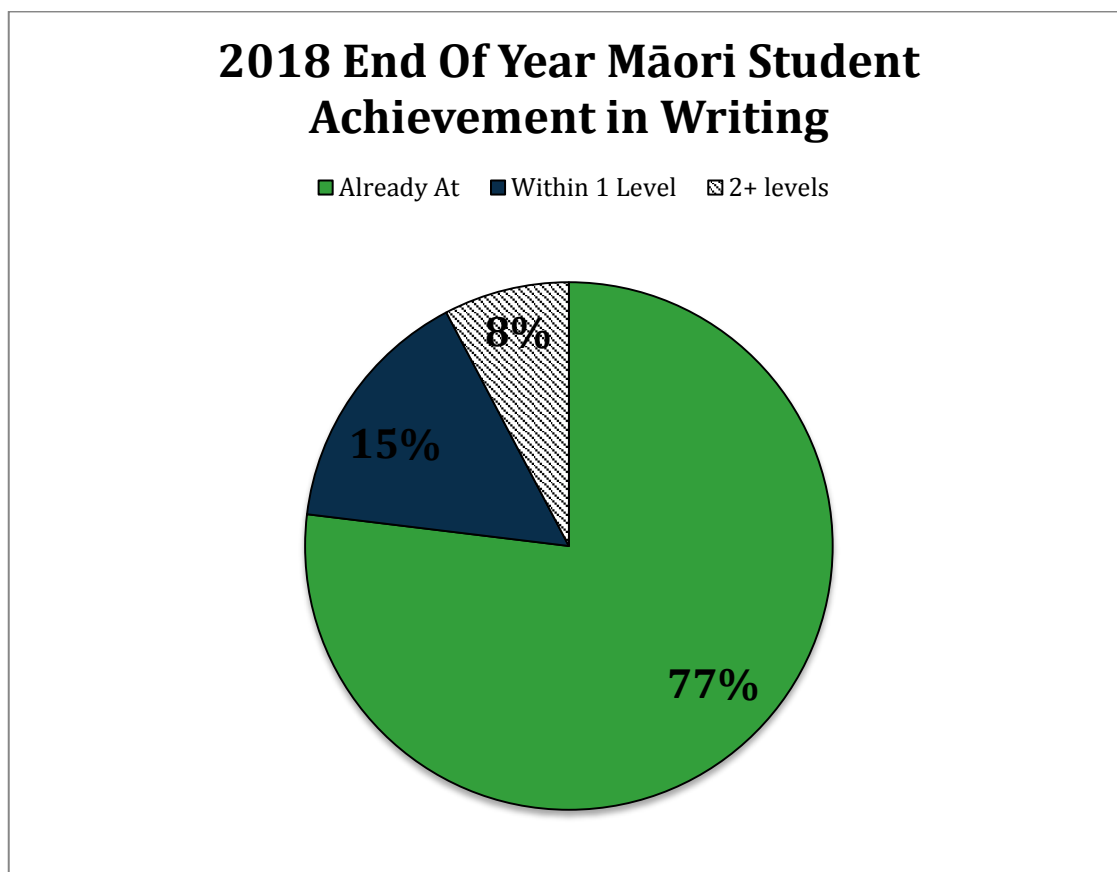
The data shows that at the end of 2018, 71% of students were achieving at a level which was at or above the end of year expectation.

The 29% of students (10 students) who did not meet the expectation all made the expected progress or better, with the exception of 1 student who has been identified for specialist intervention.

Student Achievement In Writing:

Māori Students

At the time of writing this report, there were 26 students who identified as Māori. The following graph shows the achievement of our Māori students in Writing based on the end of year expectation.



The data shows that at the end of term two, 77% of Māori students (20 students) were achieving at a level which was at or above the end of year expectation. This has increased from 40% at the beginning of the year.

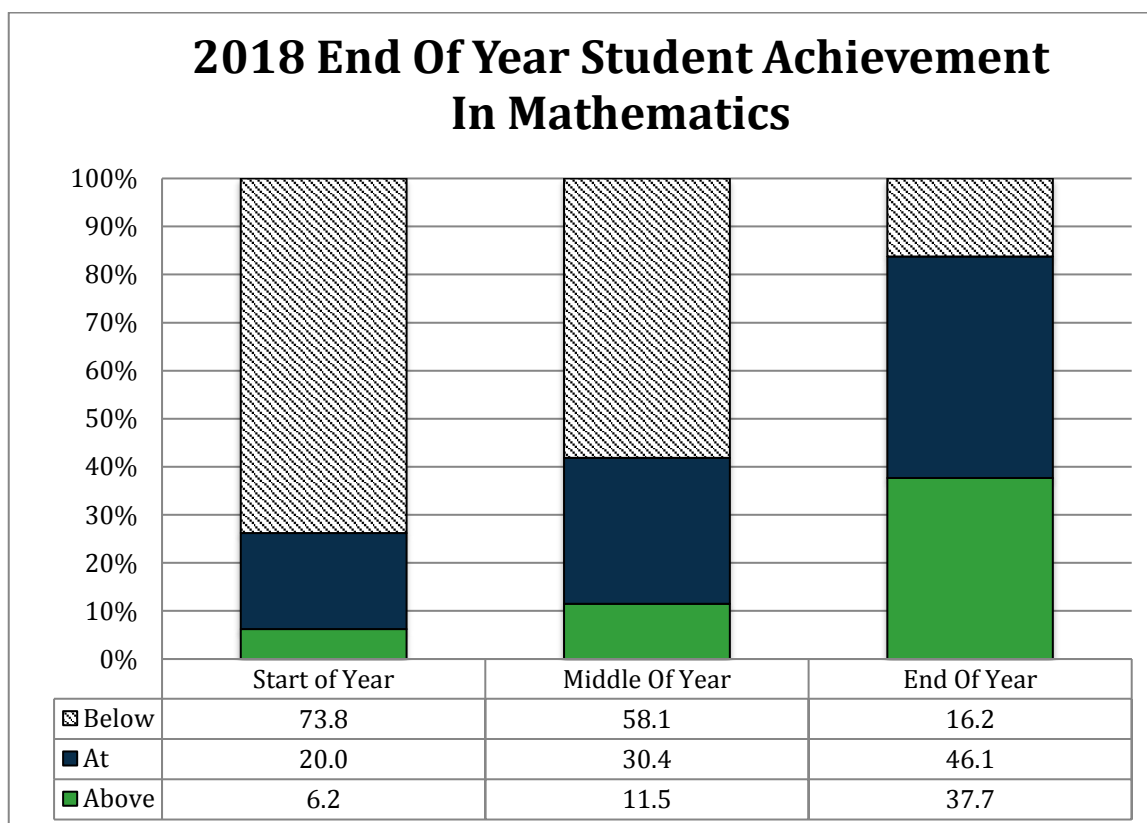
The 15% of students (4 students) who are achieving within 1 level of the expectation all made the expected progress or better.

The group of students who are 2 or more levels away from the expectation (8%, 2 students) have complex high learning needs and have specialist intervention along with curriculum adaptations.

Student Achievement In Mathematics:

All Students

The following graph shows the overall achievement at the end of 2018 of our students in Mathematics based on the end of year expectation.



The data shows that at the beginning of the year, 26.2% of students were already achieving at a level which was at or above the end of year expectation. This increased to 83.8% by the end of 2018.

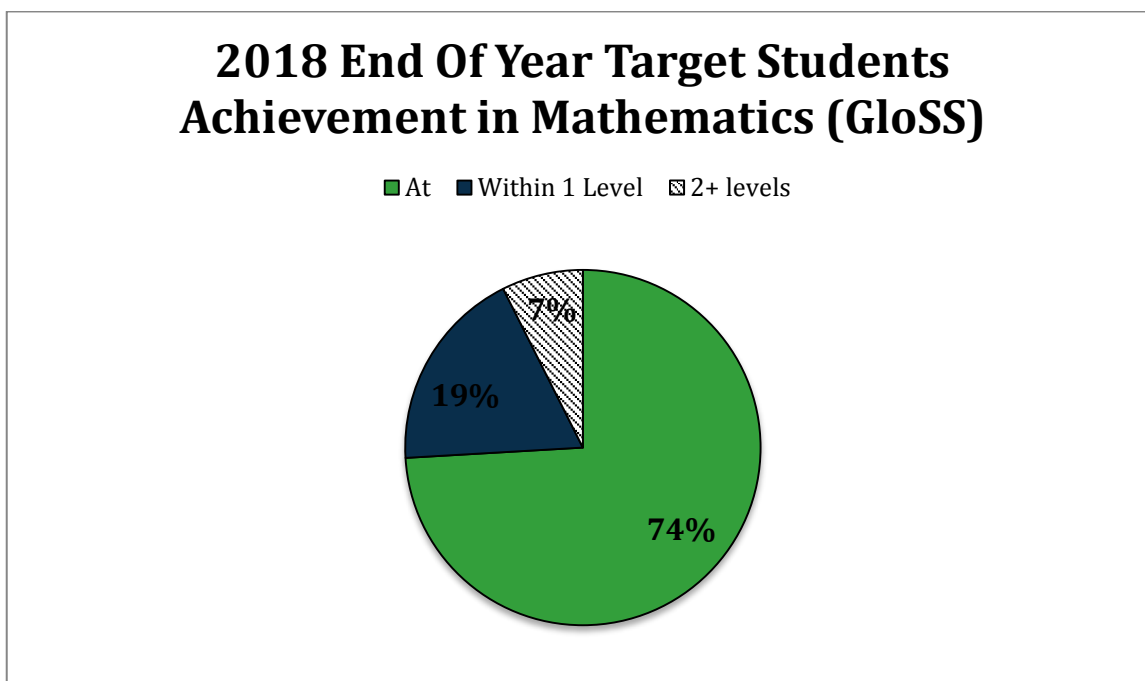
Our target for Mathematics as outlined in the Charter this year, is that we will increase the expected level of achievement on the Numeracy Framework from 67.6% at the end of the year in 2017 to 78% at the end of 2018. A strong focus of coaching and mentoring through teacher inquiries is generally thought to have had the biggest impact on achieving this target.

All students had individual achievement goals set for the year and achievement was monitored regularly by individual teachers and termly by the leadership team using the digital data walls.

Student Achievement In Mathematics:

Target Students

At the time of writing this report, there were 27 students who identified as part of our Target Group. The following graph shows the achievement of these students in Mathematics based on the end of year expectation.



The data shows that at the end of 2018, 74% of students were achieving at a level which was at or above the end of year expectation.

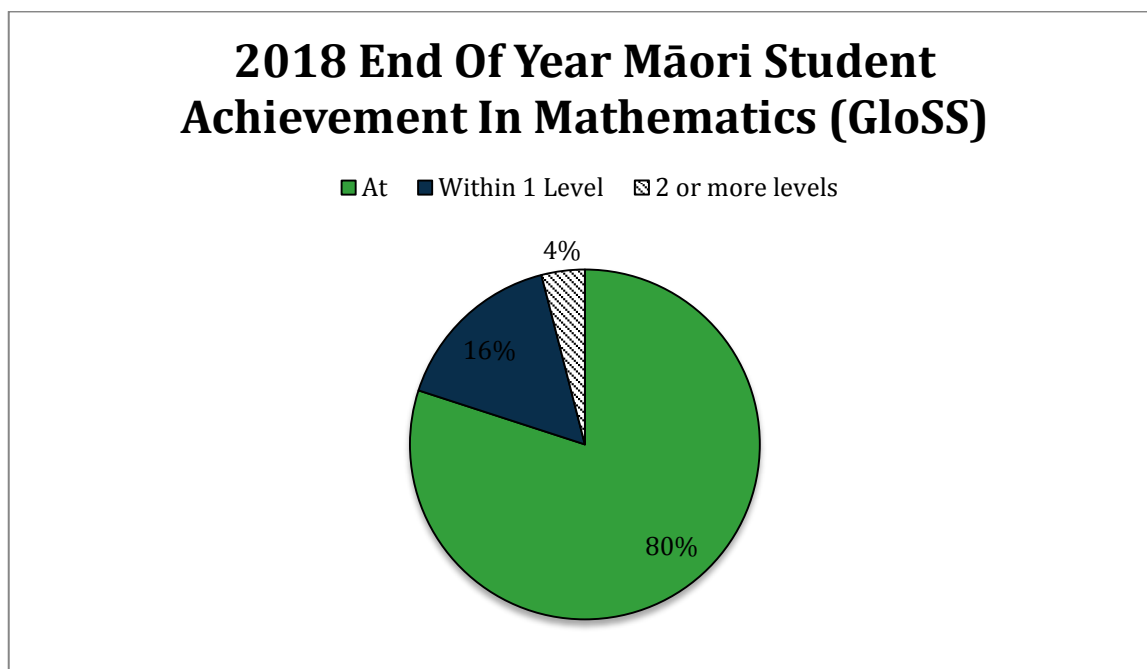
The 19% of students (5 students) who are achieving within 1 level of the expectation all made the expected progress or better.

The group of students who are 2 or more levels away from the expectation (7%, 2 students) have complex high learning needs and have specialist intervention along with curriculum adaptations.

Student Achievement In Mathematics:

Māori Students

At the time of writing this report, there were 26 students who identified as Maori. The following graph shows the achievement of our Māori students in Mathematics based on the end of year expectation.



The data shows that at the end of 2018, 80% of Māori students (20 students) were already achieving at a level which was at or above the end of year expectation. This has increased from 19% at the beginning of the year.

The 16% of students (4 students) who are achieving within 1 level of the expectation, 1 made the expected progress, 3 have been identified for need of specialist intervention.

The student who is 2 or more levels away from the expectation (4%, 1 student), they have complex high learning needs and have specialist intervention along with curriculum adaptations.

Analysis Of Variance:

Strategic Aim:

High Student Achievement in the core curriculum areas of Reading, Writing and Mathematics

Annual Aim:

Improving Student Achievement In Mathematics.

To increase the number of students achieving at or above the expected Numeracy Framework level from 67.6% to 78%.

Baseline Data:

The 2017 data National Standards Data showed:

- 24% achieved below expectation
- 60% achieved at expectation
- 16% achieved above expectation
-

The 2017 Numeracy Framework data showed:

- 32% achieved below expectation
- 40% achieved at expectation
- 28% achieved above expectation

Actions:

- Development of consistent assessment practices particularly with new staff
- Establishment of Digital Data walls. Goals set for all students. Students below at the end of 2017 identified. Target group selected for 2018.
- Numeracy Leadership development
- Professional Development in 'Accelerated Learning In Mathematics' Project (ALIM)
- Implementation of 'Accelerated Learning In Mathematics' Project (ALIM)
- Engagement in Kahui Ako plans and actions as outlined in the Achievement Challenge Document.

Outcome:

83.8% of students achieved at or above the expected Numeracy Framework level.

Commentary and Variance:

This information is included in the Mathematics data analysis earlier in the document.

Strategic Aim:

High Student Achievement in the core curriculum areas of Reading, Writing and Mathematics

Annual Aim:

Improving Student Achievement In Writing.

To increase the number of students achieving at or above the expected Writing Curriculum level from 84% to 88%.

Baseline Data:

The 2017 data National Standards Data showed:

- 18% achieved below expectation
- 66% achieved at expectation
- 16% achieved above expectation
-

The 2017 Curriculum level data showed:

- 16% achieved below expectation
- 76% achieved at expectation
- 8% achieved above expectation

Actions:

- Implementation of Writing Curriculum
- Termly moderation of writing to ensure consistent assessment schoolwide
- Establishment of Digital Data walls. Goals set for all students. Students below at the end of 2017 identified. Target group selected for 2018.
- Teachers guided to develop personal learning goals for the year. This will be reflected on in e-portfolios
- Teachers develop an inquiry into underachieving students
- Shared understanding of the effective analysis of students writing and develop a clear and consistent process of writing assessment

Outcome:

83.5% of students achieved at or above the expected Curriculum level.

Commentary and Variance:

This information is included in the Writing data analysis earlier in the document.

Evaluation

Reading

The data shows that at the beginning of the year, 30.9% of students were already achieving at a level which was at or above the end of year expectation. This has increased to 81.2% by the end of the year.

The Reading data also shows that at the end of the year, 77% (20) of Maori students were achieving at a level which was at or above the end of year expectation. This has increased from 27% at the beginning of the year. The 15% of Maori students (4 students) who are achieving within 2 levels of expectation have made accelerated progress throughout the year towards meeting the expectation.

The group of Maori students who are 2 or more levels away from the expectation (8%, 2 students) include 1 young Year 2 student whose expectation is demanding because of their age. And one student with high learning needs.

We did not set targets in our Charter for Reading this year, however, all students have individual goals set by their teacher. Achievement was monitored regularly by individual teachers and termly by the leadership team using the digital data walls.

Writing

The data shows that at the beginning of the year, 37.4% of students were already achieving at a level which was at or above the end of year expectation. This has increased to 83.5% by the end of 2018.

The data also shows that at the end of term two, 77% of Māori students (20 students) were achieving at a level which was at or above the end of year expectation. This has increased from 40% at the beginning of the year. The 15% of Māori students (4 students) who are achieving within 1 level of the expectation all made the expected progress or better.

The group of Māori students who are 2 or more levels away from the expectation (8%, 2 students) have complex high learning needs and have specialist intervention along with curriculum adaptations.

In 2016 and 2017 the staff worked with an external facilitator to develop quality writing programmes throughout the school. In 2018 implemented the MKK Writing curriculum which was developed as part of this professional learning.

During 2018 all students had individual achievement goals set for the year and achievement was monitored regularly by individual teachers and termly by the leadership team using the digital data walls. This was supported by regular moderation activities.

Mathematics

Our target for Mathematics as outlined in the Charter this year, is that we will increase the expected level of achievement on the Numeracy Framework from 67.6% at the end of the year in 2017 to 78% at the end of 2018. A strong focus of coaching and mentoring through teacher inquiries is generally thought to have had the biggest impact on achieving this target.

The 2018 data also shows that at the end of 2018, 80% of Māori students (20 students) were already achieving at a level which was at or above the end of year expectation. This has increased from 19% at the beginning of the year.

The 16% of Māori students (4 students) who are achieving within 1 level of the expectation, 1 made the expected progress, 3 have been identified for need of specialist intervention.

During 2018 all students had individual achievement goals set for the year and achievement was monitored regularly by individual teachers and termly by the leadership team using the digital data walls.

Planning for 2018

Continuation of the collection of data via the digital data walls and associated goal setting for individual students has been successful and ensured that student achievement is monitored and appropriate actions taken where needed. The processes that we already have in place will continue to allow our collective resource to be used to support the progress of students who are not making the expected progress. This will be achieved by appropriately resourcing this via time at staff meetings, team meetings and coaching sessions.

The coaching approach to support teacher inquiries has resulted in excellent outcomes for our numeracy data. In 2019 we will need to explore how this could be used in other curriculum areas.

During Term One there was quite a bit of confusion around who the target students were. This process needs to be refined in 2019 so that we can appropriately select and plan for our target students in the tight time frame we have to submit our charter targets.

Our work on the Cultural Relationships for Responsive Pedagogy goal and the development of a strategy plan document for Maraekakaho School will support our Maori Students who are currently underachieving. This work will be a collaborative process using the expertise within our Kāhui Ako and external professional learning and development providers.

This analysis of the end of year data allows us to reflect on the progress of students and influence our curriculum planning for 2019.



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Maraekakaho School (the School). The Auditor-General has appointed me, Philip Pinckney, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue 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 Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30th May 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 obtained at the date of our report is the Analysis of Variance, the Kiwisport statement, list of trustees and Statement of Responsibility 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.



Philip Pinckney
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
Hastings, New Zealand