

SONRISE CHRISTIAN SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1149

Principal: Wendy Gabriel

School Address: 451 Nelson Road, Riverdale, Gisborne 4010

School Postal Address: 451 Nelson Road, Riverdale, Gisborne 4010

School Phone: (06) 868 9841

School Email: sonrise.wg@xtra.co.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Deryk Jenson	Chair Person	re-appointed 2016	June 2019
Wendy Gabriel	Principal ex Officio		-
Philburgh Viljoen	Proprietors Rep	re-appointed 2016	June 2019
Rachel Norris	Parent Rep	Casual vacancy October 2016	June 2019
Jonette Rudge	Parent Rep	re-elected 2016	June 2019
Ann Jolena Baker	Parent Rep	Elected 2016	June 2019
John Smolka	Parent Rep	Casual vacancy May 2017	June 2019
Mahala Reynolds	Parent Rep	Casual vacancy December 2018	May 2019
Sarndy Matthews	Parent Rep	Casual vacancy May 2017	Resigned Sept 2018
Andrew Russell	Staff Rep	Re-elected 2016	June 2019
Te Aroha Harrison	Student Rep	Elected September 2018	September 2019
Alana Smolka	Student Rep	Elected 2017	August 2018

Accountant / Service Provider: JacksonBlakeman Ltd, 337 Childers Road, Gisborne 4010

SONRISE CHRISTIAN SCHOOL

Annual Report - For the year ended 31 December 2018

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Sonrise Christian School

Statement of Responsibility

For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

Derek Arthur Jensen
Full Name of Board Chairperson

DAJ
Signature of Board Chairperson

16/5/19
Date:

HENDY NORMA GABRIEL
Full Name of Principal

H. Gabriel
Signature of Principal

16/5/2019
Date:

Sonrise Christian School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	930,301	885,334	845,020
Locally Raised Funds	3	13,636	-	19,420
Use of Land and Buildings Integrated		208,800	222,400	208,800
Interest Earned		9,966	10,000	9,983
		<u>1,162,703</u>	<u>1,117,734</u>	<u>1,083,223</u>
Expenses				
Locally Raised Funds	3	11,015	1,496	5,601
Learning Resources	4	702,404	705,621	675,177
Administration	5	90,380	98,947	101,545
Finance		408	-	331
Property	6	343,208	295,601	276,781
Depreciation	7	34,926	-	33,139
		<u>1,182,342</u>	<u>1,101,665</u>	<u>1,092,574</u>
Net Surplus / (Deficit) for the year		(19,639)	16,069	(9,351)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(19,639)</u>	<u>16,069</u>	<u>(9,351)</u>

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



Sonrise Christian 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>432,572</u>	<u>432,573</u>	<u>441,923</u>
Total comprehensive revenue and expense for the year	(19,639)	16,069	(9,351)
Capital Contributions from the Ministry of Education	-	-	-
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	<u>412,933</u>	<u>448,642</u>	<u>432,572</u>
Retained Earnings	412,933	448,642	432,572
Reserves	-	-	-
Equity at 31 December	<u>412,933</u>	<u>448,642</u>	<u>432,572</u>

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



Sonrise Christian School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	64,596	26,661	10,593
Accounts Receivable	9	68,995	58,806	58,806
GST Receivable		419	2,666	2,664
Prepayments		4,545	4,130	4,130
Inventories	10	5,684	5,081	5,081
Investments	11	300,491	290,562	290,562
		<u>444,730</u>	<u>387,906</u>	<u>371,836</u>
Current Liabilities				
Accounts Payable	13	61,651	58,580	58,580
Revenue Received in Advance	14	1,453	1,223	1,223
Provision for Cyclical Maintenance	15	-	3,600	3,600
Finance Lease Liability - Current Portion	16	2,428	2,134	2,134
		<u>65,532</u>	<u>65,537</u>	<u>65,537</u>
Working Capital Surplus/(Deficit)		379,198	322,369	306,299
Non-current Assets				
Property, Plant and Equipment	12	137,962	160,511	160,511
		<u>137,962</u>	<u>160,511</u>	<u>160,511</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	103,059	32,900	32,900
Finance Lease Liability	16	1,168	1,338	1,338
		<u>104,227</u>	<u>34,238</u>	<u>34,238</u>
Net Assets		<u>412,933</u>	<u>448,642</u>	<u>432,572</u>
Equity		<u>412,933</u>	<u>448,642</u>	<u>432,572</u>

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



Sonrise Christian School

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		370,397	425,420	307,338
Locally Raised Funds		11,556	1,193	20,613
Goods and Services Tax (net)		2,244	2,355	4,192
Payments to Employees		(157,490)	(151,464)	(146,960)
Payments to Suppliers		(148,679)	(174,235)	(189,440)
Cyclical Maintenance Payments in the year		-	200	-
Interest Paid		(408)	-	(331)
Interest Received		10,064	9,711	9,694
Net cash from / (to) the Operating Activities		87,685	113,180	5,106
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(21,473)
Purchase of PPE (and Intangibles)		(21,270)	(20,461)	(9,194)
Purchase of Investments		(9,929)	(90,562)	
Net cash from / (to) the Investing Activities		(31,199)	(111,023)	(30,667)
Cash flows from Financing Activities				
Finance Lease Payments		(2,483)	(5,598)	(1,563)
Net cash from Financing Activities		(2,483)	(5,598)	(1,563)
Net increase/(decrease) in cash and cash equivalents		54,003	(3,441)	(27,124)
Cash and cash equivalents at the beginning of the year	8	10,593	30,100	37,715
Cash and cash equivalents at the end of the year	8	64,596	26,661	10,593

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 excluded.

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



Sonrise Christian School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition**Government Grants**

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

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

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

Other Grants

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

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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 Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

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

j) Investments

Bank term deposits 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 Proprietor 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 Proprietor are recorded at cost, less accumulated depreciation and impairment losses.

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

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

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

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:

Playground and Surfacing	10 years
Furniture and equipment	5–15 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3-4 years
Library resources	12.5% Diminishing value



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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

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

o) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

p) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the Board has to the Proprietor and is based on the Board's ten year property plan (10YPP).

q) Financial Assets and Liabilities

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

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

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



r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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



2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	259,332	260,868	239,320
Teachers' salaries grants	552,846	531,910	519,001
Other MoE Grants	108,998	85,740	77,002
Other government grants	9,125	6,816	9,697
	<u>930,301</u>	<u>885,334</u>	<u>845,020</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	960	-	7,911
Activities	2,465	-	3,714
Trading	6,604	-	4,226
Fundraising	3,607	-	3,569
	<u>13,636</u>	<u>-</u>	<u>19,420</u>
Expenses			
Activities	953	-	-
Trading	8,059	-	4,294
Fundraising costs	1,902	-	900
Other Expenses	100	1,496	407
	<u>11,015</u>	<u>1,496</u>	<u>5,601</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>2,621</u>	<u>(1,496)</u>	<u>13,819</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	18,048	22,000	10,133
Equipment repairs	365	-	172
Information and communication technology	6,295	16,004	4,531
Extra-curricular activities	12,079	20,707	24,524
Library resources	14	2,000	82
Employee benefits - salaries	662,506	636,910	620,927
Staff development	3,097	8,000	14,808
	<u>702,404</u>	<u>705,621</u>	<u>675,177</u>



5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	5,947	5,000	4,980
Board of Trustees Fees	3,680	4,499	4,400
Board of Trustees Expenses	1,470	8,303	12,855
Communication	8,551	8,975	8,250
Consumables	3,352	5,500	4,640
Operating Lease	72	-	697
Other	10,883	5,568	7,995
Employee Benefits - Salaries	47,780	46,598	45,168
Insurance	2,679	3,500	2,115
Service Providers, Contractors and Consultancy	5,966	11,004	10,445
	<u>90,380</u>	<u>98,947</u>	<u>101,545</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	7,713	5,005	6,578
Consultancy and Contract Services	41,879	39,996	39,738
Cyclical Maintenance Expense	66,559	-	200
Grounds	-	7,500	1,813
Heat, Light and Water	12,121	12,000	11,380
Rates	-	-	-
Repairs and Maintenance	4,397	7,500	7,410
Use of Land and Buildings	208,800	222,400	208,800
Security	1,739	1,200	862
	<u>343,208</u>	<u>295,601</u>	<u>276,781</u>

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

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Playground & Surfacing	8,793	-	7,941
Furniture and Equipment	12,887	-	13,006
Information and Communication Technology	10,317	-	10,173
Leased Assets	2,518	-	1,656
Library Resources	411	-	363
	<u>34,926</u>	<u>-</u>	<u>33,139</u>



8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	100	100	100
Bank Current Account	59,719	22,069	6,001
Bank Call Account	4,777	4,492	4,492
Cash and cash equivalents for Cash Flow Statement	<u>64,596</u>	<u>26,661</u>	<u>10,593</u>

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

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	4,134	1,824	1,824
Receivables from the Ministry of Education	25,738	18,681	18,681
Interest Receivable	3,008	3,106	3,106
Teacher Salaries Grant Receivable	36,115	35,195	35,195
	<u>68,995</u>	<u>58,806</u>	<u>58,806</u>
Receivables from Exchange Transactions	7,142	4,930	4,930
Receivables from Non-Exchange Transactions	61,853	53,876	53,876
	<u>68,995</u>	<u>58,806</u>	<u>58,806</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
School Uniforms	5,684	5,081	5,081
	<u>5,684</u>	<u>5,081</u>	<u>5,081</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	300,491	290,562	290,562
	<u>300,491</u>	<u>290,562</u>	<u>290,562</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Playground & Surfacing	72,757	1,772	-	-	(8,793)	65,736
Furniture and Equipment	63,142	3,155	-	-	(12,887)	53,410
Information and Communication	18,758	4,089	-	-	(10,317)	12,530
Leased Assets	3,317	2,606	-	-	(2,518)	3,405
Library Resources	2,537	768	(13)	-	(411)	2,881
Balance at 31 December 2018	160,511	12,390	(13)	-	(34,926)	137,962

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Playground & Surfacing	104,410	(38,674)	65,736
Furniture and Equipment	176,336	(122,927)	53,409
Information and Communication	123,853	(111,322)	12,531
Leased Assets	8,205	(4,798)	3,407
Library Resources	10,991	(8,112)	2,879
Balance at 31 December 2018	423,795	(285,833)	137,962

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Playground & Surfacing	64,819	15,879	-	-	(7,941)	72,757
Furniture and Equipment	70,545	5,603	-	-	(13,006)	63,142
Information and Communication Technology	18,931	10,000	-	-	(10,173)	18,758
Leased Assets	2,446	2,527	-	-	(1,656)	3,317
Library Resources	1,409	1,497	(6)	-	(363)	2,537
Balance at 31 December 2017	158,150	35,506	(6)	-	(33,139)	160,511

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Playground & Surfacing	102,637	(29,880)	72,757
Furniture and Equipment	173,181	(110,039)	63,142
Information and Communication Technology	119,764	(101,006)	18,758
Leased Assets	5,598	(2,281)	3,317
Library Resources	10,281	(7,744)	2,537
Balance at 31 December 2017	411,461	(250,950)	160,511



13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	17,781	15,832	4,332
Accruals	5,980	5,727	5,727
Capital accruals for PPE items	-	-	11,500
Employee Entitlements - salaries	36,721	35,819	35,819
Employee Entitlements - leave accrual	1,169	1,202	1,202
	<u>61,651</u>	<u>58,580</u>	<u>58,580</u>
Payables for Exchange Transactions	61,651	58,580	58,580
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>61,651</u>	<u>58,580</u>	<u>58,580</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	1,453	1,223	1,223
	<u>1,453</u>	<u>1,223</u>	<u>1,223</u>

15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	36,500	36,500	36,300
Increase/ (decrease) to the Provision During the Year	66,559	-	200
Use of the Provision During the Year		-	-
Provision at the End of the Year	<u>103,059</u>	<u>36,500</u>	<u>36,500</u>
Cyclical Maintenance - Current	-	3,600	3,600
Cyclical Maintenance - Term	103,059	32,900	32,900
	<u>103,059</u>	<u>36,500</u>	<u>36,500</u>

16. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	2,428	-	2,134
Later than One Year and no Later than Five Years	1,502	-	1,660
Later than Five Years	-	-	-
	<u>3,930</u>	<u>-</u>	<u>3,794</u>

17. 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.

The Proprietor of the School, Gisborne Christian Education Trust, is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

The board may have collected attendance dues on behalf of the Proprietor. This service was provided free of charge.

Deryk Jenson, Board Chairperson, a Proprietors representative on the Board and a fixed term employee of the school also provided IT support services to the school. The total value of these contracts with the School was for \$5,000 (2017: \$2,750)

Philburg Viljoen, a Proprietors representative on the Board owns Bushwackers Lawn Services, a property service company. This company supplied lawnmowing services to the school during the year ended 31 December 2018 to the total value of \$5,826.09 (2017: \$4,951.51)

18. 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	3,680	4,400
Full-time equivalent members	0.25	0.25
<i>Leadership Team</i>		
Remuneration	303,015	289,182
Full-time equivalent members	3	3
Total key management personnel remuneration	306,695	293,582
Total full-time equivalent personnel	3.25	3.25

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



Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	110 - 120
Benefits and Other Emoluments	3-4	2-3
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
110-120	0.00	0.00
100-110	0.00	0.00
	0.00	0.00

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

19. 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	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) 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.



21. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into no contract agreements for capital works.

There are no capital commitments as at 31 December 2018.

(Capital commitments at 31 December 2017: \$28,000 - for construction of a garage)

(b) Operating Commitments

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

(a) operating lease of laptop computers and data projectors

	2018 Actual \$	2017 Actual \$
No later than One Year	-	72
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	72

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. 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 \$	2017 Actual \$
Cash and Cash Equivalents	64,596	26,661	10,593
Receivables	68,995	58,806	58,806
Investments - Term Deposits	300,491	290,562	290,562
Total Loans and Receivables	434,082	376,029	359,961

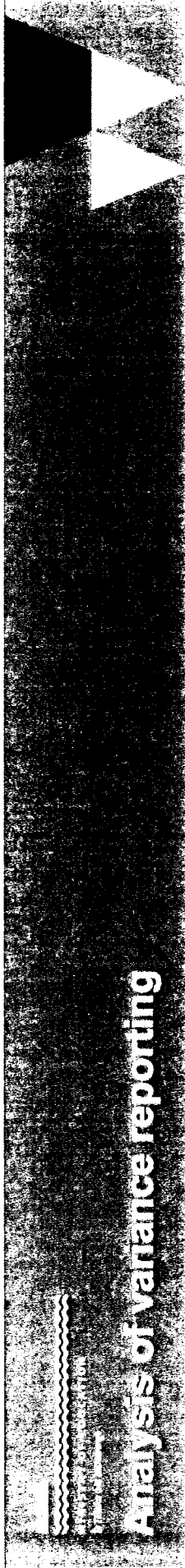
Financial liabilities measured at amortised cost

Payables	61,651	58,580	58,580
Finance Leases	3,596	3,472	3,472
Total Financial Liabilities Measured at Amortised Cost	65,247	62,052	62,052

24. Events After Balance Date

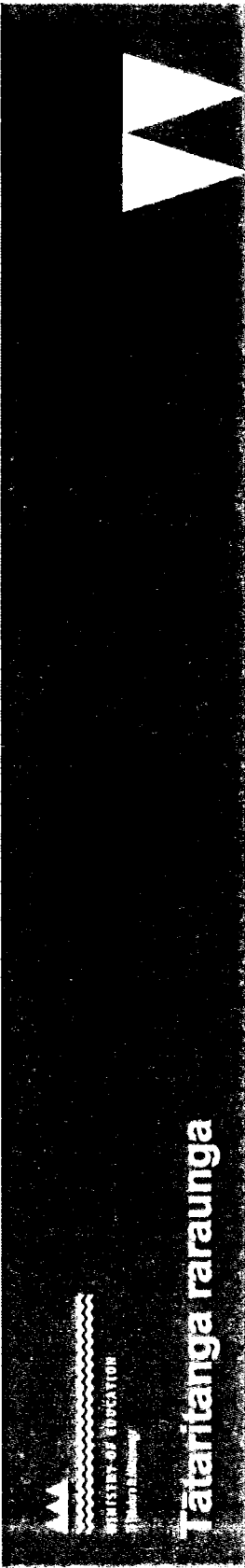
There were no significant events after the balance date that impact these financial statements.





School name: SONRISE CHRISTIAN SCHOOL		School number: 1149								
Focus:	MATHS									
Strategic Aim:	Enhancement of Student Achievement									
Annual Aim:	Supporting Maori students to achieve success.									
Target:	To increase the level of achievement for boys in all year groups. (Boys to achieve at least 75% in Maths by November 2018)									
Baseline data: <u>February 2018</u>										
<table><tr><td>Well Below</td><td>Below</td><td>AT</td><td>Above</td></tr><tr><td>7%</td><td>14%</td><td>47%</td><td>32%</td></tr></table>			Well Below	Below	AT	Above	7%	14%	47%	32%
Well Below	Below	AT	Above							
7%	14%	47%	32%							
79% of students are achieving AT and ABOVE the national standards in maths while 21% are not achieving the standard.										

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>All students were assessed in February.</p> <p>We used the easTTle assessment for maths to help us to identify where the gaps were and this helped teachers to be aware of what they were not teaching and which areas needed more focus.</p> <p>Maths PD with Charlotte Wilkinson this year helped with pedagogy and mind shifts when teaching Maths.</p> <p>Strategies were shared in the staffroom and teachers supported each other.</p> <p>We bought and used Charlotte's resources ie The Wilkie Way resources.</p> <p>Authentic contexts for maths was being developed eg financial literacy, word problems,etc.</p> <p>Group teaching and individual teaching.</p> <p>Quality maths text books were purchased and being used.</p>	<p>November 2018</p> <p>Well Below 6%</p> <p>Below 9%</p> <p>AT 50%</p> <p>Above 35%</p> <p>85% of students are achieving AT and ABOVE the national standard in maths.</p> <p>Students achieving at ABOVE have increased by 18%.</p> <p>Maori students are achieving very well at 82%</p> <p>Girls are achieving better at 87% compared to Boys at 84%.</p> <p>There is a 6% decrease of students Below or Well Below.</p> <p>Boys are at 84% compare to 73% in February. (11% increase)</p> <p>This target has been achieved.</p>	<p>Teachers were becoming much more confident in delivering the maths curriculum because of the PD with Charlotte this year.</p> <p>They knew what was expected at each level.</p> <p>Good progress and achievement data was being collected and used to inform teaching and learning and teachers are learning to use the Wilkie Way assessments tools</p> <p>One teacher has oversight for Maths and provides support to the other teaching staff.</p>	<p>We will continue to work with Charlotte Wilkinson again in 2019 so as to sustain and maintain the good practice that was started in 2016.</p> <p>We will be focusing on problem solving, authentic contexts for maths and collating evidence for teacher judgements.</p> <p>We will use the Wilkie Way Assessment screens and the P-Mats for assessments that align with the NZ Curriculum Document.</p> <p>A specific budget has been made to increase the number of text books relating to the Wilkie Way teaching programme/.</p>



<p>Planning for next year:</p> <p>Maths professional development to be ongoing for all teaching staff.</p> <p>We will be working on the collecting evidence for teacher judgements and sell as problem solving in authentic learning contexts.</p>

School name: SONRISE CHRISTIAN SCHOOL	School number: 1149		
Focus:	READING		
Strategic Aim: Enhancement of Student Achievement			
Annual Aim:	To raise the achievement of all students in Reading		
Target:	All students to achieve between 75% and 80% by November 2018.		
Baseline data: <u>February 2018</u>			
Well Below	Below	AT	Above
11 %	16%	51%	22%
73% of students are achieving AT and ABOVE in reading while 27% are not achieving the standard.			

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)								
Teacher use of diagnostic and summative assessment tools (PROBE/seen texts/easTTle) to identify next steps in learning. Teacher focus on unpacking of data from tests to assist in next steps identification. Children taught in groups addressing current needs. Effective use of WALTs. Self and peer assessment used regularly. Early identification of student needs. Teachers using a variety of strategies and aware of best practices. Making use of the RTLits, independent readers, and library. Regular professional development and discussions. Teachers implement effective feedback/feed forward. Using digital tools to enhance learning.	November 2018 <table><tr><td>Well Below</td><td>7%</td></tr><tr><td>Below</td><td>14%</td></tr><tr><td>AT</td><td>45%</td></tr><tr><td>Above</td><td>34%</td></tr></table> 79% of students are achieving AT and ABOVE in reading while students AT RISK have decreased by 6%. Students achieving at ABOVE have increased by 6% There has been a 9% increase for Maori students from 65% in March to 74% in November achieving AT or ABOVE Girls are achieving at 88% and boys at 74% overall. (Boys up 10% since June) This target has been achieved.	Well Below	7%	Below	14%	AT	45%	Above	34%	Reading has always been a priority in our school. We have however noticed that there seems to be a downward trend in reading (may not be a priority in the home the way it used to be in the past). Perhaps the use of too much technology and books no longer being bought in the home. The budget allows for a reading budget for all classes and teachers utilise this budget to ensure there is a variety of new books that is of interest to the students. Big change was introducing the Multi-Lit program. This was an effective lift for some struggling students. Collegiality - teachers supporting each other and sharing ideas and strategies with one another. Continuing to engage with parents so that the home can support the learning that is happening in school. Making use of digital tools to help struggling readers. Deliberate reading strategies. Strong focus on comprehension skills.	To monitor and review our reading program. To ensure that reading is pleasurable and is done for enjoyment. To investigate why there seems to be a downward trend. Going over with the staff and refreshing them around effective reading strategies. Topping up the library and encouraging teachers to make better use of the library. Continue with the Multi Lit programme and adapt to cater for lower students who still need basic phonics skills to start.
Well Below	7%										
Below	14%										
AT	45%										
Above	34%										

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)								
We identified and provided targeted intervention and instruction to students that needed support to accelerate progress. We ensured that all teaching staff knew what the expectations were and that we were all on the same page. Focused staff meetings around professional development around writing. Regularly observing the writing program in action in the classrooms. Detailed planning for writing which is specific and focused on the learning needs of the student. Explicitly teaching the skills of the different genres in writing. We continued to build on teachers' knowledge and pedagogy. RTLW writing programme in Term 3 targeting Year 3-4 boys Boys were to be a target in 2018. Look at different ways to engage our boys in reading and writing. Multi Lit course put in place to help build phonemic awareness skills and support and build spelling levels.	November 2018 <table><tr><td>Well Below</td><td>11%</td></tr><tr><td>Below</td><td>16%</td></tr><tr><td>AT</td><td>36.5%</td></tr><tr><td>Above</td><td>36.5%</td></tr></table> 73% of students are achieving AT and ABOVE in writing while students AT RISK have increased by 2%. Students achieving at ABOVE have increased by 7.5% Maori students have gone from 73% in February, to 62% in June and finishing on 74% in November. Girls are still achieving at a higher level than boys. Girls are achieving at 74.5% compared to boys at 71%. Boys went up from 55% in June At and Above to 71% in November. This is 6% better than Nov 2017 but not the 15% target. This target has not been achieved.	Well Below	11%	Below	16%	AT	36.5%	Above	36.5%	Writing continues to be a focused area. Teachers are much more confident and know what the characteristics for the different genres are. Moderation process has improved and teachers are better able to make a judgement on the different levels of the writing. Teachers are able to identify the gaps in the learning and know what to do to close those gaps in the learning. Writing occurs daily in all classrooms. Specific skills are taught in the daily writing program eg spelling, punctuation, parts of speech, grammar, vocabulary, figurative language, etc. Teachers are confident using the easTTle writing tool.	Boys continue to be targeted in 2019 and girls also to ensure the downward trend in girls writing levels is reversed. Ongoing support to teachers. Students to know the expectations of their achievement levels in the different year groups across the school. More in school moderation and unpacking each area of the easTTle writing tool.
Well Below	11%										
Below	16%										
AT	36.5%										
Above	36.5%										

Planning for next year: <ul style="list-style-type: none"> Continue to review the moderation process within the school so that each teacher is able to moderate across all year levels. Boys to be a target in 2019. Look at different ways to engage our boys in reading and writing. Girls writing levels to increase to At and Above School attendance a priority for some students. 			



SONRISE CHRISTIAN SCHOOL

KIWISPORT FUNDING REPORT For the year ended 31 December 2018

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwi sport funding of \$1,099 excluding GST (\$1,463 in 2017).

The funding was spent on developing sport in the school, with student participation levels as follows:

	<u>2018</u>	<u>2017</u>
Netball	7	10
Badminton	12	1
Cricket	10	17
Swimming	10	6
Triathlon	8	8
Yachting	0	25
Interschool Sport Events	63	19