

PUKEHOU SCHOOL

Annual Report

FOR THE YEAR ENDED 31 DECEMBER 2019



School Directory

Ministry Number: 2652
Principal: Chris Birch
School Address: 174 State Highway 2, Pukehou
School Postal Address: 174 State Highway 2, Pukehou
School Phone: 06 856 8169
School Email: office@pukehou.school.nz

Members of the Board of Trustees

Name	Position	How position gained	Term expired/expires
Caroline Seligman	Chairperson	Elected Nov 2017 (Re-elected June 2019)	Jun 2022
Chris Birch	Principal	Appointed Jan 2018	
Aidan Cudby	Parent Rep	Elected May 2016 (Re-elected June 2019)	Jun 2022
Rachael Strong	Staff Rep	Elected	Jun 2019
Angela-Kaye (AK) Hansen	Parent Rep	Elected Nov 2017	Nov 2020
Paul McOnie	Parent Rep	Elected Nov 2017	Nov 2020
Natascha Rodrigues	Parent Rep	Seconded Mar 2018 (Re-elected June 2019)	Jun 2022
Vanessa Osborne	Staff Rep	Elected June 2019	Jun 2022

Accountant / Service Provider: Eclipse Solutions 4 Schools Ltd

PUKEHOU SCHOOL

Annual Report - For the year ended 31 December 2019

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Pukehou School

Statement of Responsibility

For the year ended 31 December 2019



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 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

C Seligman

Full Name of Board Chairperson

Christopher John Birch

Full Name of Principal

C Seligman

Signature of Board Chairperson

CB

Signature of Principal

29 May 2020

Date:

29 May 2020

Date:

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

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	818,467	824,437	838,112
Locally Raised Funds	3	33,292	55,650	39,630
Interest Income		2,256	1,200	2,363
Other Revenue		-	1,500	1,810
		<hr/>	<hr/>	<hr/>
		854,015	882,787	881,915
Expenses				
Locally Raised Funds	3	10,050	24,550	28,693
Learning Resources	4	558,441	592,838	557,127
Administration	5	90,170	89,710	90,025
Finance		482	378	378
Property	6	177,761	184,393	181,178
Depreciation	7	25,168	24,000	23,242
Loss on Disposal of Property, Plant and Equipment		1,016	-	51
Amortisation of Intangible Assets		399	398	398
		<hr/>	<hr/>	<hr/>
		863,487	916,267	881,092
Net Surplus / (Deficit) for the Year		(9,472)	(33,480)	823
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/> (9,472)	<hr/> <hr/> (33,480)	<hr/> <hr/> 823

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

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

For the year ended 31 December 2019

	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January	328,987	328,987	328,164
Total Comprehensive Revenue and Expense for the Year	(9,472)	(33,480)	823
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	1,664	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9			
Equity at 31 December	321,179	295,507	328,987
Retained Earnings	321,179	295,507	328,987
Reserves	-	-	-
Equity at 31 December	321,179	295,507	328,987

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Pukehou School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	134,368	76,000	85,313
Accounts Receivable	9	30,867	30,000	34,753
GST Receivable		2,710	4,837	3,577
Prepayments		4,582	3,500	1,162
Inventories	10	662	700	1,185
Investments	11	10,327	20,000	27,716
		<u>183,516</u>	<u>135,037</u>	<u>153,706</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	14	50,876	60,000	43,215
Revenue Received in Advance	15	9,098	2,000	1,566
Provision for Cyclical Maintenance	16	7,160	5,400	-
Finance Lease Liability - Current Portion	17	3,655	2,000	2,050
Funds Held for Capital Works Projects	18	10,526	-	-
		<u>81,315</u>	<u>69,400</u>	<u>46,831</u>
Working Capital Surplus/(Deficit)		<u>102,201</u>	<u>65,637</u>	<u>106,875</u>
Non-Current Assets				
Property, Plant and Equipment	12	232,568	242,000	234,602
Intangible Assets	13	763	1,161	1,161
		<u>233,331</u>	<u>243,161</u>	<u>235,763</u>
Non-Current Liabilities				
Provision for Cyclical Maintenance	16	11,291	11,291	12,326
Finance Lease Liability	17	3,062	2,000	1,325
		<u>14,353</u>	<u>13,291</u>	<u>13,651</u>
Net Assets		<u>321,179</u>	<u>295,507</u>	<u>328,987</u>
Equity		<u>321,179</u>	<u>295,507</u>	<u>328,987</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Pukehou School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash Flows from Operating Activities				
Government Grants		201,049	179,788	193,463
Locally Raised Funds		41,844	56,650	40,571
Goods and Services Tax (net)		867	(2,252)	(7,931)
Payments to Employees		(124,628)	(128,500)	(95,931)
Payments to Suppliers		(80,632)	(89,352)	(143,919)
Cyclical Maintenance Payments in the year		-	-	(16,498)
Interest Paid		(482)	(378)	(378)
Interest Received		2,267	1,300	2,294
Net Cash from Operating Activities		40,285	17,256	(28,329)
Cash Flows from Investing Activities				
Purchase of PPE (and Intangibles)		(21,984)	(36,069)	(20,292)
Purchase of Investments		-	4,000	(15,071)
Proceeds from Sale of Investments		17,389	-	-
Net Cash from Investing Activities		(4,595)	(32,069)	(35,363)
Cash Flows from Financing Activities				
Furniture and Equipment Grants		1,664	-	-
Finance Lease Payments		1,175	5,500	(2,676)
Funds Administered on Behalf of Third Parties		-	-	-
Funds Held for Capital Works Projects		10,526	-	(69,263)
Net Cash from Financing Activities		13,365	5,500	(71,939)
Net Increase/(Decrease) in Cash and Cash Equivalents		49,055	(9,313)	(135,631)
Cash and Cash Equivalents at the Beginning of the Year	8	85,313	85,313	220,944
Cash and Cash Equivalents at the End of the Year	8	134,368	76,000	85,313

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 which form part of these financial statements.

Pukehou School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Pukehou 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 2019 to 31 December 2019 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.

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

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.

Cyclical maintenance provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 16.

Critical Judgements in Applying Accounting Policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

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

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Prior Year Policy

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.

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.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

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	3–50 years
Furniture and Equipment	4–50 years
Information and Communication Technology	3–5 years
Leased Assets Held Under a Finance Lease	3 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) 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).

r) 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.

s) 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.

t) Budget Figures

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

u) 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	165,235	163,941	166,440
Teachers' Salaries Grants	472,095	494,693	494,693
Use of Land and Buildings Grants	145,323	149,956	149,956
Resource Teachers Learning and Behaviour Grants	-	-	-
Other MoE Grants	20,858	15,847	27,023
Other Government Grants	14,956	-	-
	<u>818,467</u>	<u>824,437</u>	<u>838,112</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	21,902	40,100	8,440
Fundraising	496	2,200	3,197
Other Revenue	(28)	-	10,746
Trading	976	1,000	1,758
Activities	9,946	12,350	15,489
	<u>33,292</u>	<u>55,650</u>	<u>39,630</u>
Expenses			
Activities	8,775	13,050	15,189
Trading	1,107	500	1,682
Fundraising (Cost of Raising Funds)	168	1,000	137
Other Locally Raised Funds Expenditure	-	10,000	11,685
	<u>10,050</u>	<u>24,550</u>	<u>28,693</u>
Surplus/ (Deficit) for the year Locally Raised Funds	<u>23,242</u>	<u>31,100</u>	<u>10,937</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	9,763	12,350	12,086
Equipment Repairs	605	500	330
Information and Communication Technology	1,851	2,000	1,391
Library Resources	599	800	721
Employee Benefits - Salaries	536,897	565,193	530,926
Staff Development	8,726	11,995	11,673
	<u>558,441</u>	<u>592,838</u>	<u>557,127</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,100	4,715	3,980
Board of Trustees Fees	2,765	3,645	2,885
Board of Trustees Expenses	3,091	1,280	2,529
Communication	1,571	1,500	1,634
Consumables	6,076	7,800	7,074
Other	3,188	3,450	2,651
Employee Benefits - Salaries	59,636	57,000	59,348
Insurance	3,023	3,600	3,464
Service Providers, Contractors and Consultancy	6,720	6,720	6,460
	<u>90,170</u>	<u>89,710</u>	<u>90,025</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	4,005	4,200	3,221
Consultancy and Contract Services	1,730	1,005	1,239
Cyclical Maintenance Provision	6,125	6,132	4,459
Grounds	7,187	7,500	9,887
Heat, Light and Water	9,354	9,900	10,053
Repairs and Maintenance	1,890	4,200	768
Use of Land and Buildings	145,323	149,956	149,956
Security	2,147	1,500	1,595
	<u>177,761</u>	<u>184,393</u>	<u>181,178</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 of Property, Plant and Equipment

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements	4,233	4,000	4,233
Furniture and Equipment	12,426	12,000	12,267
Information and Communication Technology	4,258	4,000	2,681
Leased Assets	3,004	3,000	2,720
Library Resources	1,247	1,000	1,341
	<u>25,168</u>	<u>24,000</u>	<u>23,242</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	75,163	20,000	49,882
Bank Call Account	25,583	46,000	25,323
Short-Term Bank Deposits	33,622	10,000	10,108
Cash and Cash Equivalents for Cash Flow Statement	134,368	76,000	85,313

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

Of the \$134,638 Cash and Cash Equivalents, \$10,526 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$134,638 Cash and Cash Equivalents, \$6,146 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	157	1,000	1,177
Allowance for Credit/Losses	-	-	-
Interest Receivable	95	-	106
Teacher Salaries Grant Receivable	30,615	29,000	33,470
	30,867	30,000	34,753
Receivables from Exchange Transactions	252	1,000	1,283
Receivables from Non-Exchange Transactions	30,615	29,000	33,470
	30,867	30,000	34,753

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	662	700	1,185
	662	700	1,185

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	10,327	20,000	27,716
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	10,327	20,000	27,716

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	129,533	-	-	-	(4,233)	125,300
Furniture and Equipment	77,127	13,637	-	-	(12,426)	78,338
Information and Communication	12,359	3,400	(58)	-	(4,258)	11,443
Leased Assets	3,134	6,210	(104)	-	(3,004)	6,236
Library Resources	12,449	902	(853)	-	(1,247)	11,251
Balance at 31 December 2019	234,602	24,149	(1,015)	-	(25,168)	232,568

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Building Improvements	199,207	(73,908)	125,299
Furniture and Equipment	196,424	(118,086)	78,338
Information and Communication	28,255	(16,811)	11,444
Leased Assets	10,890	(4,654)	6,236
Library Resources	45,510	(34,259)	11,251
Balance at 31 December 2019	480,286	(247,718)	232,568

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	133,766	-	-	-	(4,233)	129,533
Furniture and Equipment	80,448	8,946	-	-	(12,267)	77,127
Information and Communication Technology	5,240	9,851	(51)	-	(2,681)	12,359
Leased Assets	2,475	3,379	-	-	(2,720)	3,134
Library Resources	12,295	1,495	-	-	(1,341)	12,449
Balance at 31 December 2018	234,224	23,671	(51)	-	(23,242)	234,602

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Building Improvements	199,207	(69,674)	129,533
Furniture and Equipment	183,313	(106,186)	77,127
Information and Communication Technology	25,202	(12,843)	12,359
Leased Assets	8,723	(5,589)	3,134
Library Resources	46,319	(33,870)	12,449
Balance at 31 December 2018	462,764	(228,162)	234,602

13. Intangible Assets

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

	Acquired software	Internally generated software	Total \$
Cost			
Balance at 1 January 2018	1,990	-	1,990
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2018/1 January 2019	1,990	-	1,990
Additions	-	-	-
Disposals	-	-	-
Balance at 31 December 2019	1,990	-	1,990
Accumulated Amortisation and impairment losses			
Balance at 1 January 2018	431	-	431
Amortisation expense	398	-	398
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2018/1 January 2019	829	-	829
Amortisation expense	398	-	398
Disposals	-	-	-
Impairment losses	-	-	-
Balance at 31 December 2019	1,227	-	1,227
Carrying amounts			
At 1 January 2018	1,559	-	1,559
At 31 December 2018/ 1 January 2019	1,161	-	1,161
At 31 December 2019	763	-	763

Restrictions

There are no restrictions over the title of the school's intangible assets, nor are any intangible assets pledged as security for

Capital commitments

The amount of contractual commitments for the acquisition of intangible assets is \$nil (2018 \$nil)

14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	14,981	26,000	4,584
Accruals	4,100	4,000	3,980
Capital Accruals for PPE Items	-	-	-
ASB Visa	1,086	1,000	897
Employee Entitlements - Salaries	30,615	29,000	33,470
Employee Entitlements - Leave Accrual	94	-	284
	<u>50,876</u>	<u>60,000</u>	<u>43,215</u>
Payables for Exchange Transactions	50,876	60,000	43,215
Payables for Non-Exchange Transactions - Taxes Payable (PAYE and rates)	-	-	-
Payables for Non-Exchange Transactions - Other	-	-	-
	<u>50,876</u>	<u>60,000</u>	<u>43,215</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	9,098	2,000	1,566
	<u>9,098</u>	<u>2,000</u>	<u>1,566</u>

16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	12,326	12,326	24,365
Increase/ (Decrease) to the Provision During the Year	6,125	6,132	4,459
Use of the Provision During the Year	-	(1,767)	(16,498)
Provision at the End of the Year	<u>18,451</u>	<u>16,691</u>	<u>12,326</u>
Cyclical Maintenance - Current	7,160	5,400	-
Cyclical Maintenance - Term	11,291	11,291	12,326
	<u>18,451</u>	<u>16,691</u>	<u>12,326</u>

17. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	3,655	2,000	2,050
Later than One Year and No Later than Five Years	3,789	2,000	1,610
Later than Five Years	-	-	-
	<u>7,444</u>	<u>4,000</u>	<u>3,660</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:

					BOT Contribution/ (Write-off to R&M)	
	2019	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Block B Heating, Insulation & Deck Covering Project	<i>in progress</i>	-	10,526	-	-	10,526
Totals		-	10,526	-	-	10,526

Represented by:

Funds Held on Behalf of the Ministry of Education	10,526
Funds Due from the Ministry of Education	-
	10,526

					BOT Contribution/ (Write-off to R&M)	
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Library ILE Upgrade	<i>completed</i>	69,263	12,417	(81,680)	-	-
Block A, B & C Roofing Repair Project	<i>completed</i>	-	6,770	(6,770)	-	-
Totals		69,263	19,187	(88,450)	-	-

Represented by:

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

19. 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.

20. Remuneration

Key Management Personnel Compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,765	2,885
Full-Time Equivalent Members	0.09	0.12
<i>Leadership Team</i>		
Remuneration	202,603	197,524
Full-Time Equivalent Members	2.00	2.00
Total Key Management Personnel Remuneration	205,368	200,409
Total Full-Time Equivalent Personnel	2.09	2.12

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
<i>Principal 1</i>		
Salary and Other Payments	110 - 120	100 - 110
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
-	-	-
-	-	-
-	-	-

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

21. 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:

	2019 Actual \$0	2018 Actual \$0
Total Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2019** (Contingent liabilities at **31 December 2018**: nil Contingent Assets at 31 December 2018 \$2,946).

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. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

\$12,695 contract for Heating, Insulation and Deck Coverings to be completed in 2020, which will be fully funded by the Ministry of Education. \$10,526 has been received of which \$nil has been spent on the project to date;

(Capital commitments at 31 December 2018: \$nil)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any contracts.

24. 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.

25. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	134,368	76,000	85,313
Receivables	30,867	30,000	34,753
Investments - Term Deposits	10,327	20,000	27,716
Total Loans and Receivables	175,562	126,000	147,782

Financial liabilities measured at amortised cost

Payables	50,876	60,000	43,215
Finance Leases	6,717	4,000	3,375
Total Financial Liabilities Measured at Amortised Cost	57,593	64,000	46,590

26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb some of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

27. Comparatives

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

28. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

Pukehou School



Kiwisport Report

For the year ended 31 December 2019

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 2019 the school received total Kiwisport funding of \$1,303 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

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

School Name:	Pukehou School	School Number:	2652
		 	

Strategic Aim:	<p>QUALITY OUTCOMES FOR ALL STUDENTS</p> <p>To provide a high quality education in consultation with the community that provides equitable outcomes and extends all students across the curriculum, with a strong emphasis on Reading, Writing and Maths.</p>
Annual Aim:	<p>To support and provide an equitable opportunity for all students to achieve high standards in Reading through all curriculum areas.</p> <p>To have the majority of students (90%) working within, or above the appropriate curriculum level for their year group in Reading.</p> <ul style="list-style-type: none"> Students with identified learning needs being supported to make learning progress which is celebrated. Maori succeeding as Maori.
Target:	<ul style="list-style-type: none"> 90% of our Students will be reading within or above the expected learning level for their age group. <ul style="list-style-type: none"> (10% or less below, 70% at, 20% above) <p>Move the 15% (15 students) who achieved below expectation in reading in 2018 to be working within their expected curriculum level in 2019.</p> <p>Have 20% of each year group working above expectation with accelerate programmes in place.</p>
Baseline Data:	<ul style="list-style-type: none"> 16% (14) students currently feature as working below expectation in reading. 33% (30) of our pupils are currently At expectations for their reading. 51% (46) of our pupils are currently working Above expectation in reading.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>In 2019 Pukehou began our involvement in the MOE Accelerating Literacy Learning project (ALL) with Natasha Jacobs. Due to the size of our school all students and classes/teachers participated in this project.</p> <p>Staff identified priority learners from their classrooms who they focused on with additional reading time given to these pupils along with adapted teaching practices put in place.</p> <p>Teachers reported frequently to management (monthly), the BoT (termly) and to each other (3-4 weeks) on the progress being made with students. This was also presented to our ALL facilitator.</p> <p>Budgets were increased to allow for Reading Recovery to purchase new texts as well as classroom resources through our Literacy budget.</p> <p>The BoT contributed 50% of .4 Reading Recovery time in 2019</p> <p>Continued involvement with RT Lit for those students taken off the Reading Recovery Roll or those older students who require extra assistance.</p> <p>Additionally RTLB provided funding for a trial of the Steps to Literacy</p>	<p>16% (14) students currently feature as working below expectation in reading. These pupils all fall in our junior school having not reached the mid-point or end point expectation for the duration that they have been at school. The vast majority (11/14 of these pupils are year 0/1 students). Of the three additional students in Year 2 who are working below all are receiving assistance from our Reading Recovery Teacher. Europeans make up 50% (7) of these pupils, Maori 43% (6) and 7% (1) identifies as other. Gender does not differ with 50% male and 50% Female. Of note in these figures, four students are Y0 so have time to catch up with this learning, however will still be judged after one year at school when their anniversary occurs.</p> <p>Reading recovery is having mixed results with some of these pupils with a number looking likely to be referred onto the RT Literacy for extra assistance and possible diagnosis of suspected learning difficulties.</p> <p>33% (30) of our pupils are currently At expectations for their reading. Of these students there is an even mix of girls and boys.</p> <p>51% (46) of our pupils are currently working Above expectation in reading.</p>	<p>Our intense involvement with the ALL programme and the way that we rolled this out across the school is the big driver for the improved reading results. Having regular 3-4 weekly catch ups with the staff, being able to discuss what progress, or lack of was evident in the class assisted them with planning and adapting their classroom programme to meet the needs of the students. Staff shared ideas, what worked and did not.</p> <p>Selected purchases of reading resources to ensure the interests of the students were considered also assisted in the gains seen.</p> <p>Individual teacher reporting to the BOT assisted in keeping priority learners at the forefront of the teachers practice and regular monitoring and questioning by Management, other staff and BOT lead to pedagogical change.</p>	<p>With the significant improvements noted in reading in 2019 in 2020 our focus will swing to writing to increase our students achievements in this area.</p> <p>Careful monitoring of students in Reading will continue, with regular staff catchups including with management and termly BOT reporting on Priority learners.</p> <p>We have a new New Entrant teacher starting in 2020 who has a wealth of early Literacy experience.</p>

<p>programme for a group of students across the school who required extra assistance with literacy.</p>	<p>Girls outnumber boys in this data, however they also outnumber boys in our school roll (59% female). These students are represented across the school in the year groups, primarily from Year 2 and above.</p> <p>It is pleasing to note that as the pupils move up the school the attainment levels increase, along with high numbers working above their expected level. Students are being challenged in class through the careful selection of texts as well as utilising the digital devices that have been purchased reading and researching off of the Internet.</p> <p>Note: Three pupils do not appear on the figures due to the short timeframe of attending school.</p> <p>Of note also in the data is the 15 students who were below in 2018 all made accelerated progress in 2019. 12 out of the 15 moved from below to at expectation for their reading age by year end.</p>	
<p>Planning for next year:</p> <p>Switch ALL focus to writing, whilst continuing with accelerated reading programmes.</p> <p>Board of Trustees to continue funding Reading Recovery and additional Teacher Aide hours to support at risk students in their classrooms.</p> <p>Literacy to be the main area of inquiry in 2020 with specific focus on shifting students from below to at as well as moving some of our more capable students beyond their current level of attainment (acceleration).</p> <p>Clear targets to be set based on cohorts for the number of pupils working below, at and above the expected curriculum level, rather than across the school targets. - Main focus of Teacher as Inquiry in 2020.</p>		

School Name:	Pukehou School	School Number:	2652
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Strategic Aim:	<p>QUALITY OUTCOMES FOR ALL STUDENTS</p> <p>To provide a high quality education in consultation with the community that provides equitable outcomes and extends all students across the curriculum, with a strong emphasis on Reading, Writing and Maths.</p>
Annual Aim:	<p>To support and provide an equitable opportunity for all students to achieve high standards in Writing through all curriculum areas.</p> <ul style="list-style-type: none"> • To have the majority of students (90%) working within, or above the appropriate curriculum level for their year group in Writing. • Students with identified learning needs being supported to make learning progress which is celebrated. • Maori succeeding as Maori.
Target:	<ul style="list-style-type: none"> • 90% of our Students will be writing within or above the expected learning level for their age group. <ul style="list-style-type: none"> ○ (10% or less below, 70% At, 20% above)
Baseline Data:	<ul style="list-style-type: none"> • 83% (75) of our students are currently working at their expected writing level at the end of 2019. • 17% (15) of our students are working below (or did not meet) the expectations for their year level at the end of the 2019 school year. <ul style="list-style-type: none"> ○ Male's outnumber females in this figure by 60% (9) to 40% (6).

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>In 2019 our involvement with the ALL contract saw us focus on reading, as students that can read well have a greater tendency to write well.</p> <p>When exploring reading the teachers also made direct links to the students writing topics so they were writing across the curriculum.</p> <p>Student writing moderation was carried out termly with all students and staff moderated within school.</p> <p>Board / MOE funded Reading Recovery teacher .4</p> <p>Careful selection of topics that were of high student interest across the year groups.</p>	<p>83% (75) of our students are currently working at their expected writing level at the end of 2019. Of this there is an even distribution of male and female students.</p> <p>17% (15) of our students are working below (or did not meet) the expectations for their year level at the end of the 2019 school year. Male's outnumber females in this figure by 60% (9) to 40% (6).</p> <p>European's outnumber all other ethnicities in our figures not meeting the end of year expectations with 70% (11) of the 15 pupils. The further 30% (4) identify as Maori. This reflects the demographic of our ethnic composition with 33% of our pupils identifying as Maori, 53% as European and 14% as other ethnicities in our total roll.</p> <p>The majority of students who are working at the expected curriculum level are developing well with a strong sense of order in their writing, well crafted ideas and correct structure. Spelling is still an area that requires further work for a number of our pupils and is reflected in national trends.</p> <p>Of those pupils working below we have a large number who struggle to generate ideas to write about. Boy's particularly feature in this group with the staff needing to find topics that</p>	<p>Continued focused teaching along with strong support from our whanau has ensured that a large percentage of our students are achieving as expected.</p> <p>As a school we believe that the majority of the 17% that did not achieve are capable and will be targeting these pupils in 2020 through the ALL programme.</p> <p>The 90% target was ambitious, however is an excellent goal to aim for.</p> <p>Of note in our junior school more students are coming to school lacking the ability, or interest to write. A number struggle to write their name or hold a pencil with the correct grip.</p>	<p>Develop stronger ties with other CHB schools to ensure cross moderation of writing.</p> <p>2020 target to work in the MOE ALL programme to accelerate progress in writing (all classes)</p> <p>Utilise the skills of the RT Lit & RTLB services for assistance with those identified at risk.</p> <p>Utilise our Enviro School status to take the classrooms outdoors to further motivate the students in writing.</p> <p>Staff to monitor Priority Learners in their classrooms and actively report to other staff, management and BOT throughout the year.</p> <p>Develop a getting ready for school pack to send to new enrolment (new entrants) 6 months before starting school.</p> <p>Parents Literacy assistance evening.</p>

	<p>motivate reluctant writers to engage these students.</p> <p>Note: Three pupils do not appear on the figures due to the short timeframe of attending school.</p>		
Planning for next year:			
<p>Board funding of Reading Recovery Teacher (at .4 FTTE)</p> <p>Involvement in ALL programme with strong emphasis on the relationship between reading and writing for Teacher as Inquiry.</p> <p>Set clear targets for expected achievement levels based on cohorts rather than across school. Less than 10% below, 70% at and 20% above expected curriculum level by the end of year.</p> <p>Hold a literacy parents evening in early T2.</p> <p>Develop a getting ready for school New Entrant pack.</p>			

School Name:	Pukehou School	School Number: 2652
Strategic Aim:	<p>QUALITY OUTCOMES FOR ALL STUDENTS</p> <p>To provide a high quality education in consultation with the community that provides equitable outcomes and extends all students across the curriculum, with a strong emphasis on Reading, Writing and Maths.</p>	
Annual Aim:	<p>To support and provide an equitable opportunity for all students to achieve high standards in Mathematics through all curriculum areas.</p> <ul style="list-style-type: none"> • To have the majority of students (90%) working within, or above the appropriate curriculum level for their year group in Maths. • Students with identified learning needs being supported to make learning progress which is celebrated. • Maori succeeding as Maori. 	
Target:	<ul style="list-style-type: none"> • 90% of all students working at or above the expected curriculum level. <ul style="list-style-type: none"> ◦ (10% or less below, 70% At, 20% above) 	
Baseline Data:	<ul style="list-style-type: none"> • 86% (78) of our pupils are currently working at their expected mathematics levels at the end of 2019. • 13% (12) working below expectation. 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>2019 saw the teaching staff continue with the new learnings from their participation in the ALIM contract from 2018.</p> <p>Staff closely monitored and worked with all students, particularly those identified as priority learners. Regular reporting to management and BOT was undertaken with these pupils.</p> <p>Continuation of the use of PRIME maths and open (rich) learning problems were utilised in the teaching of maths.</p> <p>Significant investment made in resourcing maths to ensure equality across all classrooms of equipment.</p>	<p>86% (78) of our pupils are currently working at their expected mathematics levels at the end of 2019.</p> <p>13% (12) did not reach the expected level so are recorded as working below expectation. Of note in these figures are the numbers of our senior pupils who did not meet the expected curriculum level by the end of the year. The vast majority of these pupils are working within the expected curriculum level, however have not done enough to attain the achieved At judgement. Of the 12 pupils who did not achieve the expected level in the curriculum their is an even (50%) distribution between males and females. As with our previous data, Europeans dominate out ethnicities with 60% (7) and the final 5 pupils (40%) Maori.</p> <p>We continue to use a combination of the PRIME activity and teaching books alongside rich mathematical problems. Of note in the students who have not achieved the expected attainment levels, all have comments in their school reports that they prefer hands on activities where they are actively working on a problem rather than book related work that require them to sit down and calculate mathematical problems.</p>	<p>Strong focused teaching directed to the needs of the learner were the main reasons for the progress made with our students in 2019.</p> <p>This along with the balance between the Prime Maths resource and rich, open learning tasks is assisting our students in achieving at the expected levels.</p> <p>Computational thinking has been the main area that has held the senior pupils back with a lack of basic facts knowledge and the ability to apply this across the curriculum area in both number (adding, subtracting, multiplication and division) and strand (geometry, measurement etc).</p>	<p>Continuation of the ALIM practices in 2020.</p> <p>Continued, frequent discussion around mathematical thinking and practice in staff meetings.</p> <p>Setting goals to accelerate those pupils working at the expected standard to be working above in all areas of mathematics - acceleration.</p> <p>Focused reporting to the BoT and management on Priority learners and accelerating students working at to above.</p>

Planning for next year:

Board of Trustees to set goals for the number of students in each cohort to attain, including the setting of targets for students working above the expected standard. 10%, 70%, 20%

Staff to develop classroom programmes that blend PRIME and Rich Open Learning tasks.
Report on acceleration of students from at to above in BoT reports.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF PUKEHOU SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Pukehou School (the School). The Auditor-General has appointed me, Maxwell John Dixon, using the staff and resources of PricewaterhouseCoopers, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, 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 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 29 May 2020. 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.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Kiwisport Statement, and the Board of Trustees List which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

**Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.

A handwritten signature in black ink, appearing to read 'M. John Dixon'.

Maxwell John Dixon
PricewaterhouseCoopers
On behalf of the Auditor-General
Napier, New Zealand