

PETERHEAD SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	2644
Principal:	Martin Genet
School Address:	10 Peterhead Avenue, Flaxmere, Hastings
School Postal Address:	10 Peterhead Avenue, Flaxmere, Hastings
School Phone:	06 8798570
School Email:	principal@peterhead.school.nz

Members of the Board of Trustees

Name	Position	How	Position Gained		
Chair Person		Peleti Tuala Fata	Elected	Term expires 2019	
Principal	ex Officio	Martin Genet			
Parent Rep		Amy Bennett	Elected	Term expires 2019	
Parent Rep		Herman Ah Kiong	Elected	Term expires 2019	
Parent Rep		Brenda Wainohu	Elected	Term expires 2019	
Parent Rep		Dene Kire	Elected	Term expires 2019	
Staff Rep		Sally Rice	Elected	Term expires 2019	

Accountant / Service Provider:	Education New Zealand
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PETERHEAD SCHOOL

Annual Report - For the year ended 31 December 2018

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Peterhead 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.

Peleti Tuala-Fatq
Full Name of Board Chairperson


Signature of Board Chairperson

1/8/2019
Date:

Martin John Gerret
Full Name of Principal


Signature of Principal

1/8/2019
Date:

Peterhead 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	3,611,143	3,585,538	3,702,880
Locally Raised Funds	3	152,331	130,175	134,700
Interest Earned		3,348	2,500	2,976
		<hr/>	<hr/>	<hr/>
		3,766,822	3,718,213	3,840,555
Expenses				
Locally Raised Funds	3	168,272	141,845	139,462
Learning Resources	4	2,670,139	2,614,176	2,589,929
Administration	5	208,813	204,496	200,462
Finance		3,126	-	13,360
Property	6	611,542	680,133	819,116
Depreciation	7	137,138	74,500	125,245
Loss on Disposal of Property, Plant and Equipment		5,667	-	-
		<hr/>	<hr/>	<hr/>
		3,804,697	3,715,150	3,887,573
Net Surplus / (Deficit) for the year		(37,875)	3,063	(47,018)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		(37,875)	3,063	(47,018)

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

Peterhead 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	585,847	767,423	619,755
Total comprehensive revenue and expense for the year	(37,875)	3,063	(47,018)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	14,121	-	13,111
Equity at 31 December	562,093	770,486	585,847
Retained Earnings	562,093	770,486	585,847
Equity at 31 December	562,093	770,486	585,847

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

Peterhead School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	206,389	290,000	251,047
Accounts Receivable	9	148,536	170,500	136,045
GST Receivable		7,483	13,086	14,242
Prepayments		9,875	7,500	16,096
Inventories	10	6,638	20,000	10,971
		<hr/>	<hr/>	<hr/>
		378,921	501,086	428,401
Current Liabilities				
Accounts Payable	12	194,181	201,000	194,810
Revenue Received in Advance	13	-	-	300
Provision for Cyclical Maintenance	14	9,730	145,000	-
Finance Lease Liability - Current Portion	15	38,132	20,000	22,036
Funds held for Capital Works Projects	16	21,234	-	5,364
Funds held on behalf of Flaxmere Cluster	17	89,893	-	95,000
		<hr/>	<hr/>	<hr/>
		353,170	366,000	317,510
Working Capital Surplus/(Deficit)		25,751	135,086	110,891
Non-current Assets				
Property, Plant and Equipment	11	684,856	680,500	686,701
		<hr/>	<hr/>	<hr/>
		684,856	680,500	686,701
Non-current Liabilities				
Provision for Cyclical Maintenance	14	106,416	5,100	155,645
Finance Lease Liability	15	42,098	40,000	56,100
		<hr/>	<hr/>	<hr/>
		148,514	45,100	211,745
Net Assets		<hr/>	<hr/>	<hr/>
		562,093	770,486	585,847
Equity		<hr/>	<hr/>	<hr/>
		562,093	770,486	585,847

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

Peterhead 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		1,152,458	1,045,297	1,171,827
Locally Raised Funds		146,619	130,175	135,000
Goods and Services Tax (net)		6,757	178	519
Payments to Employees		(610,130)	(553,138)	(576,234)
Payments to Suppliers		(627,165)	(617,512)	(604,002)
Cyclical Maintenance Payments in the year		-	7,000	-
Interest Paid		(3,126)	-	(13,360)
Interest Received		3,909	2,500	3,113
Net cash from / (to) the Operating Activities		69,322	14,500	116,863
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	(10,000)	5,000
Purchase of PPE (and Intangibles)		(92,305)	(84,500)	(146,912)
Net cash from / (to) the Investing Activities		(92,305)	(94,500)	(141,913)
Cash flows from Financing Activities				
Furniture and Equipment Grant		14,121	-	13,111
Finance Lease Payments		(46,560)	80,000	(13,345)
Funds Administered on Behalf of Third Parties		(5,107)	-	-
Funds Held for Capital Works Projects		15,870	-	5,415
Net cash from Financing Activities		(21,676)	80,000	5,181
Net increase/(decrease) in cash and cash equivalents		(44,659)	-	(19,866)
Cash and cash equivalents at the beginning of the year	8	251,048	290,000	270,913
Cash and cash equivalents at the end of the year	8	206,389	290,000	251,047

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.

Peterhead School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Peterhead 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15.

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.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

Inventories are consumable items held for sale and comprise of stationery and 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 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 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:

Building improvements to Crown Owned Assets	5–20 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	3-4 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

Computer software acquired by the School are 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. Its 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 and annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Shared Funds

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

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, 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.

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	1,082,286	1,069,744	1,106,314
Teachers' salaries grants	2,023,802	2,000,000	1,985,784
Use of Land and Buildings grants	433,339	450,000	545,268
Other MoE Grants	71,716	65,794	65,514
	<u>3,611,143</u>	<u>3,585,538</u>	<u>3,702,880</u>

3. Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	14,223	20,000	25,480
Activities	34,021	21,915	18,149
Trading	73,665	79,565	77,701
Fundraising	24,811	8,695	12,708
Other Revenue	5,611	-	662
	<u>152,331</u>	<u>130,175</u>	<u>134,700</u>
Expenses			
Activities	79,371	63,346	46,752
Trading	83,537	75,021	89,512
Fundraising costs	5,364	3,478	3,198
	<u>168,272</u>	<u>141,845</u>	<u>139,462</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(15,941)</u>	<u>(11,670)</u>	<u>(4,762)</u>

4. Learning Resources

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	82,422	107,833	54,770
Equipment repairs	-	-	892
Information and communication technology	51,045	50,001	46,824
Library resources	15,213	14,565	16,825
Employee benefits - salaries	2,484,640	2,422,211	2,437,184
Staff development	36,819	19,566	33,434
	<u>2,670,139</u>	<u>2,614,176</u>	<u>2,589,929</u>

5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,460	5,217	4,460
Board of Trustees Fees	3,718	1,739	3,993
Board of Trustees Expenses	21,805	15,654	19,338
Communication	6,349	7,392	8,116
Consumables	38,258	48,653	42,278
Operating Lease	6,972	20,000	9,812
Other	13,338	8,479	11,714
Employee Benefits - Salaries	99,579	86,927	87,635
Insurance	8,812	6,087	8,232
Service Providers, Contractors and Consultancy	5,522	4,348	4,884
	<u>208,813</u>	<u>204,496</u>	<u>200,462</u>

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	21,622	22,174	31,123
Consultancy and Contract Services	74,122	67,826	74,072
Cyclical Maintenance Expense	(39,499)	20,000	23,251
Grounds	11,587	25,870	25,953
Heat, Light and Water	23,117	24,348	24,836
Rates	6,608	2,609	4,194
Repairs and Maintenance	23,927	14,610	35,741
Use of Land and Buildings	433,339	450,000	545,268
Security	10,968	8,696	9,562
Employee Benefits - Salaries	45,751	44,000	45,116
	<u>611,542</u>	<u>680,133</u>	<u>819,116</u>

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

7. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	9,441	7,000	9,441
Furniture and Equipment	45,426	25,500	47,202
Information and Communication Technology	31,130	30,000	34,798
Playground	11,520	10,000	12,561
Leased Assets	37,789	-	19,436
Library Resources	1,832	2,000	1,807
	<u>137,138</u>	<u>74,500</u>	<u>125,245</u>

8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	150	-	150
Bank Current Account	-	20,000	19,079
Bank Call Account	9,683	35,000	44,417
Short-term Bank Deposits	184,995	235,000	187,401
Bank Overdraft	11,561	-	-
Cash and cash equivalents for Cash Flow Statement	<u>206,389</u>	<u>290,000</u>	<u>251,047</u>

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

Of the \$206,389 Cash and Cash Equivalents, \$21,234 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan. In addition \$89,895 is held on behalf of the Flaxmere Cluster.

9. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	5,412	-	-
Receivables from the Ministry of Education	1,544	-	-
Interest Receivable	-	500	561
Teacher Salaries Grant Receivable	141,580	170,000	135,484
	<u>148,536</u>	<u>170,500</u>	<u>136,045</u>
Receivables from Exchange Transactions	5,412	500	561
Receivables from Non-Exchange Transactions	143,124	170,000	135,484
	<u>148,536</u>	<u>170,500</u>	<u>136,045</u>

10. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,107	5,500	4,779
School Uniforms	5,531	14,500	6,192
	<u>6,638</u>	<u>20,000</u>	<u>10,971</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	195,494	-			(9,441)	186,053
Furniture and Equipment	290,708	49,276	(5,183)	-	(45,426)	289,375
Information and Communication	71,791	7,823	-	-	(31,130)	48,484
Playground Equipment	44,897	32,063	-		(11,520)	65,440
Leased Assets	70,500	48,654			(37,789)	81,365
Library Resources	13,311	2,665	(6)	-	(1,832)	14,138
Balance at 31 December 2018	686,702	140,481	(5,189)	-	(137,138)	684,856

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	319,282	(133,229)	186,053
Furniture and Equipment	618,786	(329,410)	289,376
Information and Communication	270,505	(222,021)	48,484
Playground Equipment	222,599	(157,159)	65,440
Leased Assets	141,879	(60,514)	81,365
Library Resources	54,367	(40,229)	14,138
Balance at 31 December 2018	1,627,418	(942,562)	684,856

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	204,935	-	-	-	(9,441)	195,494
Furniture and Equipment	240,282	97,628	-	-	(47,202)	290,708
Information and Communication Technology	75,353	31,236	-	-	(34,798)	71,791
Playground Equipment	55,463	1,995	-	-	(12,561)	44,897
Leased Assets	60,771	29,165	-	-	(19,436)	70,500
Library Resources	13,755	1,363	-	-	(1,807)	13,311
Balance at 31 December 2017	650,559	161,387	-	-	(125,245)	686,701

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	319,282	(123,788)	195,494
Furniture and Equipment	921,570	(630,861)	290,708
Information and Communication Technology	373,891	(302,100)	71,791
Playground Equipment	190,536	(145,639)	44,897
Leased Assets	93,225	(22,725)	70,500
Library Resources	52,502	(39,191)	13,311
Balance at 31 December 2017	1,951,006	(1,264,304)	686,701

12. Accounts Payable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	20,313	20,000	28,205
Accruals	10,258	6,000	5,129
Employee Entitlements - salaries	151,230	170,000	147,725
Employee Entitlements - leave accrual	12,380	5,000	13,751
	<u>194,181</u>	<u>201,000</u>	<u>194,810</u>
Payables for Exchange Transactions	194,181	201,000	194,810
	<u>194,181</u>	<u>201,000</u>	<u>194,810</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	-	-	300
	<u>-</u>	<u>-</u>	<u>300</u>

14. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	155,645	155,645	132,394
Increase/ (decrease) to the Provision During the Year	35,332	20,000	23,251
Use of the Provision During the Year	-	(25,545)	-
Provision at the End of the Year	<u>190,977</u>	<u>150,100</u>	<u>155,645</u>
Cyclical Maintenance - Current	9,730	145,000	-
Cyclical Maintenance - Term	106,416	5,100	155,645
	<u>116,146</u>	<u>150,100</u>	<u>155,645</u>

15. 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	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	36,974	20,000	35,688
Later than One Year and no Later than Five Years	72,763	50,000	72,988
	<u>109,737</u>	<u>70,000</u>	<u>108,676</u>

16. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Toilet Block Upgrade	<i>In progress</i>	5,364	-	-	-	5,364
Classroom Upgrade	<i>In progress</i>	-	27,000	11,130	-	15,870
Totals		5,364	27,000	11,130	-	21,234

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Toilet Block Upgrade	<i>In progress</i>	5,364	-	-	-	5,364
Classroom Upgrade	<i>completed</i>	(5,415)	-	-	5,415	-
Totals		(52)	-	-	5,415	5,364

Represented by:

Funds Held on Behalf of the Ministry of Education	21,234
	<u>21,234</u>

17. Funds Held on Behalf of the Flaxmere Cluster

Peterhead School is the lead school and holds funds on behalf of the Flaxmere cluster, a group of schools funded by the Ministry of Education to share the funds for the positive behaviour for learning project.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	95,000		95,000
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	-	-	-
Funds Spent on Behalf of the Cluster	5,107	-	-
Funds Held at Year End	<u>89,893</u>	<u>-</u>	<u>95,000</u>

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,718	3,993
Full-time equivalent members	0.09	0.46
<i>Leadership Team</i>		
Remuneration	366,544	367,890
Full-time equivalent members	3	3
Total key management personnel remuneration	370,262	371,883
Total full-time equivalent personnel	3.09	3.46

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	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	1.00	1.00
100 - 110	1.00	1.00
	2.00	2.00

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

20. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be 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	-	-

21. 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.

22. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.
(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

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

(a) operating lease of an EFTPOS Machine;

	2018 Actual \$	2017 Actual \$
No later than One Year	595	228
	<u>595</u>	<u>228</u>

23. 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.

24. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	206,389	290,000	251,047
Receivables	148,536	170,500	136,045
Total Loans and Receivables	<u>354,925</u>	<u>460,500</u>	<u>387,092</u>

Financial liabilities measured at amortised cost

Payables	20,313	20,000	28,205
Finance Leases	80,230	60,000	78,136
Total Financial Liabilities Measured at Amortised Cost	<u>100,543</u>	<u>80,000</u>	<u>106,341</u>

25. Events After Balance Date

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

Peterhead School
Analysis of Variance
For the year ended 31 December 2018

In the plans and targets set out in the Peterhead School Charter, the Board has determined four goals that are designed to improve student outcomes. In this statement, a self-review of how the school is meeting specific targets identified based on those goals are evaluated, along with recommendations for improvement.



Goal 1: Maramatanga

'I have inherent capabilities' to create a learning environment of excellence for students and staff. (enabling them to participate and contribute to an ever changing society)

ACTIONS/ Objectives	Outcomes	Analysis of Outcome	Recommendation
<p>Develop new leadership opportunities – student / staff</p> <p>Design and develop – 3 Kete -SchoolCurriculum promote & strengthen staff - (pedagogy & assmt).</p> <p>ICT – Strategy, Plan & Review</p>	<p>Inquiry' teaching model 'continuation reaffirmed for 2018.</p> <p>Focussing on moderation Curriculum Level (Mathematics, Reading Writing - developing school matrices and OTJ assessment.</p> <p>PACT tool used to support teacher OTJ's.</p> <p>PB4L – Tier Two training and implementation of SWIS data programme – Tier Three PB4L 2018</p> <p>New teacher appraisal system introduced.</p>	<p>Leadership opportunities – Young Leaders Conference. (Winners Circle students - Palmerston North.)</p> <p>School wide' Inquiry models of teaching have continued to be implemented with increases in student achievement (Literacy / Numeracy).</p> <p>2 new E-learning classes initiated. Robotics classes initiated. I Movie (Peterhead Panui - Class) Augmented reality class, Photography class</p>	<p>Continue to look for new opportunities for students to gain Life Skills and teachers to develop their pedagogy. Leadership initiative developed – Skills for Senior students (Winners Circle).</p> <p>Continue to implement the schools IT – Ipad – Chromebook e-learning initiative. Excellent student results / skills shown 2018 .S Hale / A McKessick E Learning (Robotics/ Coding) – PD Mathematics main PD focus 2018 with a minor focus in Writing.</p>
<p>Develop and implement 'life skill' programmes and opportunities for students to develop and implement.</p>	<p>Continue to develop and redesign programmes that build teacher capacity and capability ie,PB4L ,Incredible Years, Literacy , Numeracy, ICT, (Digital technology) Inquiry.</p>	<p>SENCO/ESOL specific individual learning needs training with a learning assistance' teacher allocated to implement programmes of work in conjunction with class teachers to enhance and give students extra learning opportunities.</p>	<p>Senior management leadership training consultant high performance focus-delivered a specific amount of high energy, high impact seminars to leadership students.</p>
<p>PB4L (MOE Contract)</p>			<p>Develop PB4L and Incredible years trained staff and students to promote a healthier community with 'Life Skill ' opportunities..Tier 3 /18</p>
<p>Writing / Numeracy PD (Inquiry Based Lrng)</p>	<p>Intensive PD has shown increase in staff pedagogy and moderation process.</p>	<p>Dramatic increase in student achievement levels through out the school.</p>	<p>Continue Mathematics (Dinah Harvey) / Writing PD focus 2018 Stephen Graham 'See Saw' app – parent involvement.</p>

Goal 2 : Whanaungatanga/Partnership

'I have cultural blessings' Peterhead School Learning Community will work together to develop and respect common beliefs.'

ACTIONS/ Objectives	Outcomes	Analysis of Outcome	Recommendation
Design and develop a new reporting (communication) system SMS/ LMS for students and parents.	<p>eTap – change of use for this SMS system in a new variety of ways for 2018 – Reporting to BOT student achievement and behaviour</p> <p>2018 -examples of community involvement:</p> <p>Weekly school / Community newsletter</p> <p>School / Community BBQ, Athletics days, Curriculum Hui's</p> <p>School End of Year Prizegiving</p> <p>Writing and assessment parent evenings. Meet the Teacher/ report evenings and 'Three Way' conferences.</p> <p>Kapa Haka and Pasifika student performances and festivals</p> <p>Sporting interschool fixtures.</p>	<p>PB4L analysis and graphing (Precision statement).</p> <p>Introduction of new E Tap behaviour data programme.</p> <p>Curriculum Level analysis (Mid term/ End of year reporting analysis)</p> <p>The activities listed show that the community is being involved extensively within the school learning community. New initiatives and Maori hui's will further enhance and bring together the Peterhead Learning community. BOT, focus groups establishment to reflect parent and community expectations and views.</p>	<p>New and innovative ways and ideas to involve more of the Peterhead learning community in the activities of their children have been aggressively actioned ie: 'See Saw' app to keep parents notified of their child's achievements in 'real' time with an option for them to comment instantly.</p> <p>Explore new initiatives and PD strategies to report National Standards to parents and BOT. - E Tap and Face Book)</p>
Community/ Parent Hui	<p>Input from ongoing parent consultation with the schools 'learning community' has resulted in an enhanced assertive discipline programme focussing on consequences for actions and intrinsic ownership using cultural values.</p> <p>Buy in and support from parents, caregivers and whanau through family hui's has exceeded expectation – huge support evident for these discipline strategies in 2017/18 (School expectations and culture)</p>	<p>The school discipline plan works for the majority of students the top 5% that it doesn't work for use a system that incorporates consequences that are reinforced by their different cultures. PB4L MOE contract / 'Restorative justice' practices – PB4L- (Tier Two – 2015 -16 and Tier Three 2017 /18)</p>	<p>Health Survey consultation completed and results communicated to BOT – Strategic Plan 2018 .</p> <p>Continued partnership with BOT and community representatives using (E Tap) – Behaviour Precision Statement - 'Restorative' practice / 'Incredible years' professional development completed for all new staff</p> <p>PB4L (Second year of school wide success – Tier 2 - 2016 .) Tier 3 2017 /18</p>
School/ Family and Community celebrations of childrens' success Annual School production/events	Kapa Haka Hawkes Bay Festival	<p>Whole school, whanau and community – Kapa Haka and Pasifika performances - (Irongate 2018)</p> <p>Successful festival completed</p>	<p>Continue to plan Inquiry units – (whole school) that have a positive impact on the schools 'learning community ie Eating for Health / Self Esteem / Keeping Safe/ Physical Activity.</p>

Goal 3: Whanaungatanga

"I have cultural blessings" To create an environment that encourages a 'self managing' learning community."

ACTIONS/ Objectives (What we had)	Outcomes	Analysis of Outcome	Recommendation
Develop ' social skills ' that are intrinsic and for 'life'	Winners Circle programmes have given students more leadership skills to deal with their peers. SWIS worker introduction of ' Way Cool ' (Yrs 7 -10.5) and Skills' (Yrs 5-8) social skills programme. Key Competencies 'Managing Self' skills' and 'Relating to others' and Building Self Esteem ie:('Taming the Tornado' programme) are trailed and then continually incorporated into class programmes focussing in on respect, caring and looking after others.	Incredible years, PALs tutoring and House Competition programmes - Peer mediators, 'Winners Circle' members are active in mediation throughout the school. More staff awareness of ways to manage students at risk' . Specialist assistance resourcing and a ' Support Register' for 'at risk' children has been very successful .New E Tap Behaviour data analysis programme for identifying problems and ways to solve these problems (Big 5) in place	More community involvement and Hui at community level and at members venues initiated and continued in 2018 (Whanau Hui) Social interaction programmes employed to get recidivist behavioural problem children back into the mainstream Teacher discussion and interaction in class, playground and community as part of establishing strong relationships between adults and children to change 'mindsets' and establish and modify the school behavioural culture.
Health promoting School			
Encourage promote and celebrate success in an environment of risk takers.	Opportunities are offered and presented to both students and staff. Student and staff achievements celebrated in media, community, school and BOT newsletters as well as individual 'kete' certificates and Kia Ora cards. Parents contacted to talk about positive outcomes of their child – not just negative responses about their child.	The School encourages children to be confident have a 'point of difference' and students and staff are encouraged to add new ideas and initiatives to support and develop an environment of 'risk takers 'who collectively support each other' eg ; Child driven initiatives – House Competitions, Mufti days and donations to community causes. Health promoting school programmes encouraged (Emotional ,Physical, Mental, Behavioural)	New initiatives – PB4L - 'Incredible years' school wide Literacy – Writing development . 2018 - Stephen Graham 'See Saw' App to encourage parent / caregiver student achievement encouragement and communication. Recycling Initiative 2018 .
Staff sustainability of school culture	3 Kete of learning – Manaakitanga, Maramatanga, Whanaungatanga principles are understood and reinforced .		Continue training newly appointed staff in PB4L, Incredible Years and Restorative practice school wide - skills and programmes in 2018. High expectations and a culture of celebrating success are encouraged .

Goal 4: Manaakitanga

"I have potential" To maintain and enhance a safe learning environment that is symbolic of the unique characteristics of Peterhead School."

ACTIONS/ Objectives	Outcomes	Analysis of Outcome	Recommendation
Promote pride in an exciting school identity.	Continued strong showing in Chess at provincial level. Dominant school in provincial sports ie Basketball, Netball, Rugby. New Zealand and Hawkes Bay Representative Honours 5 Basketball NZ Development squad. Hawkes Bay : 12 Basketball – 5 Ross Shield rugby, 5 Wakeley Shield rugby . Netball Y7/8 HB Champion Team - Basketball ,league/ martial arts Athletics - Regional -Relay Champions 2018 Mathletics/ Chess Competition placings Strong Kapa Haka performances school wide at Regional Cultural festival.	Peterhead continues to be very successful in many new initiatives and strategies that bring a high profile of success to the school.	Ongoing resourcing of sporting cultural and academic initiatives to maintain Peterhead Schools high profile locally, regionally, and nationally.
Developing an exciting 'physical' learning environment	MOE - MLE property upgrades. ICT- technologically rich – e-learning environment.	1 to 1 e learning class rooms (Intermediate classes) Robotics – Sen / Int classes saw an increase in numeracy skills.	Continue to roll out Ipad and Chromebooks in Senior classes 2019 = 1 to 1 (One device per child) Stuart Hale and Alan Mc Kessick re: e- learning facilitation staff professional Development 2018. Digital Circus PLD 2019
Class refurbishment	Furniture upgrade and Equipment \$ 22,429 .00 Equates to \$41.53 per child (\$22,429 divided by 540 = \$41.53)	A safe, stimulating environment for all staff whanau and community members.	Upgrade of four classrooms and new furniture Rooms - Senior Syndicate Y 5/6 Maara Kai – sustainability project and plant recycling New Shade sail replaced old rotting sails - junior middle school areas and playgrounds (Health and Safety) Upgrade Senior and Middle Playground equipment (Health and Safety) Continued development of Junior and Senior Maara Kai garden added to the community whanaungatanga the school fosters. Continued colourful branding of the school contributes to the 'WOW' factor !!.
Kiwi Sport Y1 - 8 Funding	Kiwi sports Y 1-8 allocation 2018 : \$7,083.57 = \$13.11 per student - (540x 7,083.57 = \$ 13.11) Swimming Instruction \$4500 Basketball (Flaxmere Schools) \$2891 Sports HB programme \$ 1000 Netball/ Basketball \$1990 Sub total \$ 12,291 (includes school operational funding input)	Kiwi Sport allocation funding enabled activities, skills based training and resources to be obtained to promote high levels of fitness and skills for our students so that they can be more active in activities that promote fun, excitement, competition and participation.	see Kiwi Sport Overview

Analysis of Variance Reporting



School Name:	Peterhead	School Number: 2644
Strategic Aim:	To create an environment of excellence where children take responsibility for their own learning – guided by teachers who will accelerate priority children's learning.	
Annual Aim:	All pupils will achieve at or above the Mathematics level for their ages	
Target:	<p>Target 2018 : 50% of all targeted pupils will achieve at or above the level for their ages an increase of 25 % (GLOSS data)</p> <p>Target 2019 : 80% of all children will reach their age level by 2019.</p>	
Baseline Data:	<p><u>National Standards :2017</u></p> <p>Mathematics 52 % , Reading 64% , Writing 66%</p> <p><u>Curriculum Level: 2018</u></p> <p>Mathematics (48% GLOSS) : 72 % Reading 78% Writing 84%</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>School wide data analysis – highlighting areas of need ie: (Gender, ethnicity). Focussed emphasis and redesign of professional development (model) and teacher inquiry that fitted with targeted actions.</p> <p>Review of teacher practice.</p> <p>Student voice – review of attitudes to mathematics (Student / Teacher)</p>	<p>Increase in Mathematics achievement levels of 23% in 2018 (Target 25%) 48 % total an increase from 25 % GLOSS data assessments in 2017.</p> <p>Upward gains across the school in Yrs 0, 1, 2, 3, 4, 5, 6,</p> <p>Significant gains in Yr 1 = 97 %, Yr 4 = 51 % , Yr 5 = 45 % Year 6 = 44 % and gains ranging from 10% -30 % in other year groups.</p> <p>Year 5/6 cohort is tracking slightly above the trend with 55% of students tracking at or above their age group level.</p> <p>Maori achievement in mathematics Levels 1-4 curriculum level data has increased to 46.4 % (L1 18.2% - L2 12.6% - L3 12.6 % L4 2.5%)</p> <p>Pasifika ethnic group achieving at curriculum levels 1-4 = 47.9% (L1. 27.2 % L2. 10.9 % - L3 8.7 % L4 1.1 %) with a flattening out of student performance increases in Y7/ 8 - L 4 due to the complexity of problems and difficulty of tasks asked of students at this level.</p>	<p>Indepth – school wide data analysis. Including historical trends.</p> <p>Review of teacher pedagogy and practice.</p> <p>Focussed and specific professional development.</p> <p>Changes in school timetable to support better learning.</p> <p>Student voice – review of children's attitudes to mathematics</p> <p>Teacher video analysis – Teach for connections / connected meaningful challenges and tasks</p> <p>Professional Learning conversations – ' walk throughs '</p> <p>'See Saw' app – Parent involvement. Whanau Hui</p> <p>Use of 'PACT' tool to support teacher OTJs</p> <p>Strong emphasis on teaching Place value before calculation/strategies</p>	<p>With the significant increase in achievement data in 2018 the set GLOSS Maths target was missed so in 2019 a target of 80% a 32 % increase (= 7 - targeted children per class) will be set to make the difference.</p> <p>While results and success ranged from class to class with the targeted children changing and being replaced due to transience throughout the year there was still an increase school wide in writing by 23%.</p> <p>Ongoing professional development facilitators in 2019 have been organised and a implementation plan has been designed using a balanced programme to strengthen and integrate strand maths (algebra, measurement etc) while still making links to number and strategy. Teachers mathematics skills and pedagogy continue to grow.</p> <p>Ongoing training using John Hattie IMPACT' tool to support teacher OTJ's and whanau interaction plus LINC ED parent portal</p>

			Pasifika children performed slightly ahead of their Maori counterparts but their cohort was smaller and a greater number of Maori children were transient.
<p>Planning for next year:</p> <p>Professional Development - Dinah Harvey – 2019.</p> <p>Establish consistent use throughout the school of the following at every age level :</p> <ul style="list-style-type: none"> • Development of intensified and focussed teaching skills • School wide use of staff moderated Mathematics Expectations • School wide deep learning for Place Value – Dr Angela Rogers – PhD and Dan Finkel – 5 Principles of extraordinary maths teaching. • Implementation of richer authentic tasks into planning – using the ‘Closed to Richer’ template • School wide demonstration/ co-teaching lessons (I Kan assessment sheets.) • Internal Staff surveys – Mathematics staff needs –making connections to student thinking and student agency – adapting planning and responding to meet different students needs. • Key focus for 2019 : To develop a sustainable model for delivery of effective mathematics programmes ie effective teacher practice based on current research and to develop positive student mindsets towards maths challenges with multiple connections to real life. 			

Peterhead School

Kiwi Sports Y1-8 - Funding allocation. 2018

- Operational Grant Entitlement (MOE) - \$ 7,083.57
- Funding breakdown equates to approx \$ 13.11 per child. = (\$ 7,083.57 divided by 540 pupils = \$13.11)
- Sports Hawkes Bay delivering specialist sports skills and game opportunities / programmes to children -Volleyball, Soccer, etc \$ 1000
- Equipment / resources \$ 2000
- Swimming Instruction \$ 4500
- Indoor Basketball x 8 Teams \$ 2891
- Netball Subsidy X 7 Teams \$ 1900

Sub Total: \$ 12,291.00

INDEPENDENT AUDITOR'S REPORT

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

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

Opinion

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

In our opinion the financial statements of the School:

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

Our audit was completed on 1 August 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance, the Kiwisport statement, list of trustees and Statement of Responsibility which form part of the annual report, but does not include the financial statements, and our auditor's report thereon.

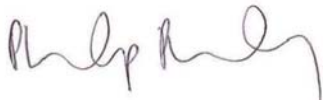
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



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