

RIVERTON SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 4008

Principal: Timothy Page

School Address: 7 Leader Street, Riverton

School Postal Address: 7 Leader Street, Riverton, 9822

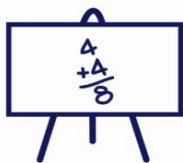
School Phone: 03 234 8663

School Email: office@riverton.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Louisa Willis	Chair Person	Elected		May-22
Timothy Page	Principal	ex Officio		
Emma Mehrtens	Parent Rep	Elected		May-22
Jasmine Farrell	Parent Rep	Elected		May-22
Michaela Kells	Parent Rep	Elected		May-22
Geordie Eade	Parent Rep	Elected		Jun-22
Lisa Brady	Staff Rep	Elected		May-22

Accountant / Service Provider: Education Finance Ltd



**EDUCATION
FINANCE**

www.educationfinance.co.nz

RIVERTON SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
-------------	------------------

	Financial Statements
--	-----------------------------

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 11	Statement of Accounting Policies
12 - 22	Notes to the Financial Statements

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
--	-----------

Riverton 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.

Louisa Amelia Jane Willis

Full Name of Board Chairperson

TIMOTHY PAGE

Full Name of Principal

L Willis

Signature of Board Chairperson

T.P.

Signature of Principal

31-05-2020

Date:

31-05-2020

Date:

Riverton 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	1,169,329	1,194,301	1,284,221
Locally Raised Funds	3	111,137	112,807	74,836
Interest income		82	500	2,996
Other Revenue		-	-	56,000
		<hr/>	<hr/>	<hr/>
		1,280,548	1,307,608	1,418,053
Expenses				
Locally Raised Funds	3	40,967	58,390	41,547
Learning Resources	4	873,743	869,000	999,449
Administration	5	90,588	81,303	91,829
Property	6	292,540	282,629	264,830
Depreciation	7	33,924	-	36,699
		<hr/>	<hr/>	<hr/>
		1,331,761	1,291,322	1,434,354
Net Surplus / (Deficit) for the year		(51,214)	16,286	(16,301)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(51,214)	16,286	(16,301)

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

Riverton School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>271,887</u>	<u>271,887</u>	<u>288,188</u>
Total comprehensive revenue and expense for the year		(51,214)	16,286	(16,301)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		2,135	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	22	<u>222,809</u>	<u>288,173</u>	<u>271,887</u>
Retained Earnings		222,809	288,173	271,887
Reserves		-	-	-
Equity at 31 December		<u>222,809</u>	<u>288,173</u>	<u>271,887</u>

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.

Riverton 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	18,318	65,594	56,335
Accounts Receivable	9	58,162	55,000	55,017
GST Receivable		2,956	4,605	4,605
Investments	10	66,069	-	66,069
		<u>145,505</u>	<u>125,199</u>	<u>182,026</u>
Current Liabilities				
Accounts Payable	12	65,520	70,000	74,387
Revenue Received in Advance	13	-	1,918	1,918
Provision for Cyclical Maintenance	14	129,650	-	104,067
Finance Lease Liability - Current Portion	15	18,192	4,474	4,474
Funds held for Capital Works Projects	16	1,227	-	(23,342)
		<u>214,589</u>	<u>76,392</u>	<u>161,505</u>
Working Capital Surplus/(Deficit)		(69,084)	48,807	20,521
Non-current Assets				
Property, Plant and Equipment	11	318,489	309,107	309,106
		<u>318,489</u>	<u>309,107</u>	<u>309,106</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	19,413	56,996	34,996
Finance Lease Liability	15	7,183	12,744	22,744
		<u>26,596</u>	<u>69,740</u>	<u>57,740</u>
Net Assets		<u>222,809</u>	<u>288,173</u>	<u>271,887</u>
Equity	22	<u>222,809</u>	<u>288,173</u>	<u>271,887</u>

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

Riverton 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		245,934	271,172	269,211
Locally Raised Funds		111,103	112,807	153,482
Goods and Services Tax (net)		1,649	(0)	23,809
Payments to Employees		(180,647)	(156,200)	(192,340)
Payments to Suppliers		(211,558)	(189,993)	(254,320)
Cyclical Maintenance Payments in the year		-	-	(41,100)
Interest Paid		-	-	-
Interest Received		82	500	2,996
Net cash from Operating Activities		<u>(33,437)</u>	<u>38,286</u>	<u>(38,262)</u>
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(15,668)	(19,027)	(8,423)
Proceeds from Sale of Investments		-	-	38,593
Net cash from Investing Activities		<u>(15,668)</u>	<u>(19,027)</u>	<u>30,170</u>
Cash flows from Financing Activities				
Finance Lease Payments		(13,481)	(10,000)	(11,199)
Funds Held for Capital Works Projects		24,568	-	(97,007)
Net cash from Financing Activities		<u>11,087</u>	<u>(10,000)</u>	<u>(108,206)</u>
Net increase/(decrease) in cash and cash equivalents		<u><u>(38,017)</u></u>	<u><u>9,259</u></u>	<u><u>(116,298)</u></u>
Cash and cash equivalents at the beginning of the year	8	56,335	56,335	172,633
Cash and cash equivalents at the end of the year	8	<u><u>18,318</u></u>	<u><u>65,594</u></u>	<u><u>56,335</u></u>

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..

Riverton School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Riverton 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”.

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 26.

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

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.

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 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.

For Integrated schools, change "Crown" to "Proprietor" or name the legal entity that owns the land and buildings.

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	20-50 years
Furniture and equipment	5–10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value



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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

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

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.

o) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

p) 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.

q) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

r) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	242,720	260,772	267,077
Teachers' Salaries Grants	722,199	730,000	799,634
Use of Land and Buildings Grants	201,196	193,129	198,400
Other MoE Grants	3,214	10,400	19,110
	<u>1,169,329</u>	<u>1,194,301</u>	<u>1,284,221</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	43,431	26,077	10,196
Activities	31,705	81,430	42,397
Trading	14,762	2,800	11,473
Fundraising	1,084	2,500	407
Other Revenue	20,154	-	10,363
	<u>111,137</u>	<u>112,807</u>	<u>74,836</u>
Expenses			
Activities	22,908	14,800	24,401
Trading	4,272	23,300	2,940
Fundraising (Costs of Raising Funds)	568	-	96
Other Locally Raised Funds Expenditure	13,219	20,290	14,111
	<u>40,967</u>	<u>58,390</u>	<u>41,547</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>70,170</u>	<u>54,417</u>	<u>33,289</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	31,118	33,400	26,866
Employee Benefits - Salaries	830,264	823,000	964,272
Staff Development	12,361	12,600	8,312
	<u>873,743</u>	<u>869,000</u>	<u>999,449</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	1,409	4,100	6,367
Board of Trustees Fees	1,880	3,500	1,855
Board of Trustees Expenses	3,249	3,400	4,419
Communication	10,371	7,000	7,669
Consumables	3,625	4,000	4,098
Operating Lease	3,588	7,000	3,639
Other	23,641	10,600	23,665
Employee Benefits - Salaries	37,104	35,000	33,366
Insurance	-	2,703	2,350
Service Providers, Contractors and Consultancy	5,720	4,000	4,400
	90,588	81,303	91,829

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	8,326	7,000	8,764
Cyclical Maintenance Provision	10,000	22,000	(4,393)
Grounds	1,140	2,000	1,615
Heat, Light and Water	19,060	17,200	17,518
Rates	2,790	3,100	3,673
Repairs and Maintenance	20,417	10,000	12,285
Use of Land and Buildings	201,196	193,129	197,791
Employee Benefits - Salaries	29,611	28,200	27,577
	292,540	282,629	264,830

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	10,024	-	10,051
Furniture and Equipment	13,923	-	15,970
Information and Communication Technology	2,795	-	3,786
Leased Assets	6,948	-	6,625
Library Resources	234	-	267
	33,924	-	36,699

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	18,318	65,594	56,335
Cash and cash equivalents for Cash Flow Statement	<u>18,318</u>	<u>65,594</u>	<u>56,335</u>

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

Of the \$18,318 Cash and Cash Equivalents, \$1,227 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.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	2,139	-	4,023
Teacher Salaries Grant Receivable	56,023	55,000	50,994
	<u>58,162</u>	<u>55,000</u>	<u>55,017</u>
Receivables from Exchange Transactions	2,139	-	4,023
Receivables from Non-Exchange Transactions	56,023	55,000	50,994
	<u>58,162</u>	<u>55,000</u>	<u>55,017</u>

10. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	66,069	-	66,069
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	<u>66,069</u>	<u>-</u>	<u>66,069</u>

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	16,000	-	-	-	-	16,000
Building Improvements	268,170	15,668	-	-	(10,024)	273,814
Furniture and Equipment	26,338	-	-	-	(13,923)	12,414
Information and Communication	2,795	-	-	-	(2,795)	0
Leased Assets	9,937	11,638	-	-	(6,948)	14,627
Library Resources	1,867	-	-	-	(234)	1,634
Balance at 31 December 2019	325,107	27,306	-	-	(33,924)	318,489

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	16,000	-	16,000
Building Improvements	487,573	(213,759)	273,814
Furniture and Equipment	211,826	(199,412)	12,414
Information and Communication	45,509	(45,509)	-
Leased Assets	31,512	(16,885)	14,627
Library Resources	48,881	(47,247)	1,634
Balance at 31 December 2019	841,301	(522,812)	318,489

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	16,000	-	-	-	-	16,000
Building Improvements	262,220	-	-	-	(10,051)	252,169
Furniture and Equipment	40,509	1,798	-	-	(15,970)	26,337
Information and Communication Technology	6,581	-	-	-	(3,786)	2,795
Leased Assets	16,562	-	-	-	(6,625)	9,937
Library Resources	2,135	-	-	-	(267)	1,868
Balance at 31 December 2018	344,007	1,798	-	-	(36,699)	309,106

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	16,000	-	16,000
Building Improvements	455,905	(203,735)	252,169
Furniture and Equipment	211,826	(185,488)	26,337
Information and Communication Technology	45,509	(42,714)	2,795
Leased Assets	19,874	(9,937)	9,937
Library Resources	48,881	(47,014)	1,868
Balance at 31 December 2018	797,995	(488,889)	309,106

12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	9,497	15,000	17,528
Employee Entitlements - Salaries	56,023	55,000	56,860
	65,520	70,000	74,387
Payables for Exchange Transactions	65,520	70,000	74,387
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	65,520	70,000	74,387

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	-	1,918	1,918
	<u>-</u>	<u>1,918</u>	<u>1,918</u>

14. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	139,063	139,063	180,163
Increase/ (decrease) to the Provision During the Year	10,000	22,000	-
Use of the Provision During the Year	-	-	(36,707)
Provision at the End of the Year	<u>149,063</u>	<u>161,063</u>	<u>143,456</u>
Cyclical Maintenance - Current	129,650	-	104,067
Cyclical Maintenance - Term	19,413	56,996	34,996
	<u>149,063</u>	<u>56,996</u>	<u>139,063</u>

15. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	18,192	-	4,474
Later than One Year and no Later than Five Years	7,183	-	22,744
Later than Five Years	-	-	-
	<u>25,375</u>	<u>-</u>	<u>27,218</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:

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
B,C,J Roof & Electrical Upgrade	<i>completed</i>	(23,342)	39,965	15,396	-	1,227
Block B Toilet Up Grade	<i>completed</i>	-	73,809	70,856	2,953	
Totals		(23,342)	113,774	86,252	2,953	1,227

Represented by:

Funds Held on Behalf of the Ministry of Education	1,227
Funds Due from the Ministry of Education	-
	<u>1,227</u>

	2018	Opening Balances	Receipts from MoE	Payments	Closing Balances
		\$	\$	\$	\$
B,C,J Roof & Electrical Upgrade	<i>in progress</i>	73,665	-	(97,007)	(23,342)
Totals		73,665	-	(97,007)	(23,342)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	1,880	1,855
Full-time equivalent members	0.25	0.38
<i>Leadership Team</i>		
Remuneration	224,738	227,052
Full-time equivalent members	2	3
Total key management personnel remuneration	<u>226,618</u>	<u>228,907</u>
Total full-time equivalent personnel	<u>2.25</u>	<u>3.38</u>

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:		
Salary and Other Payments	120-130	120-130
Benefits and Other Emoluments	3-4	0-1
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
100-110	0.00	0.00
	<u>0.00</u>	<u>0.00</u>

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

19. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: 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. 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.

21. Commitments

(a) Capital Commitments

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

Nil

(Capital commitments at 31 December 2018: \$10,000)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) Nil

	2019 Actual \$	2018 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	-

22. Managing Capital

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

23. Financial Instruments

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

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	18,318	65,594	56,335
Receivables	58,162	55,000	55,017
Investments - Term Deposits	66,069	-	66,069
Total Financial assets measured at amortised cost	<u>142,549</u>	<u>120,594</u>	<u>177,421</u>

Financial liabilities measured at amortised cost

Payables	65,520	70,000	74,387
Finance Leases	25,375	17,218	27,219
Total Financial Liabilities Measured at Amortised Cost	<u>90,895</u>	<u>87,218</u>	<u>101,606</u>

24. 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 commenced. As part of this lockdown all schools were closed. Subsequently 11 schools and kura reopened on 18th of May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority 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. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

A reduction in locally raised funds revenue because the schools ability to undertake fund raising events in the community and/or collect donations or other contributions from parents, may be compromised. Costs already incurred arranging future events may not be recoverable.

25. Comparatives

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

26. 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 8 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 9 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



RIVERTON PRIMARY SCHOOL CHARTER 2019 - 2021

‘We Open Our Doors With Aroha’

Vision for our Children through our core values and focussed teaching and learning programmes we are committed to be the best we can be in our learning, attitude and behaviour.

School Community

Riverton Primary School is a decile 6 primary school contributing to Aparima College. The school roll starts at 150 and normally ends close to 180. We have 29.5% Māori, 0.6% Other Pasifika, 2% South East Asian, 0.6% Latin American, 1.3% Other Asian, 0.6% Indian, 2.6% Other European and 62.8% European. We teach pupils from NE - Year 6. We also provide a major focus on fostering a school culture that respects differences and encourages cooperation and collegiality.

Cultural Diversity

To promote cultural diversity the school provides:

- Bilingual Education from Y3 – Y6 (Level 3).
- Kapa haka for all students who wish to participate. Whole school Haka practices.
- A cultural perspective in each terms planning.
- School policies and procedures which reflect a cultural perspective.
- A Māori representative co-opted or voted onto the BOT.

- Regular meetings with Oraka o Aparima.
- Set achievement targets, to monitor and improve the achievement of all students, including Māori students.
- Daily programmes will have a dimension where possible – greetings / commands / songs / cooperative learning happens at a level 5, working towards Level 4b throughout the school.
- Requests for instruction in Māori will be given full and careful consideration and a place offered in the Bilingual class if appropriate.
- Ongoing professional learning for all staff.
- An integral part of each school assembly - correct protocol used to welcome whanau to our school hui each fortnight.
- All cultures within the school will be valued, accepted and celebrated through active encouragement of an inclusive school culture and values.
- Staff members will ensure that students from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student irrespective of cultural backgrounds
- All staff members are expected to develop an awareness of Tikanga Māori (Māori culture and protocol) and Te Reo Māori (Māori language): and incorporate these into classroom programmes.
- Riverton Primary School will provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.

What steps will be taken to discover the views and concerns of the school's Māori community?

Encourage parents of Māori students to become a Board of Trustees or Friends of the school member or help out on the Riverton School Network

Maori community consulted in various ways

- o Report evenings
- o Parent workshops
- o Newsletters
- o School events involving students
- o Informal dealings with families
- o maintained open door practice encouraging families to approach the school
- o Job opportunities

Individual interviews were conducted by the Principal with the caregivers of Maori students with follow up interviews across the year: These interviews highlighting how can we improve the education of their child

Kapa Haka embedded within the school culture.

The Kapa Haka group is performing to the school and guests on a regular basis.

Daily and Weekly Te Reo sessions are held to help all Riverton students with learning the language and culture

9. Increased participation and success by Māori through the advancement of Māori educational initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

As a result of community consultation, the analysis of school wide achievement data and information, the analysis of variance and the self review process the board has identified the following priorities and targets for the year in accordance with our 3 year strategic plan. The aims are to:

STRATEGIC AIM 1: To attain high levels of student achievement in numeracy and literacy in relation to the Curriculum Levels and the Riverton Primary School Expectations.

2019	2020	2021
------	------	------

<ul style="list-style-type: none"> • Consolidating effective processes around analysis of student achievement data • Utilise SENCO (DP) to provide support and guidance to teachers and teachers aides • Implementing identified areas for improvement as a result of defective self review specifically in Writing • Review teacher appraisal process 	<ul style="list-style-type: none"> • Consolidating effective processes around analysis of student achievement data • Utilise SENCO (DP) to provide support and guidance to teachers and teachers aides • Implementing identified areas for improvement as a result of defective self review especially in Maths • Teacher appraisal is effectively used to identify and address areas for improvement in relation to quality teaching 	<ul style="list-style-type: none"> • Consolidating effective processes around analysis of student achievement data • Utilise SENCO (DP) to provide support and guidance to teachers and teachers aides • Implementing identified areas for improvement as a result of defective self review especially in Reading • Teacher appraisal is effectively used to identify and address areas for improvement in relation to quality teaching
---	--	--

NZC Strategic Aims

- All students at Riverton Primary will be able to successfully access the NZC, as evidenced by progress and achievement in relation to the NZC levels.
- NZC will support improvement in progress and achievement in student outcomes. Students will be a part of setting their learning goals and the action required to achieve them. Teachers will be responsive to student needs.

Riverton Primary School 2019 ANNUAL PLAN

Achievement Aim: Increase the number of students (80%) achieving 'At' or 'Above' their chronological age in the Reading, Writing and Maths aligned with the New Zealand Curriculum levels.

Baseline Data

- Analysis of school-wide **Reading** data in December 2018 identify there were significant number of students at risk who were **Below 19%**, therefore not at the expected level for reading.
- Analysis of school-wide **Writing** data in December 2018 identify there were significant number of students at risk who were

- **Below 33.5%**, therefore not at the expected level for writing.
- Analysis of school-wide **Maths** data in December 2018 identify there were significant number of students at risk who were **Below 10.4%**, therefore not at the expected level for Maths
- The target groups will be the children working Below the expected Curriculum levels.

Target for Reading in 2018 - To increase the number of children working at 'Below' to achieving 'At' the NZC Level

Pupils Ethnicity: 13 - NZ European, 15 - Maori, 1 - Asian

- Yr 2 Both gender - 6 (NZE - 1 Girl & 3 Boys, M - 1 Girl & Asian - 1 Girl)
- Yr 3 Both gender - 13 (NZE - 4 Boys & 3 Girls, M - 4 Boys & 2 Girls,)
- Yr 4 Both gender - 4 (NZE - 1 Boy, M - 2 Boys & 1 Girl,)
- Yr 5 Both gender - 4 (NZE - 2 Boys, M - 1 Boy & 1 Girl,)
- Yr 6 Both gender - 2 (NZE - 1 Boy &, M - 1 Girl)

Target for Writing in 2018 - To increase the number of children working at 'Below' to achieving 'At' the NZC Level

Pupils Ethnicity: 28 - NZ European, 13 - Maori, 2 - Asian

- Yr 2 Both gender - 6 (M - 1 Girl, NZE - 4 Boys & Asian - 1 Girl)
- Yr 3 Both gender - 4 (M - 2 Boys, NZE - 1 Boy & 1 Girl)
- Yr 4 Both gender - 6 (M - 1 Girl & 3 Boys, NZE - 2 Boys)
- Yr 5 Both gender - 14 (NZE - 7 Boys & 3 Girls, M - 2 Girls & 1 Boy, Asian - 1 Girl)
- Yr 6 Both gender - 13 (NZE - 7 Boys & 3 Girls, M - 2 Boys & 1 Girl)

Target for Maths in 2018 - To increase the number of children working at 'Below' to achieving 'At' the NZC Level

Pupils Ethnicity: 3 - NZ European, 2 - Maori,

- Yr 3 M gender - 1 (M - 1 Boy)
- Yr 5 F gender - 1 (M - 1 Girl)
- Yr 6 Both gender - 3 (NZE - 1 Boy & 2 Girls)

Outcomes: All children are actively engaged in their learning in order to make progress and achieve to their full potential in all curriculum areas of the NZC.

Actions to Achieve Targets	Led by	Cost	When will	Commentary & Next steps
----------------------------	--------	------	-----------	-------------------------

			it be done?	
All students are provided with a motivated, highly skilled and knowledgeable teaching staff that are reflective and flexible in order to meet the needs of their learners	Staff		All year round	Teaching staff are coming to the end of their appraisal cycle and will be setting new goals and inquiries. These will align with the charter and their own personal goals.
Teaching needs to be in line with current best practise and reflective of our school values.	Staff		Termly	The values are currently being reviewed within our PB4L programme. Observations, explicit teaching of our school values - eg. challenge and learning. Recognition of this with medals, class certificates, individual class reward systems, staff attending various PD covering the curriculum.
In reading, writing and maths all students will show accelerated progress in, especially those in the national target group of Maori, Pasifika and those identified as at risk from 2018 data. Target groups will be established and monitored.	Staff		Termly	Target Talks - target students identified. Target Talks completed for all 3 areas R/W/M. Ethnicities and break down of these for all 3 areas have been identified and recorded on the Achievement 'Student Achievement' Doc for the BOT to monitor. And will be reported at the next board meeting.
Achievement data will be collated and reviewed each term using eTap and will include planned actions for raising achievement for those achieving Below (as well as catering for those above) on class action plans	Lead teachers and class teachers		Termly	Mid year and End of Year assessment data to be recorded on etap. Target Talk Docs - DAT's have been identified and data for individual teacher have been recorded on both class docs and the whole school coverage sheet.
Teachers will Target areas of concern through explicit acts of teaching.	Management and class teachers		Termly	Target students from BoT tracked, target talks, planning and activities reflects needs of

				individual students' needs.
Provide learning support where possible either with a teacher or teacher aide. Review term by term based on quality assessment data	Principal Management	SEG / Teachers Salaries	Termly	Teacher aides for literacy are in all classes - programmes used are structured differently according to teachers needs. Teacher Aids are allocated on a need basis and used/directed as required.
Teachers make planned writing assessments (including e-asttle) and Literacy progressions, and moderations to analyse areas of need for students. This will happen within the school syndicate teams	Syndicate leaders and class teachers, lead teachers in schools	MOE	Each term	Decision made to complete a 'Personal Writing Sample' per term, to monitor this progress, gives more depth for moderation discussions and allows us to compare writing sample data/examples for our low, middle and high writers. Writing moderation sessions took place in both syndicates in Term 1.
Continue to integrate learning technology to engage writers and to provide different ways of presenting writing to an audience, ie Various Apps, Google docs, to improve the quality of writing.	Class teachers & ICT leaders		Each term	In the school the children have the opportunity to use a variety of devices and technology. E.g Chrome books, laptops and ipads. Apple TV's have been installed in all of the classes to replace the outdated mimio systems. A variety of Apps can be used on the ipads and voice typing on the laptops and ipads to encourage and engage target writers.
Using exemplars and quality examples of writing to model writing requirements to students.	Class teachers		Each term	Teachers have access to quality examples from the samples we moderate together in syndicates. Teachers also have access to the PM+ Writing books (stored in the Resource Room) which have broken down examples for each genre of writing

				as well as the Genre Writing books purchased in 2018.
Provide opportunities for students to self assess and set goals in writing	Class teachers		Each term	Students able to discuss next steps, articulate with peers, feedback/feedforward. Comments written in books. Students able to compare writing with exemplars and see for themselves what is required to achieve at the expected level. Senior students have expected EOY expectations for writing in the back of writing book.
Purposeful engagement of Families/Whanau to work with students, families/whanau to set goals and identify ways to support students' reading and writing and math achievement is key to their success.	Class teacher		Termly	All classes have set goals for their pupils. Families were invited at the start of the term to meet the teacher and hear what expectations were put in place for that class. The pupils who require extra help and those who are target children have had some sort of contact from the teaching staff. Reading notebooks/journal system sign off for nightly reading in place. Word tins going home. Reading packs sent home during the holidays. MY reports - next step comments and x2 How you can Help at Home statements
Maori, Pasifika and at risk children will be tracked across the school and reported to the board to ensure progress is being made.	All staff		Termly	This will be conducted each term. As outlined on the 'Student Achievement' Doc the BOT have
Continue the specialised numeracy teacher aide position for those 5 children identified as most at risk. Investigate ways these	Class teacher and T/A		Ongoing	Teachers have the use of teacher aides throughout the school within their areas. Teachers create programmes for the teacher

improvements can be sustained within the classrooms.				aides to follow to help the target children. E.g Maths Passports
Across the school though initially in the senior classrooms there are a number of children who are below in writing who will be targeted throughout the year.	Staff		Termly	BoT target students, class target students monitored ongoing - termly assessment. Directive Acts of Teaching - identified
In 2017 & 2018 we undertook writing professional development across the school to increase teacher capability and to better engage children in writing. This has been reviewed and we feel teachers are more confident in the teaching of writing and have made shifts in the children's attitudes to writing.	Teachers		Ongoing	There is a high need to have basics reintroduced at NE. Started the Young Explorers each Thursday pm. Collaborative writing working well and using different ways to capture the children and have them want to write. We have a range of resources that we purchased and a range of readings/ideas that we've been exposed to that individual teachers have picked up and used as this works for them. A lot of work was done around 'shared writing'.
We will link this to our work on values and student voice.	Staff		All year Ongoing	Reflection of the termly goals they have set for themselves. Specific school values (eg. challenge, learning) and certain classroom rules/treaties (eg. Do our best) lend themselves to this when explicitly taught.
Focus on an integrated curriculum and ICT to increase engagement and authenticity of learning for children.	Teachers		Term 4	Teachers used integrated planning for their lessons to cover the curriculum. Engagement is encouraged by children taking ownership of their learning and having a say in what is being taught.

We want teachers to look for the natural links that exist between curriculum areas and to enhance the authentic learning opportunities that naturally exist for children. Look at a holistic approach to teaching all subjects, eg when teaching writing how does it link to maths, science or social studies.				Topic big ideas have been integrated through writing and reading programmes. Giving them the skill to use key comps.
Undertake quality professional development as appropriate linked to staff appraisal and performance management.	Management	PD Budget	Each term	Teachers have attended are booked on PD which is of interest to them. Teachers have come back and shared this and the resources with the rest of the staff, implementing and using this in their classroom programmes. Have approached teachers with PD they may be interested in.

Monitoring: Termly reporting against each of the actions is completed for the school management team and Board of trustees

STRATEGIC AIM 2: To involve the Riverton Primary community more by:

2019	2020	2021
<ul style="list-style-type: none"> Consolidate the home-school partnership to support student engagement and achievement Are all the tools working to make sure all parents have had enough communication Ask all parents for greater input 	<ul style="list-style-type: none"> Review the pupil lead open day for parents visit. All families are effectively engaged in supporting the students learning 	<ul style="list-style-type: none"> Review effectiveness of communication and consultation with parents, students and School community. This could include surveys, meetings, interviews and visits.

into the 3-way conferences, particularly information about their children		
---	--	--

Actions to Achieve Targets	Led by who	When	Outcome
Consolidate online methods of communication and information regarding student learning, i.e. on websites, Facebook, Google Docs, eTxT, ePortfolio, email, newsletters, eTap txt/MSM	Principal and staff	Ongoing	We have all these areas covered and parents seem happy with all the various methods of communication, even Skool Loop. Still looking into the SMS portal for live pupil progressions instead of ePortfolios.
Look at how the portal works and in this way parents will be able to see their children's progress and development live.	Management	Term 4	I had an eTap rep come and show me how to work the portal. It will take some time for staff to work with this. They can come and take a 2 hour session with the staff at a cost of \$2000
Hold Open Days each term, sharing evenings for parents to share student learning (celebrations of learning ie Integrated curriculum, Māori and other cultures), Drop in time to meet with the principal to discuss curriculum, student achievements, assessments, etc	Principal and staff	Termly	The open days are still in developmental stage We are still having 3 way conferences
Hold parent forums ie ICT, Writing & Bilingual class	Staff / parents / tutors	As required	We have had a whanau hui to make sure reports are what the families want
BOT, FOS and Principal meet each term to discuss priorities for the year	Principal/BOT Chair/FOS	2 X Term	This is ongoing
Hold sessions for parents of new Entrance to ready students and	Management /	Ongoing	This has started and improving, although

parents for first year at school. Young Explorers needs to continue on Thursday afternoons with parental involvement.	FOS / BOT		many children are coming to school with less than expected. This has been working again in Term 3 & 4. We will start to see results in 2020.
Hold consultations and review processes with Aparima College and ECE to encourage seamless transition between ECE, Primary and Secondary school	Management	Ongoing	Each term we have a hui and talk about direction and a few initiatives, eg. Matariki
Review feedback from Māori consultation to determine the best ways of engaging families of Māori learners. Have a whanau hui each term.	BOT / Principal	Each term	We had one last term and it was well represented.
Our key focus will be around those families that don't participate and how we can get them involved.			We have had a few more families join in and help, playground, Agri Fun Day, ect
Monitoring: Term reporting against each of the actions is completed for the school management team and BOT			

STRATEGIC AIM 3: To ensure resources and facilities at Riverton Primary meet the needs of our children by:

2019	2020	2021
<ul style="list-style-type: none"> Reviewing and planning for future ICT developments Planning for future internal building developments Assess the Senior playground landing zones, add more volume to areas around the active zones. 	<ul style="list-style-type: none"> Review Planning for future building developments. Modify existing building to create modern learning environments to increase opportunities for students collaboration and engagement 	<ul style="list-style-type: none"> Review hard court area, look at putting an artificial surface down. Review how the modify of buildings went to create modern learning environments to increase opportunities for students collaboration and engagement

<ul style="list-style-type: none"> • Modify the senior toilets • Start on Junior Playground • Put a new roof on Rm 9 & 10 and move the heat pumps • Carpet Junior resource room 		
---	--	--

Actions to Achieve Targets	Led by who	When	Cost	Outcome
Provide opportunities for children to explore new learning environments and to recognise their talents/ ability, ie GATE programs, Maximising the available opportunities and by utilising teacher strengths	Teachers, lead GATE teacher, management	Ongoing	Budget/ Teacher salaries	Most of the classes have taken the children on outings around Riverton which lead onto learning and experiences. The GATE programme starts in Term 2 with
Review and consolidate the progress system within the school so children have a seamless pathway from one year level to the next including ECE and college	Lead ICT and Teachers	Ongoing		We have this in place. We will be reviewing the Digital Tech curriculum in term 3 and then will talk to the ECE and College re seamless transitions. This is part of our hui cluster group, to make sure all tamariki are catered for and happy in their learning environment.
New LED lighting in the senior block corridor.	Property	As 5YPP available	Ops grant	I have spoken to the electrician about this. They still need to give me a quote. This will be included in the 10 YPP, as MOE have a contract and are looking at supplying schools with the lighting at a reduced cost.
Put in the Junior playground	Property	Term 1	FOS	This was completed at the end of term 1. A big

				shout out to the 25 parents and staff that helped out and made this a success.
Renew ICT throughout the school and survey about BYOB	ICT Lead/ MOE/ Principal/BOT	Ongoing	FOS/BOT	We will trial a BYOB in Rm 9 with the seniors, only using tablets etc, no phones. Nish will work with them to see how well they adapt to Google Classroom.
Remove and replace some old furniture around the school	Property	Ongoing	Maintenance	Most of the old furniture that was not used has been disposed off
Use Apple TV's and TV's in teaching and learning within all the classroom.	ICT Lead/Principal	Term 1		All the classes have a TV and Apple for class use. Lisa J has a secondhand TV which is faulty, will need to replace it next year.
Monitoring: Monthly reporting against each of the actions is completed for the school management team and BOT				

STRATEGIC AIM 4: BILINGUAL CLASS - LEVEL 3:

2019	2020	2021
<ul style="list-style-type: none"> • Whole staff PD in Māori - Papa Whakakorero • Pupils understand and speak māori well • All pupils engaged in Panui and Pangarau • Review parents support and planning for future on a termly cycle 	<ul style="list-style-type: none"> • Reviewing and planning for future Level 2 status in the bilingual class • Whole staff PD in Māori • Reviewing and planning for future Whole School development in Māori language - All pupils working on current progressions, 2 hour instruction a week. • Engage more resources from local community 	<ul style="list-style-type: none"> • Māori language - All pupils working at Level 4B. • School-wide progressions reviewed • Review how RTM and local resources have made a difference across the school • Aim to have 80% of Yr 6 pupils achieving in Reo-A-Waha

<ul style="list-style-type: none"> • Visits to Te Wharekura o Arowhenua once a term. Immersion Programme. • Aim to have 80% of Yr 6 pupils achieving in Reo-A-Waha assessed against Ngaa Whanakitanga • Whole School learning the Māori language - All pupils working on current progressions, 1 hour instruction a week. 	<ul style="list-style-type: none"> • Aim to have 80% of Yr 6 pupils achieving in Reo-A-Waha assessed against Ngaa Whanakitanga 	<p>assessed against Ngaa Whanakitanga</p>
--	---	---

Actions to Achieve Targets	Led by who	When	Cost	Outcome
Provide opportunities for children to explore the spoken language and by utilising teacher strengths and PLD Facilitator.	Teachers, lead, management, facilitator	Ongoing	Budget/ Teacher salaries/ PLG	Lisa J has come back with new resources and we are starting a new oral language with Fiona Matapo.
Use the progress system within the school so children have a seamless pathway from one year level to the next	Lead and Teachers	Termly		Each year level is following the expected levels and teaching, along with an hour instruction each week.
Pupils will be assessed using the NZC	Lead and Teachers	Ongoing		BOT report complete
Provide opportunities for the pupils to self assess and evaluate their progress and successes with student voice.	Teachers and pupils	Term 1 - 4		Children have clearly been able to tell me what they have been learning and some of their next steps.

Parental involvement where the pupils and whanau learn together	Pupils, Teacher and whanau	Ongoing		We had a hui and the whanau discussed how they wanted the reports to look like and have been involved in side-by-side learning.
Embed Tataiako so māori learners can learn as Māori. Ability to utilise the RTM and other agencies to promote the te kanga and language	Management and Lead	Ongoing		All our tamariki are embedded in the culture and it is part of our school.
Use of Panui and Pangarau, how effectively it is taught and learning is taking place within the classroom	Lead / Principal	Termly		Whaea Lisa has used this across the year and the children have been using the vocab much more with more understanding.
Give all pupils an opportunity to learn the Maori language during the week. It will include waita in the mornings. Any songs or dance. Including community groups help out in the school.	Staff and pupils	Termly		This is ongoing and done well. The children are becoming more confident doing this and it is part of the routines. With an Hour instruction a week, Mihi Whakatau being held each fortnight and powhiri each term they are happy that this is a natural part of school. Having the whole school perform with the ECE and some Aparima pupils at Polyfest shows the buy in and participation of the school as a community.
Continue to use correct protocol during assemblies - Mihi Whakatau and hui protocol, marae systems	Classes and staff	Termly	Invite outside agencies	Yes ongoing
Visit a different Marae each term to listen to stories and follow best practice, whole school to attend the first visit, then the bilingual class will be part of the other visits	Staff and pupils	Termly	Budgeted	Not so far this year, better in good weather, space etc. We will look at this in 2020, each even year.

Whole school will participate in Polyfest this year	All staff	Term 3	Budgeted	Having the whole school perform with the ECE and some Aparima pupils at Polyfest shows the buy in and participation of the school as a community.
Monitoring: Reporting against each of the actions is completed for the school management team and BOT.				

STRATEGIC AIM 5: Safe and inclusive culture :

2019	2020	2021
<ul style="list-style-type: none"> To provide a safe physical and emotional environment where all students, staff and other members of the school community feel valued and respected regardless of their individual culture and circumstances Introduce school-wide focus on being a Culturally responsive school from board level through to whanau Improvement in bullying statistics and associated processes 	<ul style="list-style-type: none"> Provide opportunities for all our parents, whanau and school community to actively engage in an inclusive and non-threatening environment. Parents informed of ways the home and school can work together to raise their children's achievement Cultural leadership role to build on relationships with our Maori and Pasifika community. 	<ul style="list-style-type: none"> Through integrated curriculum look for opportunities for action based justice as a way to connect with our wider community and meet the needs of ourselves and those most vulnerable. Create a through-line to look at genuine ways in which our students can make connections in their local community in order to make a difference to the lives of others

Actions to Achieve Targets	Led by who	When	Cost	Outcome
Introduce the Kiwi Can programme to the whole school	Principal, Staff and Facilitators	Term 1 - 4	\$800	After the first term we have improved the service and communication between KC and the school. Some classes have

				benefitted from this, as they have not run values based teaching in their classes.
As a school we are part of the PB4L PD programme.	Marcus, SM and Staff	Term 1 - 4		We have a Leadership team (Tim, Grant & Nish) and a whole school team (Tracy, Lisa J and Dale). School team meets each month to work on the framework and then discuss with the staff. BOT rep is Louisa who can attend any of the meetings. Children's voice collected
Look at ways to refine our current 8 values to only 4.	SM, Staff, Community	Term 2		We are in the process of doing this with PB4L and we have had leadership, staff and parent input. Looking at BOT and children's comments
Look at bully statistics across the school and be proactive in our methods to combat this.	SM, Staff	Term 1		We surveyed the school and only 5 identified bullies in the school. The rest of the children feel safe. Staff are monitoring the playground activities and looking at making sure there are more frequent passes when on duty.
In term 1 we will carry out our bully survey and associated follow up and then evaluate whether our system we are currently employing is effective.	Staff	Term 1		Completed. Still looking at who and when and what is the cause. PB4L evidence
Look at how well aligned our systems and policies are from a culturally responsive angle. This will be part of our PD with Marcus.	Board, Principal, SM	Term 2		Ongoing with PB4L and SAF with Chris
Monitoring: Reporting against each of the actions is completed for the school management team and BOT.				

Riverton Primary School Self Review Plan

	2019	2020	2021
STRATEGIC 1.1 REVIEWS	Strategic Planning & Reporting Charter Annual Plan	Strategic Planning & Reporting Charter Annual Plan	Strategic Planning & Reporting Charter Annual Plan
OPERATIONAL REVIEWS			
NAG 1 Curriculum Requirements & Student Achievement	Review ePortfolio and compare it to the portal reporting system on SMS and Yr 1-6 with Class Reports Start BYOB review throughout the senior school Review Spelling programme Maori language across the school - 1 hour instruction a week Start Review on Strand / Numeracy	Review class reports ICT progressions and assessment reviewed Introduce Sounds Alive Review Reading Programmes Review how Māori Programme can get to Level 4b Introduce Yr 6 Maths	Implement portal reporting Make sure all devices can be monitored Best practice in Literacy Review Writing programmes Check Māori Programme at Level 4a Review Special needs and GATE programme
NAG 2 (Documentation & self review)	Policy review Governance Principal Appraisal Student Achievement	Policy review Financial Management Health & Safety Personnel & Employment	Policy review Cultural Diversity Asset & Property School Management

NAG 2 a	Use NZC Levels and school systems to manage student progress	Use NZC Levels and school systems to manage student progress	Where a school has students enrolled in years 1-6, the board of trustees, with the principal and teaching staff, is required to use NZC Levels
NAG 3 (Employer responsibilities)	Update job descriptions. Use appraisal system well	Update job descriptions Review appraisal system	Update job descriptions Implement updated appraisal system
NAG 4 (Financial & property management)	Review Budget 2019 draft budget Review projects Update Cyclic maintenance	Review Budget 2020 draft budget & Cyclic maintenance programme	Review Budget 2021 draft budget and Start internal building to create modern learning environments
NAG 5 (Health & safety)	Review EOTC Procedures/Practices	Review H/S Procedures/Practices	Review EOTC Procedures/Practices
NAG 6 (Administration)	Use SMS, Facebook, Skool loop and website	Use SMS, Facebook, Skool loop and website	Use SMS, Facebook, Skool loop and website

RIVERTON PRIMARY SCHOOL BOT – Annual Plan 2019

TERM 1		TERM 2		TERM 3		TERM 4	
Meeting 1	Meeting 2	Meeting 1	Meeting 2	Meeting 1	Meeting 2	Meeting 1	Meeting 2

<p>Principal</p> <p>Charter Targets for 2019</p> <p>Teacher Reg</p>	<p>Principal</p> <p>Variance of analysis 2018</p> <p>Confirmation of Job descriptions and appraisal process</p> <p>RAMS for Wellington/Auckland Trip</p> <p>NAG Report</p>	<p>Principal</p> <p>Report on Student Safety</p> <p>Classroom Update T 1</p>	<p>Principal</p> <p>NAG report</p> <p>Progress against targets</p>	<p>Principal</p> <p>Curriculum Report Maori</p> <p>Classroom Update T 2</p>	<p>Principal</p> <p>Curriculum Report PE/Health</p> <p>2020 Staffing</p>	<p>Principal</p> <p>Strategic Plan</p> <p>Review school climate –survey parents on ICT</p> <p>Classroom Update T 3</p> <p>NAG Report</p>	<p>Principal</p> <p>Classroom Update T 4</p> <p>Annual Achievement Data – Reading, Writing, Maths</p> <p>Progress against targets</p> <p>Charter 2020</p> <p>RAMS School Camps, ROX, NI Trip</p>
<p>Finances</p> <p>Variance Report Budget 2019</p>	<p>Finances</p> <p>Variance Report Draft Acc to Auditor</p>	<p>Finances</p> <p>Variance report Annual accounts to Ministry</p>	<p>Finances</p> <p>Variance report</p>	<p>Finances</p> <p>Variance Report</p>	<p>Finances</p> <p>Variance Report</p> <p>Budget Report</p>	<p>Finances</p> <p>Variance Report</p> <p>Budget Report</p>	<p>Finances</p> <p>Variance report</p>
<p>Property</p> <p>10YPP Roofing and Painting Progress Report</p>	<p>Property</p> <p>Boiler Service/check Fire Drill report Playground Report</p>	<p>Property</p> <p>Repair More stones in drop zones in senior playground Earthquake Drill</p>	<p>Property</p> <p>Fire Drill Report Rm 9/10 Roof and Heat pump replacement</p>	<p>Property</p> <p>School House Roof Painting Lockdown Drill report</p>	<p>Property</p> <p>Playground Report</p> <p>Audit</p>	<p>Property</p> <p>Walk around School - check Re maintenance</p> <p>Tsunami Drill</p>	<p>Property</p> <p>Review next maintenance project</p>

						report	
Self Review Policy - Principal Appraisal	Self Review Survey parents H&S of children	Self Review Principal Appraisal	Self Review Policy - Governance	Self Review Student Achievement	Self Review Policy -	Self Review	Self Review 2019 Review programme

Riverton Primary School Charter: Governance Strategy

Triennial Effectiveness Programme					Year 2019				Year 2020				Year 2021			
Area	Title	Review Leader	Review Team	Frequency	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Board	Strategic Plan	BC/P	B	Annual				Nov				Nov				Nov
Charter - Community Consultation	Charter	BC	B/S/PW	Triannual							Aug					
Charter - Strategic Plan	Charter	BC/P	B/S	Annual				Nov				Nov				Nov
Curriculum	Delivery	P	P/S/PW	Triannual					Mar							

	Health & Safety	B/P	B/S/P	Triannual								Oct				
	School Management	B/P	B/P	Triannual												Oct
	Principal Appraisal	BC	B	Annual	Mar											
	Sports	B/P	P	Triannual					Mar							

B = BOT, BC = Board Chair, P = Principal, S = Staff, PW = Parents/Whanau

RIVERTON PRIMARY SCHOOL
KIWISPORT
2019

Students participated in organised sport. In 2019 the school received Kiwisport funding of \$2224.60. We used the funds to help encourage more children to play Ki-O-Rahi in our Western Southland area by busing them to other schools. In term 1 we paid for a tennis coach to come in and coach tennis to the whole school, over a 6 week period. As a school, we purchased more sporting equipment for other areas in the school. We provided our junior pupils with stand-alone basketball hoops. As a result, the number of students that participated in organised sports increased slightly from 30% to 35% of the school roll.

Thank you.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Riverton Primary School (the School). The Auditor-General has appointed me, Kenneth Sandri, using the staff and resources of Crowe, 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 22, 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 Cash Flow Statement 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 Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 31 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 24 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic

Basis of 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance and Kiwisport 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.



Kenneth Sandri
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Invercargill, New Zealand