

DAVID STREET SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1709

Principal: Brian Harrop

School Address: 45 David Street, MORRINSVILLE, 3300

School Postal Address: 45 David Street, MORRINSVILLE, 3300

School Phone: 07 889 7780

School Email: careyb@davidst.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Rachel Robb	Chairperson	Elected	Accountant	July 2022
Brian Harrop	Principal	ex Officio		
Chelly Aitchison	Parent Rep	Elected	Real Estate Agent	July 2022
Debora Rawhi-Gallo	Parent Rep	Elected	Social Worker	July 2022
Mike Garrud	Parent Rep	Elected	Farmer	July 2022
Teresa Higham	Parent Rep	Co-opted	Household Manager	July 2022
Carla McKenzie	Parent Rep	Elected	Student	July 2022
Angela Bishop	Parent Rep	Elected		June 2019
Deb Priest	Staff Rep	Elected	Teacher	July 2022

Accountant / Service Provider: Education Services Ltd

DAVID STREET SCHOOL

Annual Report - For the year ended 31 December 2019

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David Street 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.

Rachel Ellen Robb
Full Name of Board Chairperson

ERobb
Signature of Board Chairperson

29/5/2020
Date:

Brian Noel Harrop
Full Name of Principal

BN Harrop
Signature of Principal

29.05.20
Date:

David Street 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	3,503,559	3,265,244	3,458,408
Locally Raised Funds	3	356,651	252,500	321,219
Interest income		7,242	7,000	9,548
		<u>3,867,452</u>	<u>3,524,744</u>	<u>3,789,175</u>
Expenses				
Locally Raised Funds	3	235,806	154,250	223,270
Learning Resources	4	2,533,679	2,320,416	2,433,001
Administration	5	210,369	216,100	204,078
Finance		1,169	2,500	2,901
Property	6	818,628	741,438	694,988
Depreciation	7	92,824	83,368	103,821
Loss on Disposal of Property, Plant and Equipment		-	-	3,507
		<u>3,892,475</u>	<u>3,518,072</u>	<u>3,665,566</u>
Net Surplus / (Deficit) for the year		(25,023)	6,672	123,609
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(25,023)</u>	<u>6,672</u>	<u>123,609</u>

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

David Street 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>1,061,194</u>	<u>946,958</u>	<u>923,527</u>
Total comprehensive revenue and expense for the year		(25,023)	6,672	123,609
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	14,058
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	<u>1,036,171</u>	<u>953,630</u>	<u>1,061,194</u>
 Retained Earnings		1,036,171	953,630	1,061,194
Equity at 31 December		<u>1,036,171</u>	<u>953,630</u>	<u>1,061,194</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.

David Street School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	116,028	222,941	92,171
Accounts Receivable	9	132,096	122,548	172,068
GST Receivable		10,195	18,398	7,249
Prepayments		26,240	19,644	20,180
Inventories	10	7,656	6,654	7,964
Investments	11	80,655	-	220,000
Funds owed for Capital Works Projects	17	87,606	-	-
		<u>460,476</u>	<u>390,185</u>	<u>519,632</u>
Current Liabilities				
Accounts Payable	13	206,109	178,541	201,265
Revenue Received in Advance	14	1,519	4,335	546
Provision for Cyclical Maintenance	15	-	49,883	2,100
Finance Lease Liability - Current Portion	16	15,204	18,760	16,472
Funds held for Capital Works Projects	17	-	-	3,092
		<u>222,832</u>	<u>251,519</u>	<u>223,475</u>
Working Capital Surplus/(Deficit)		237,644	138,666	296,157
Non-current Assets				
Property, Plant and Equipment	12	858,401	821,342	786,728
		<u>858,401</u>	<u>821,342</u>	<u>786,728</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	29,189	6,378	18,340
Finance Lease Liability	16	30,685	-	3,351
		<u>59,874</u>	<u>6,378</u>	<u>21,691</u>
Net Assets		<u>1,036,171</u>	<u>953,630</u>	<u>1,061,194</u>
Equity				
		<u>1,036,171</u>	<u>953,630</u>	<u>1,061,194</u>

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

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

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		784,178	792,100	770,495
Locally Raised Funds		363,385	80,300	311,503
Goods and Services Tax (net)		(2,946)	-	11,149
Payments to Employees		(621,387)	(460,050)	(430,701)
Payments to Suppliers		(417,234)	(305,228)	(501,258)
Cyclical Maintenance Payments in the year		(5,359)	-	(19,538)
Interest Paid		(1,169)	(2,500)	(4,000)
Interest Received		9,012	7,000	7,846
Net cash from Operating Activities		108,480	111,622	145,496
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(117,786)	(127,700)	(146,503)
Purchase of Investments		(80,655)	-	(140,000)
Proceeds from Sale of Investments		220,000	-	-
Net cash from Investing Activities		21,559	(127,700)	(286,503)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	14,058
Finance Lease Payments		(13,247)	-	(18,536)
Funds Held for Capital Works Projects		(92,935)	-	79,983
Net cash from Financing Activities		(106,182)	-	75,505
Net increase/(decrease) in cash and cash equivalents		23,857	(16,078)	(65,502)
Cash and cash equivalents at the beginning of the year	8	92,171	239,019	157,673
Cash and cash equivalents at the end of the year	8	116,028	222,941	92,171

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.

David Street School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

David Street 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 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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



Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

Inventories are consumable items held for sale and comprise of stationery 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 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 \$1000 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.

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:

Buildings

18-40 Year

Furniture and Equipment

5-15 Years

Information and Communication technology

5 Years

Library Resources

8 Years Diminishing Value

Leased assets are depreciated over the life of the lease.



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. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

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) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

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

s) 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).

t) 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.

u) 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.

v) 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.

w) Budget Figures

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

x) 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	650,165	680,000	648,772
Teachers' Salaries Grants	2,113,263	1,922,216	2,047,280
Use of Land and Buildings Grants	597,474	554,928	581,594
Resource Teachers Learning and Behaviour Grants	4,233	2,100	-
Other MoE Grants	125,443	106,000	177,911
Other Government Grants	12,981	-	2,851
	3,503,559	3,265,244	3,458,408

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	54,675	44,800	60,808
Bequests & Grants	15,000	20,000	1,000
Activities	81,688	11,500	78,504
Trading	1,496	-	3,708
Fundraising	5,460	2,200	3,204
After School Care	198,332	174,000	173,995
	356,651	252,500	321,219
Expenses			
Activities	85,272	16,250	75,607
Trading	1,914	-	3,906
Fundraising (Costs of Raising Funds)	807	-	998
After School Care	147,813	138,000	142,759
	235,806	154,250	223,270
<i>Surplus for the year Locally raised funds</i>	120,845	98,250	97,949

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	45,395	44,000	43,936
Library Resources	1,154	1,200	1,007
Employee Benefits - Salaries	2,450,989	2,227,916	2,372,295
Staff Development	36,141	47,300	15,763
	2,533,679	2,320,416	2,433,001



5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,016	4,700	4,528
Board of Trustees Fees	4,055	3,500	3,755
Board of Trustees Expenses	4,014	4,030	440
Communication	9,473	14,950	15,445
Consumables	17,083	21,450	23,108
Operating Lease	805	900	769
Other	19,242	17,320	12,871
Employee Benefits - Salaries	114,771	109,850	106,709
Insurance	19,415	21,000	20,227
Service Providers, Contractors and Consultancy	17,495	18,400	16,226
	<u>210,369</u>	<u>216,100</u>	<u>204,078</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	21,208	16,200	15,555
Cyclical Maintenance Expense	22,859	7,910	(50,345)
Grounds	22,196	20,900	6,362
Heat, Light and Water	32,609	30,000	30,569
Rates	3,737	4,000	3,741
Repairs and Maintenance	15,632	19,300	15,167
Use of Land and Buildings	597,474	554,928	581,594
Security	6,572	5,400	6,613
Employee Benefits - Salaries	47,961	40,500	46,782
Consultancy And Contract Services	48,380	42,300	38,950
	<u>818,628</u>	<u>741,438</u>	<u>694,988</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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	9,559	6,803	8,472
Building Improvements	4,602	2,401	2,990
Furniture and Equipment	33,789	28,621	35,643
Information and Communication Technology	21,089	22,784	28,374
Motor Vehicles	1,416	1,137	1,416
Leased Assets	17,665	17,757	22,113
Library Resources	4,704	3,865	4,813
	<u>92,824</u>	<u>83,368</u>	<u>103,821</u>



8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	150	-	150
Bank Current Account	115,816	61,303	91,959
Bank Call Account	62	292	62
Short-term Bank Deposits	-	161,346	-
Cash equivalents for Cash Flow Statement	<u>116,028</u>	<u>222,941</u>	<u>92,171</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	3,160	5,761
Interest Receivable	589	657	2,359
Teacher Salaries Grant Receivable	131,507	118,731	163,948
	<u>132,096</u>	<u>122,548</u>	<u>172,068</u>
Receivables from Exchange Transactions	589	3,817	8,120
Receivables from Non-Exchange Transactions	131,507	118,731	163,948
	<u>132,096</u>	<u>122,548</u>	<u>172,068</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	7,656	6,654	7,964
	<u>7,656</u>	<u>6,654</u>	<u>7,964</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	80,655	-	220,000
Total Investments	<u>80,655</u>	<u>-</u>	<u>220,000</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	249,984	-	-	-	(9,559)	240,425
Building Improvements	72,097	74,902	-	-	(4,602)	142,397
Furniture and Equipment	358,425	19,935	-	-	(33,789)	344,571
Information and Communication Technology	49,376	18,501	-	-	(21,089)	46,788
Motor Vehicles	6,685	-	-	-	(1,416)	5,268
Leased Assets	16,825	46,789	-	-	(17,665)	45,949
Library Resources	33,337	4,369	-	-	(4,704)	33,003
Balance at 31 December 2019	786,729	164,496	-	-	(92,824)	858,401

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	360,145	(119,720)	240,425
Building Improvements	186,230	(43,833)	142,397
Furniture and Equipment	835,027	(490,456)	344,571
Information and Communication Technology	265,736	(218,948)	46,788
Motor Vehicles	8,252	(2,984)	5,268
Leased Assets	65,817	(19,868)	45,949
Library Resources	89,062	(56,059)	33,003
Balance at 31 December 2019	1,810,269	(951,868)	858,401

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	187,312	71,144	-	-	(8,472)	249,984
Building Improvements	75,086	-	-	-	(2,990)	72,097
Furniture and Equipment	354,997	40,413	(1,342)	-	(35,643)	358,425
Information and Communication Technology	61,538	16,212	-	-	(28,374)	49,376
Motor Vehicles	8,101	-	-	-	(1,416)	6,685
Leased Assets	39,543	-	(606)	-	(22,113)	16,825
Library Resources	31,674	8,037	(1,560)	-	(4,813)	33,336
Balance at 31 December 2018	758,251	135,806	(3,508)	-	(103,821)	786,728

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	360,145	(110,161)	249,984
Building Improvements	111,328	(39,231)	72,097
Furniture and Equipment	815,092	(456,667)	358,425
Information and Communication technology	259,838	(210,462)	49,376
Motor Vehicles	8,252	(1,567)	6,685
Leased Assets	46,285	(29,460)	16,825
Library Resources	84,693	(51,357)	33,336
Balance at 31 December 2018	1,685,633	(898,905)	786,728

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	58,652	49,795	26,813
Accruals	4,664	5,044	5,176
Capital Accruals for PPE items	15	-	94
Employee Entitlements - Salaries	131,507	118,731	163,948
Employee Entitlements - Leave Accrual	11,271	4,971	5,234
	<u>206,109</u>	<u>178,541</u>	<u>201,265</u>
Payables for Exchange Transactions	206,109	178,541	201,265
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>206,109</u>	<u>178,541</u>	<u>201,265</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income in Advance	1,382	4,335	536
PTA Holding Account	137	-	-
Sundry Clearing Account - Eftpos	-	-	10
	<u>1,519</u>	<u>4,335</u>	<u>546</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	20,440	48,351	90,323
Increase/(decrease) to the Provision During the Year	22,859	7,910	(50,345)
Use of the Provision During the Year	(14,110)	-	(19,538)
Provision at the End of the Year	<u>29,189</u>	<u>56,261</u>	<u>20,440</u>
Cyclical Maintenance - Current	-	49,883	2,100
Cyclical Maintenance - Term	29,189	6,378	18,340
	<u>29,189</u>	<u>56,261</u>	<u>20,440</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	15,204	18,760	16,472
Later than One Year and no Later than Five Years	30,685	-	3,351
	<u>45,889</u>	<u>18,760</u>	<u>19,823</u>

17. Funds Owed (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:

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2019	\$	\$	\$		\$
5YA/10YA Plan Prep	<i>completed</i>	5,524	-	(5,524)	-	-
Electrical Upgrade	<i>in progress</i>	(8,616)	-	69,574	-	60,958
Block P & B Upgrade 1709-19-01/02	<i>in progress</i>	-	-	26,648	-	26,648
Totals		(3,092)	-	90,698	-	87,606

Represented by:

Funds Held on Behalf of the Ministry of Education

-

Funds Due from the Ministry of Education

87,606

87,606

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2018	\$	\$	\$		\$
5YA/10YA Plan Prep	<i>in progress</i>	-	6,450	11,974	-	5,524
Electrical Upgrade	<i>in progress</i>	-	20,240	11,624	-	(8,616)
Verandah Project	<i>completed</i>	75,154	5,010	(70,144)	-	-
Totals		75,154	31,700	(46,546)	-	(3,092)

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.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,055	3,755
Full-time equivalent members	0.43	0.32
<i>Leadership Team</i>		
Remuneration	385,937	408,139
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	389,992	411,894
Total full-time equivalent personnel	3.43	3.32

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	140 - 150	160 - 170
Benefits and Other Emoluments	20 - 21	18 - 19
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
110 - 120	1.00	1.00
100 - 110	1.00	1.00
	<u>2.00</u>	<u>2.00</u>

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:

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

21. Contingencies

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

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

	2019 Actual \$	2018 Actual \$
No later than One Year	-	150
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>150</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:

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	116,028	222,941	92,171
Receivables	132,096	122,548	172,068
Investments - Term Deposits	80,655	-	220,000
Total Financial assets measured at amortised cost	<u>328,779</u>	<u>345,489</u>	<u>484,239</u>

Financial liabilities measured at amortised cost

Payables	206,109	178,541	201,265
Borrowings - Loans	-	-	-
Finance Leases	45,889	18,760	19,823
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>251,998</u>	<u>197,301</u>	<u>221,088</u>

25. Events After Balance Date

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

At the date of issuing the financial statements, the school has been able to absorb 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.

26. Comparatives

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

27. Adoption of PBE IFRS 9 Financial Instruments

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

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

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

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

2019 David Street School Statement of Variance - Reading/Writing/Maths

Strategic Aim 2019: To Raise Student Achievement in Reading, Writing and Mathematics to a High Level of Excellence.

Annual Objectives and Aims were:

AIM: to increase the number of Year 2 to Year 6 students achieving at/above relevant New Zealand Curriculum levels in Reading, Writing and Mathematics.

Target:

All 102/362 (28%) Year 2 - 6 students achieving below their relevant NZ Curriculum Level in reading will achieve more than one years academic progress.

All 134/362 (37%) Year 2-6 students achieving below their relevant NZ Curriculum Level in writing will achieve more than one years academic progress.

All 89/362 (24%) Year 2-6 students achieving below their relevant NZ Curriculum Level in maths will achieve more than one years academic progress.

All 18/77 (23%) Year 2-6 Maori students achieving below their relevant NZ Curriculum Level in reading will achieve more than one years academic progress.

All 27/77 (35%) Year 2-6 Maori students achieving below their relevant NZ Curriculum Level in writing will achieve more than one years academic progress.

All 18/77(23%) Year 2-6 Maori students achieving below their relevant NZ Curriculum Level in maths will achieve more than one years academic progress.

NB: it may be that some of these students will be represented in each targeted area.

Baseline data October 2018

NB: target students who left during the year have been removed from the outcome data	Below expectation of NZ Curriculum level Years 2-6		
362 Total Students 77 Total Maori Students			
	Reading	Writing	Maths
Year 2 72 students	28 (39%)	25 (34.7%)	35 (48.6%)
Year 2 12 Maori students	4(33%)	2(16%)	4 (33%)

	Reading	Writing	Maths
Year 3 61 students	21 (25%)	15 (21%)	6 (11%)
Year 3 11 Maori students	1 (9%)	1 (9%)	1 (9%)
Year 4 69 students	12 (16.7%)	21 (30%)	10 (14%)
Year 4 Maori students 18 students	2 (11%)	7 (38.8%)	2 (11%)
Year 5 82 students	27 (33%)	42 (51%)	25 (30%)
Year 5 20 Maori students	6 (30%)	9 (45%)	8 (40%)
Year 6 78 students	15 (19%)	31 (39%)	13 (16%)
Year 6 16 Maori students	5 (31%)	8 (50%)	3 (14%)

Target Student Shift Analysis:

NB:

- Target students who left during the year have been removed from the data
- Target groups include students on targeted learning programmes being supported by the learning support team.

2019 Data:

Reading- 102/362 target students

Writing- 128/362 target students - 6 students left

Mathematics- 86/362 target students - 3 students left

Data shows while some students have remained below the relevant curriculum level the following data shows the shift the remaining students have made to be achieving at their relevant curriculum level

Maths:

- 27/86 (31%) of target students have shifted from not achieving to now achieving at the relevant curriculum level.
- 8/18 (45%) of Maori target students have shifted from not achieving to now achieving at the relevant curriculum level.

Reading:

- 30/102 (29.4%) of target students have shifted from not achieving to now achieving at the relevant curriculum level.
- 7/16 (44%) of Maori target students have shifted from not achieving to now achieving at the relevant curriculum level.

Writing:

- 34/128 (27%) of target students have shifted from not achieving to now achieving at the relevant curriculum level.
- 10/24 (42%) of Maori target students have shifted from not achieving to now achieving at the relevant curriculum level.

Whole School:

- 47/86 (55%) Maths target students are **now achieving at** the relevant curriculum level
- 8/18 (44%) Maori Maths target students are **now achieving at** the relevant curriculum level
- 34/102 (34%) Reading target students are **now achieving at** the relevant curriculum level
- 7/16 (44%) Maori Reading target students are **now achieving at** the relevant curriculum level (2 students left)
- 35/128 (27%) Writing target students are **now achieving at** the relevant curriculum level
- 10/24 (42%) Maori Writing target students are **now achieving at** the relevant curriculum level (3 students left)

Targeted actions in 2019 has led to the disparity between Maori learners in reading and writing and all target learners being reduced.

Target Student Shift Tables

All Target
Mathemati
cians

2019 (Total=86)			
2018 (T=86) Students	Well below (1)	Below (38)	At (47)
Well Below (1)	1		
Below (62)		35	27
At (23)		3	20

27/86(31%) students have made **accelerated progress** and are now at the relevant Curriculum level. 56/86(65%) students have made **one years progress** and 3/86(4%) have made **less than one years progress**.

All Target
Readers

2019 (Total=102)			
2018 (T=102) Students	Well below (25)	Below (32)	At (45)
Well Below (25)	18	4	3
Below (60)	7	26	27
At (17)		2	15




34/102(33%) students have made **accelerated progress** and are now at the relevant Curriculum level. 59/102(58%) students have made **one years progress**. 9/102(9%) have made **less than one years progress**.

All Target
Writers

2019 (Total=128)			
2018 (T=128) Students	Well below (5)	Below (64)	At (59)
Well Below (5)	4	1	0
Below (91)	1	56	34
At (32)		7	25

35/128(28%) students have made **accelerated progress** and are now at the relevant Curriculum level. 85/128(66%) students have made **one years progress**. 8/128(6%) have made **less than one years progress**.

Key

	Accelerated Progress
	One Year's Progress
	Less than One Year's Progress




	All Maori Target Maths	2019 (Total=18)				All Maori Target Readers	2019 (Total =16)				All Maori Target Writers	2019 (Total=24)		
	2018 (T=18) Students	Well below	Below (7)	At (11)		2018 (T=16) Students	Well below (4)	Below (3)	At (9)		2018 (T=24) Students	Well below	Below (11)	At (13)
	Well Below	0	0	0		Well Below (2)	1	0	1		Well Below	0	0	0
	Below (15)	0	7	8		Below (12)	3	3	6		Below (19)	0	9	10
	At (3)	0	0	3		At (2)	0	0	2		At (5)	0	2	3

8/18(45%) students made **accelerated progress** and are now at the relevant Curriculum level. 10/18(55%) students made **one years progress**.

7/16(44%) students made **accelerated progress** and are now at the relevant Curriculum level. 6/16(38%) made **one years progress**, 3/16(18%) made **less than one years progress**.

10/24(42%) students made **accelerated progress** and are now at the relevant Curriculum level. 12/24(50%) students have made **one years progress**. 2/24(8%) students have made **less one years progress**.

Key

	Accelerated Progress
	One Year's Progress
	Less than One Year's Progress

During 2019 professional learning groups and teacher inquiries continued the strong commitment to focus on accelerating target students. Individual target learner posts on the SMS ensured actions, impacts and outcomes provided evidence of which strategies were being used and how these supported the achievement of students. Discussions in team meetings using target posts and data walls were routinely and systematically used by team leaders. Evidence shows this is leading to a collaborative and cohesive approach to monitoring target students. Working alongside teams has been the within school leaders who have supported teachers in growing their awareness of learner agency.

Evidence from target posts show students beliefs around their self efficacy as learners has played a large part in helping them take on board new learning.

Deliberate actions taken by teachers:

Literacy

- Learning through play with strong curriculum focused invitations
- Deliberate links taught between shared book and poem
- Strong models for specific learning purpose
- Reciprocity between reading and writing made deliberate
- Celebrating writers and writing
- Front loading of vocabulary
- Collaborative planning to take away barriers
- Clear success criteria that are co-constructed, short and specific
- Mixed ability grouping so learners can draw language and ideas from other students
- Purposeful topics that are engaging and interesting based on learner interests, teachable moments and problems learners have talked about
- Linking writing to technology
- Timely feedback, linking learning goals that learners are working to achieve
- Celebrating the learning
- Writing workshops and letting learners choose when they want to take part in one.
- Screencastifying books to enable access to texts about things the learners are interested in
- Explicit teaching about syllables and how words are built.
- Wait time - giving learners time to think about the questions, getting learners to ask questions.
- Teacher think alouds to share strategies
- Timely check ins with learners who are easily off task, enabling to check if they understand the task or redirect as necessary

- Sharing sessions at the end of literacy as a way of accountability
- Using a placement for learners to see where they are and what the next learning steps are.
- Strategies taught on expressing feelings.
- Using the DSS pathways in Reading and Writing
- Teams meet regularly to review data to inform next steps.
-

Maths

- Mixed ability grouping for class warm ups
- Combining physical activity with maths
- Maths games to take home and teach to parents, brothers/sisters
- Knowing the learner and ensuring the learning is challenging
- Authentic contexts for applying maths
- Using strand activities in other areas of learning
- Use of more word problems and getting learners to explain what is being asked
- Modelling strategies using the same strategy in different ways, using a variety of prompts, thinking aloud
- Learners as teachers of the groups, becoming the experts
- Front loading maths activities on the TV before school
- Working on maths vocabulary
- Smaller workshop groups so all learners are engaged
- Celebrating getting stuck and then doing something to get unstuck
- Linking it to Make It Monday
- Learner pathway in maths created

Impact for learners:

- Shift in attitude to learners seeing themselves as writers and readers, growing self belief
- Learners taking responsibility for their learning using a variety of tools that encourage independence.
- Learners able to clearly articulate the strategy they are using.
- Confidence and self belief growing for as learners
- Learners know where they can get or who they can ask for help
- Don't wait to be rescued by the teacher
- Learner agency and being able to make choices about the ways that help them as learners
- Learners able to take risks with their learning in a safe environment

Actions that supported Maori Learners

Literacy:

- Cultural links - encourages students to contribute more when context relates to culture
- Students working together tuakana teina relationship
- Link to Tikanga and Reo in concepts
- Opportunities for students to be experts and share pronunciation, Reo and Tikanaga knowledge
- Learners identifying what they like to read and finding books that link to their culture

Maths:

- Small groups and one to one learning
- Learners helping to write the word problems
- Using real life contexts relevant to learners
- Teaching others, a group or buddy, how they have solved a problem
- Hands on experiences and creating things to show their learning

Next Steps for 2020:

- Teams analysing strategies used to accelerate target learners who have made less than one years progress and inquiring into strategies to support these learners to progress.
- Professional learning groups and impact/teaching strategy notes will support teachers with key pedagogies that accelerate students learning.
- Developing further links with the wider community to provide authentic purposes for literacy and mathematics.
- Continue to provide opportunities for students to make connections between their own experiences/characters and the texts they are reading
- Within school leaders continue to grow staff capabilities in learner agency across the school
- Use DSS Pathways Accelerating Target Learner 2019 Summary to identify successful strategies that have impacted on target learners.
- Grow teacher capability with the support of an 'outside' facilitator using Professional learning Development support. Through the context of maths effective teaching practice will continue to be developed and documented.
- Professional learning to be shared with parents and whanau to support them in understanding effective mathematics teaching and learning and how they can support their child at home.
- Grow student self efficacy to be able to problem solve and gain control of their learning.

Wellbeing Target:

All students Year 4 to Year 6 will demonstrate a strong sense of self belief in themselves as a learner, a sense of belonging and connection to our school and be able to build strong relationships with others

Strategic Aims:

- To Maximise the capacity and capability of teachers, leaders and students as learners
- Deepen our understanding and commitment to enhancing our Vision, Values and Beliefs schoolwide
- Grow responsiveness to the cultural contexts of every learner

Annual Objectives and Aims:

AIM: To ensure all students in Year 4-6 demonstrate a strong;

- Sense of belief in themselves as a learner
- sense of belonging and connection to school
- Relationships with others

Target:

All students have a strong sense of belief in themselves as learners

All students have a sense of belonging and connection to school

All students develop strong relationships with their peers and teachers.

Baseline Data:

Our initial Kahui Ako student survey data demonstrated that our students had a strong sense of well being at school based on the indicators in the survey;

Kahui Ako Indicators (2018)	Maori	Total School Population (inc Maori)
I feel respected by my teacher	90%	96%
My Family or whanau are positively involved in school life	75%	82%
I have good friends at school	94%	91%
I can go to an adult for help	93%	93%
I think my teacher knows and understands me well	90%	92%
I act in ways that represent my school values	90%	95%

Wellbeing@School Survey Indicators March 2019

84% (185/220) of students in Years 4-6 have a strong sense that they belong at school

96% of students in Years 4-6 indicate that Parents, family and whanau always feel welcome at school

78% of students in Years 4-6 feel that Students treat others with respect

9% (20/211) of students indicated that they felt bullied everyday

90% of students get on well with other children from different cultures

Wellbeing@School Survey Indicators October 2019

88% of students (201/228) in years 4-6 have a strong sense that they belong

93% of students (213/228) in years 4-6 indicate that Parents, family and whanau always feel welcome at school

83% of students (188/227) in years 4-6 feel students treat each other with respect.

5% of students (13/213) indicated that they felt bullied everyday

93% of students (210/227) get on well with other children from different cultures

Target Analysis

'Knowing our Learner' is representative of not only our continued commitment to accelerating student academic achievement, but also enhancing their social emotional growth and well being.

Continued commitments and actions towards our strategic goals including;

- Deepening our understanding and commitment to the Vision, Values and Beliefs schoolwide
- Maximising the capacity (agency) of teachers, leaders, students as learners
- Growing responsiveness to the cultural contexts of every learner

Have enabled us to continue to focus on our students becoming more agentic in their behaviours and response to their environment.

With reference to the data we collected initially with our Kahui Ako (which will be repeated in 2020) and our own Wellbeing@school survey the total population data remains fairly consistent and positive.

In *Bullying Prevention and Response in New Zealand Schools (May, 2019)* ERO have documented their findings in relation to Bullying in New Zealand Schools. Our findings support the findings of ERO that the most common form of bullying behaviours reported are name calling and being left out or ignored. Throughout 2019 there was a reduction in the amount of students feeling that they had bullying behaviours directed at them such as put downs and name calling respondents to the bullying behaviours.

Our data would also suggest that there is a discrepancy between students being taught appropriate strategies and then putting these strategies into practice. Students indicate in the surveys that they are taught about others feelings (90% agree or strongly agree EOY) and what behaviours are OK or not OK (97% agree or strongly agree EOY), yet these behaviours are still believed to occur in 5% of our Yr 4-6 population.

Deliberate Actions taken by Teachers

- PL with a focus on school values
- Increasing the visibility of our school values
- School values used across school as our way of being (behaviour and learning)
- Celebrating the use of our school values across the school including school gatherings

- Life Education programme run across school
- School Learner assets deliberately taught across school (Key Competencies)
- Prioritising and deepening relationships through intensifying the notion of 'Getting to know our learner' and their whanau
- Strong SENCO involvement for higher need students including relationships with District Health Nurse, RTLB etc.
- Students involved in Friends for Life programme
- Monitoring and reporting of Sick Bay data
- Monitoring and reporting of Attendance data
- Increased understanding of cultural responsiveness
- Increased Whanau communication
- Participating in variety of charitable events that promote inclusion across our school including Pink Shirt Day
- Supporting transitions between year levels and across schools (including transition to Intermediate)

Next Steps for 2020

- Increasingly make explicit links to student well being within our strategic goals and targeted actions
- Continue to build agency of students with a particular focus on well being
- Continued interrogation of data within the wellbeing@schools survey indicators identifying key areas for programme development
- Deepen teachers, students and whanau understanding of wellbeing and the strategies that impact bullying
- Continue to refine our monitoring and evaluation of well being data, including contribution to Kahui Ako goals



DAVID STREET SCHOOL

Kia Maia - Have Courage

Principal: Brian Harrop - brianh@davidst.school.nz

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Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019 the school received total Kiwisport funding of \$6,732.66 (excluding GST). The funding was spent on sporting endeavours.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of David Street School (the School). The Auditor-General has appointed me, Bernard Lamusse, using the staff and resources of PKF Hamilton Audit Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 22 to 33, 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.



Bernard Lamusse
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand