

KELSTON PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	1331
Principal:	Cliff Hughes
School Address:	5 Archibald Road, Kelston, Waitakere City 0602
School Postal Address:	5 Archibald Road, Kelston, Waitakere City 0602
School Phone:	09 827 2187
School Email:	admin@kelstonprimary.school.nz

Members of the Board of Trustees

Name	How Position Gained	Position	Term Expires
Clive Limmer	Co-opted	Chair Person	Apr-19
Cliff Hughes	Current	Principal	Current
Peter Edwards	Co-opted	Parent Rep	Apr-19
Lucie Irvine	Elected	Parent Rep	Apr-19
Sebastian Huch	Elected	Parent Rep	Apr-19
Freda Talasasa	Elected	Parent Rep	Apr-18
Linda Zoll	Elected	Parent Rep	Apr-19
David Makeef	Co-opted	Parent Rep	Apr-19
Wendy Miller	Elected	Staff Rep	Apr-19

Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

KELSTON PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2018

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Kelston Primary School

Statement of Responsibility

For the year ended 31 December 2018

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

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

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

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

Clive Limmer

Full Name of Board Chairperson

CLIFFORD HUGHES

Full Name of Principal

CL

Signature of Board Chairperson

CH

Signature of Principal

23 / 5 / 2019

Date:

23 / 5 / 2019

Date:

Kelston Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	2,658,367	2,548,876	2,783,292
Locally Raised Funds	3	109,582	71,400	98,532
Interest Earned		6,543	6,500	6,036
		<u>2,774,492</u>	<u>2,626,776</u>	<u>2,887,860</u>
Expenses				
Locally Raised Funds	3	59,201	41,700	44,597
Learning Resources	4	1,648,648	1,593,819	1,670,454
Administration	5	125,907	158,200	125,096
Finance		4,753	789	2,830
Property	6	852,059	751,174	909,551
Depreciation	7	126,162	80,000	115,076
Loss on Disposal of Property, Plant and Equipment		1,956	-	5,162
		<u>2,818,686</u>	<u>2,625,682</u>	<u>2,872,766</u>
Net Surplus / (Deficit) for the year		(44,194)	1,094	15,094
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(44,194)</u>	<u>1,094</u>	<u>15,094</u>

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

Kelston Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>759,739</u>	<u>759,740</u>	<u>733,391</u>
Total comprehensive revenue and expense for the year	(44,194)	1,094	15,094
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	11,254
Equity at 31 December	<u>715,545</u>	<u>760,834</u>	<u>759,739</u>
Retained Earnings	715,545	760,834	759,739
Equity at 31 December	<u>715,545</u>	<u>760,834</u>	<u>759,739</u>

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

Kelston Primary School

Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	275,498	242,483	212,803
Accounts Receivable	9	97,230	90,927	90,927
GST Receivable		2,254	6,093	6,093
Prepayments		13,006	6,801	6,801
Inventories	10	2,824	3,578	3,578
Investments	11	-	102,311	50,897
		<u>390,812</u>	<u>452,193</u>	<u>371,099</u>
Current Liabilities				
Accounts Payable	13	103,934	143,630	143,630
Provision for Cyclical Maintenance	14	37,580	6,993	6,993
Finance Lease Liability - Current Portion	15	23,356	20,093	20,093
Funds held for Capital Works Projects	16	8,368	-	-
		<u>173,238</u>	<u>170,716</u>	<u>170,716</u>
Working Capital Surplus/(Deficit)		217,574	281,477	200,383
Non-current Assets				
Property, Plant and Equipment	12	644,662	621,077	701,076
		<u>644,662</u>	<u>621,077</u>	<u>701,076</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	106,150	127,431	127,431
Finance Lease Liability	15	40,543	14,289	14,289
		<u>146,693</u>	<u>141,720</u>	<u>141,720</u>
Net Assets		<u>715,545</u>	<u>760,834</u>	<u>759,739</u>
Equity		<u>715,545</u>	<u>760,834</u>	<u>759,739</u>

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

Kelston Primary School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		649,215	639,424	652,691
Locally Raised Funds		110,326	64,771	95,118
Goods and Services Tax (net)		3,839	(9,559)	(9,559)
Payments to Employees		(375,073)	(300,390)	(329,215)
Payments to Suppliers		(331,296)	(271,810)	(249,000)
Cyclical Maintenance Payments in the year		(12,900)	(4,999)	(10,199)
Interest Paid		(4,753)	(789)	(2,830)
Interest Received		6,261	6,483	6,019
Net cash from / (to) the Operating Activities		45,619	123,131	153,025
Cash flows from Investing Activities				
Proceeds from Sale of PPE		-	-	-
Purchase of PPE		(49,506)	(37,261)	(150,571)
Purchase of Investments		-	(52,311)	(50,897)
Proceeds from Sale of Investments		50,897	-	-
Net cash from / (to) the Investing Activities		1,390	(89,572)	(201,468)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	11,254
Finance Lease Payments		(30,603)	(15,207)	(15,209)
Funds Administered on Behalf of Third Parties		-	(5,301)	(5,301)
Funds Held for Capital Works Projects		46,288	-	-
Net cash from Financing Activities		15,685	(20,508)	(9,256)
Net increase/(decrease) in cash and cash equivalents		62,694	13,051	(57,699)
Cash and cash equivalents at the beginning of the year	8	212,803	229,432	270,497
Cash and cash equivalents at the end of the year	8	275,498	242,483	212,803

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.

Kelston Primary School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

i) Inventories

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

j) Investments

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

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

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 Years
Furniture and equipment	10 Years
Information and communication technology	4 Years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. 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.

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 are recognised at the amount borrowed. 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 the balance date.

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	525,932	500,000	516,516
Teachers' salaries grants	1,359,728	1,356,769	1,410,635
Use of Land and Buildings grants	649,424	577,024	716,750
Resource teachers learning and behaviour grants	14,083	19,603	2,631
Other MoE Grants	100,935	95,480	136,760
Other government grants	8,265	-	-
	<u>2,658,367</u>	<u>2,548,876</u>	<u>2,783,292</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	18,030	1,000	2,344
Activities	40,976	32,000	31,503
Trading	32,694	22,700	26,655
Fundraising	17,882	15,700	38,030
	<u>109,582</u>	<u>71,400</u>	<u>98,532</u>
Expenses			
Activities	47,460	32,000	31,755
Trading	9,627	9,700	11,095
Fundraising costs	2,114	-	1,747
	<u>59,201</u>	<u>41,700</u>	<u>44,597</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>50,381</u>	<u>29,700</u>	<u>53,935</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	43,178	41,400	37,918
Equipment repairs	701	650	593
Extra-curricular activities	3,022	5,400	5,511
Library resources	2,524	3,600	2,452
Employee benefits - salaries	1,577,548	1,526,769	1,603,119
Staff development	21,675	16,000	20,861
	<u>1,648,648</u>	<u>1,593,819</u>	<u>1,670,454</u>

5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Audit Fee	6,290	4,500	6,160
Board of Trustees Fees	5,475	4,500	6,525
Board of Trustees Expenses	575	2,200	1,507
Communication	3,973	4,800	4,688
Consumables	19,953	19,500	23,332
Operating Lease	-	35,500	1,351
Other	14,655	10,800	8,296
Employee Benefits - Salaries	57,590	57,200	56,750
Insurance	5,418	7,200	4,314
Service Providers, Contractors and Consultancy	11,978	12,000	12,173
	<u>125,907</u>	<u>158,200</u>	<u>125,096</u>

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Caretaking and Cleaning Consumables	35,360	36,550	33,320
Cyclical Maintenance Expense	22,206	8,000	13,200
Grounds	7,992	8,000	4,623
Heat, Light and Water	32,732	29,000	34,235
Rates	143	100	40
Repairs and Maintenance	15,142	10,500	19,170
Use of Land and Buildings	649,424	577,024	716,750
Security	6,941	8,000	7,843
Employee Benefits - Salaries	82,119	74,000	80,370
	<u>852,059</u>	<u>751,174</u>	<u>909,551</u>

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

7. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Building Improvements	14,270	9,049	11,213
Furniture and Equipment	36,526	23,162	44,476
Information and Communication Technology	40,263	25,531	33,639
Leased Assets	31,450	19,942	21,858
Library Resources	3,653	2,316	3,890
	<u>126,162</u>	<u>80,000</u>	<u>115,076</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	200	200	100
Bank Current Account	139,287	207,285	126,291
Bank Call Account	35,138	34,998	34,998
Short-term Bank Deposits	100,873	-	51,414
Cash and cash equivalents for Cash Flow Statement	<u>275,498</u>	<u>242,483</u>	<u>212,803</u>

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

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	2,670	6,629	3,414
Interest Receivable	440	158	158
Teacher Salaries Grant Receivable	94,120	84,140	87,355
	<u>97,230</u>	<u>90,927</u>	<u>90,927</u>
Receivables from Exchange Transactions	3,110	6,787	3,572
Receivables from Non-Exchange Transactions	94,120	84,140	87,355
	<u>97,230</u>	<u>90,927</u>	<u>90,927</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	2,824	3,578	3,578
	<u>2,824</u>	<u>3,578</u>	<u>3,578</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	-	102,311	50,897
Non-current Asset			
Long-term Bank Deposits	-	-	-

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	431,025	-	(35,034)	-	(14,270)	381,721
Furniture and Equipment	141,747	-	-	-	(36,526)	105,221
Information and Communication	64,023	45,660	-	-	(40,263)	69,420
Leased Assets	37,048	60,017	(2,887)	-	(31,450)	62,728
Library Resources	27,233	3,947	(1,955)	-	(3,653)	25,572
Balance at 31 December 2018	701,076	109,624	(39,876)	-	(126,162)	644,662

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	535,773	(154,052)	381,721
Furniture and Equipment	554,928	(449,707)	105,221
Information and Communication	222,268	(152,846)	69,420
Leased Assets	80,077	(17,349)	62,728
Library Resources	70,012	(44,440)	25,572
Balance at 31 December 2018	1,463,058	(818,394)	644,662

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	319,947	122,291	-	-	(11,213)	431,025
Furniture and Equipment	174,135	12,088	-	-	(44,476)	141,747
Information and Communication Technology	73,989	24,554	(881)	-	(33,639)	64,023
Leased Assets	40,519	20,062	(1,675)	-	(21,858)	37,048
Library Resources	27,578	6,152	(2,606)	-	(3,890)	27,233
Balance at 31 December 2017	636,168	185,147	(5,162)	-	(115,076)	701,076

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	570,807	(139,782)	431,025
Furniture and Equipment	554,928	(413,181)	141,747
Information and Communication Technology	176,607	(112,584)	64,023
Leased Assets	88,116	(51,068)	37,048
Library Resources	71,177	(43,944)	27,233
Balance at 31 December 2017	1,461,635	(760,559)	701,076

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	8,054	36,680	36,680
Accruals	6,290	6,160	6,581
Employee Entitlements - salaries	89,590	100,790	84,140
Employee Entitlements - leave accrual	-	-	16,229
	<u>103,934</u>	<u>143,630</u>	<u>143,630</u>
Payables for Exchange Transactions	103,543	143,630	143,630
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	391	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>103,934</u>	<u>143,630</u>	<u>143,630</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	134,424	134,424	131,423
Increase/ (decrease) to the Provision During the Year	19,246	-	13,200
Use of the Provision During the Year	(9,940)	-	(10,199)
Provision at the End of the Year	<u>143,730</u>	<u>134,424</u>	<u>134,424</u>
Cyclical Maintenance - Current	37,580	6,993	6,993
Cyclical Maintenance - Term	106,150	127,431	127,431
	<u>143,730</u>	<u>134,424</u>	<u>134,424</u>

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	28,224	20,093	20,093
Later than One Year and no Later than Five Years	44,959	14,289	14,289
Later than Five Years	-	-	-
	<u>73,183</u>	<u>34,382</u>	<u>34,382</u>

16. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Toilet Refurbishment	<i>in progress</i>	-	12,440	16,339		(3,899)
Fire Alarm Upgrade	<i>in progress</i>	-	10,276	7,032		3,244
Electrical Upgrade	<i>in progress</i>	-	26,164	2,680		23,484
Roof Replacement Blks 1,3,6,11	<i>in progress</i>	-		14,461		(14,461)
Library	<i>completed</i>	-	35,034	35,034		-
Totals		-	83,914	75,546	-	8,368

Represented by:

Funds Held on Behalf of the Ministry of Education	8,368
Funds Due from the Ministry of Education	-
	8,368

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
		-	-	-	-	-
Totals		-	-	-	-	-

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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	5,475	6,525
Full-time equivalent members	0.08	0.52
<i>Leadership Team</i>		
Remuneration	353,584	324,435
Full-time equivalent members	3	3
Total key management personnel remuneration	359,059	330,960
Total full-time equivalent personnel	3.08	3.52

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 170	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	1.00	0.00
	1.00	0.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	\$0	-
Number of People	0	-

20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) \$124,397 contract for Toilet Refurbishment as agent for the Ministry of Education. The project is fully funded by the Ministry and \$12,440 has been received of which \$16,339 has been spent on the project to balance date. This project has been approved by the Ministry; and

(b) \$102,762 contract for Fire Alarm Upgrade as agent for the Ministry of Education. The project is fully funded by the Ministry and \$10,276 has been received of which \$7,032 has been spent on the project to balance date. This project has been approved by the Ministry; and

(c) \$29,072 contract for Electrical Upgrade as agent for the Ministry of Education. The project is fully funded by the Ministry and \$26,164 has been received of which \$2,680 has been spent on the project to balance date. This project has been approved by the Ministry; and

(d) \$124,650 contract for Roof Replacement Blks 1,3,6,11 as agent for the Ministry of Education. The project is fully funded by the Ministry and \$0 has been received of which \$14,461 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into nil contract agreements.

	2018 Actual \$	2017 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<hr/> <hr/>	<hr/> <hr/>

22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	275,498	242,483	212,803
Receivables	97,230	90,927	90,927
Investments - Term Deposits	-	102,311	50,897
Total Loans and Receivables	<u>372,728</u>	<u>435,721</u>	<u>354,627</u>

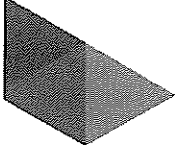
Financial liabilities measured at amortised cost

Payables	103,543	143,630	143,630
Finance Leases	63,899	34,382	34,382
Total Financial Liabilities Measured at Amortised Cost	<u>167,442</u>	<u>178,012</u>	<u>178,012</u>

24. Events After Balance Date

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

Analysis of Variance Reporting



School Name:	Kelston Primary	School Number:	1331
Strategic Aim:	To improve outcomes for all students through raising competency in the teaching of mathematics. This is a three stage approach beginning in the early years of schooling.		
Annual Aim:	<p>Improve mathematics achievement data across the school to ensure targeted students are achieving at age appropriate stage.</p> <p>This initial approach involved children in years 1-3.</p> <p>All priority learners will be involved in the project and will be assisted to achieve at or above their NS level.</p> <p>Target 75% of students to be working at age appropriate level across the school. Currently 66% of students are achieving this target based on 2017 data.</p>		
Target:	<p>To promote sound learning and teaching skills so that children show academic progress.</p> <p>To ensure that mathematics is the central focus of our curriculum delivery.</p> <p>To promote a partnership with the community that fosters better learning outcomes for children and engages the support of whanau.</p> <p>Identify and provide programmes for children's specific learning needs.</p> <p>Ensure that students and staff have adequate opportunities to develop their use of digital technologies within the school community.</p> <p>To provide an education that values and acknowledges the values and culture of each student and recognises students' individual identities, languages, abilities and talents.</p>		
Baseline Data:	2017 National Standards in Mathematics: All Students- 11.7% Well Below, 21.7% Below, 45.5% At, 21.1% Above		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																																																																																																																								
<p>We continued our programme of maintaining KPS standards of 'best practice' for maths. This included Friday problem solving maths session (strand focused). We used mixed ability groups/ability groups, across all year levels.</p> <p>Facilitation was provided by our maths team and RTLB facilitator.</p> <p>We targeted student driven knowledge. Identifying current weekly focus on knowledge charts for children and tailoring activities for this - in class and homework.</p> <p>JAM testing for New Entrant classes (Rooms 9 & 11) JAM testing at 20 weeks of school as well as 4WC testing. Junior Assessment Schedule</p> <p>Calendar maths years 0 - 1</p> <p>Using maths data (PAT, GloSS, JAM, strand and Knowledge) effectively to inform teaching, accelerate learning and support at risk students.</p> <p>By utilising numeracy books effectively to structure a teaching session (diagnostic</p>	<p>Pre and post data were collected on target students using the JAM/GLOSS assessment tool and anecdotal observation notes:</p> <p>Room: [redacted] Teacher: [redacted]</p> <table border="1" data-bbox="459 1059 810 1601"> <thead> <tr> <th rowspan="2">Student</th> <th colspan="4">Start of 2018 GloSS</th> <th colspan="4">October 2018 GloSS</th> </tr> <tr> <th>MAR18</th> <th>MAY18</th> <th>JUN18</th> <th>JUL18</th> <th>AUG18</th> <th>SEP18</th> <th>OCT18</th> <th>NOV18</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>4</td> <td>3</td> <td>4</td> <td>4</td> </tr> <tr> <td>B</td> <td>3</td> <td>3</td> <td>4</td> <td>3</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>C</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>D</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>E</td> <td>3</td> <td>3</td> <td>2</td> <td>3</td> <td>4</td> <td>E5</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Room: [redacted] Teacher: [redacted]</p> <table border="1" data-bbox="850 1059 1193 1601"> <thead> <tr> <th rowspan="2">Student</th> <th colspan="2">Pre data Feb, 2018 Stage</th> <th colspan="2">Post data Stage</th> </tr> <tr> <th>Oct. 2018</th> <th>Early 5</th> <th>Oct. 2018</th> <th>Early 5</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>3-4</td> <td>5</td> <td>3-4</td> <td>5</td> </tr> <tr> <td>B</td> <td>4</td> <td>5</td> <td>4</td> <td>5</td> </tr> <tr> <td>C</td> <td>4</td> <td>5</td> <td>4</td> <td>5</td> </tr> <tr> <td>D</td> <td>4</td> <td>5</td> <td>4</td> <td>5</td> </tr> <tr> <td>E</td> <td>3-4</td> <td>5</td> <td>3-4</td> <td>5</td> </tr> <tr> <td>F</td> <td>4</td> <td>5</td> <td>4</td> <td>5</td> </tr> </tbody> </table> <p>Room: [redacted] Teacher: [redacted]</p> <table border="1" data-bbox="1232 1059 1401 1601"> <thead> <tr> <th rowspan="2">Student</th> <th colspan="2">Pre data Feb, 2018 Stage</th> <th colspan="2">Post data Stage</th> </tr> <tr> <th>Oct. 2018</th> <th>3-4</th> <th>Oct. 2018</th> <th>3-4</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>2</td> <td>3-4</td> <td>2</td> <td>3-4</td> </tr> <tr> <td>B</td> <td>2</td> <td>3</td> <td>2</td> <td>3</td> </tr> </tbody> </table>	Student	Start of 2018 GloSS				October 2018 GloSS				MAR18	MAY18	JUN18	JUL18	AUG18	SEP18	OCT18	NOV18	A	3	3	2	3	4	3	4	4	B	3	3	4	3	4	4	4	4	C	3	3	2	3	4	4	4	4	D	3	3	2	3	4	4	4	4	E	3	3	2	3	4	E5	4	4	Student	Pre data Feb, 2018 Stage		Post data Stage		Oct. 2018	Early 5	Oct. 2018	Early 5	A	3-4	5	3-4	5	B	4	5	4	5	C	4	5	4	5	D	4	5	4	5	E	3-4	5	3-4	5	F	4	5	4	5	Student	Pre data Feb, 2018 Stage		Post data Stage		Oct. 2018	3-4	Oct. 2018	3-4	A	2	3-4	2	3-4	B	2	3	2	3	<p>Current research findings showed that the nature of mathematics teaching significantly affects the nature and outcomes of student learning. Our project further developed teacher's pedagogical content knowledge so teachers could assist students in developing mathematically grounded understandings, especially when children begin their learning journey in the Junior School.</p> <p>The regular peer teaching and facilitation support allowed teachers to refine their pedagogy and accelerate the learning of targeted students.</p> <p>Tracking key students provided a detailed focus and allowed teachers to quickly identify areas in need of support and strategies that proved to be effective.</p>	<p>We intend to continue and develop the same approach in the middle school in 2019 with the support of the junior school and then the Senior school in 2020.</p> <p>Once again the RTLB will assist teachers to develop and then sustain teacher capability and inclusive practices that will foster and enhance student success.</p> <p>It is hoped that this progressive approach will provide a pool of teachers with the skills to assist others as the programme is implemented in all areas of the school.</p> <p>The overall gain of 2% on school maths achievement needs to be sustained and built upon. This has set a clear indication for 2019.</p>
Student	Start of 2018 GloSS				October 2018 GloSS																																																																																																																						
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question, using materials, imaging, number properties, sharing strategies and appropriate follow up tasks) Maths team to provide maths workshops (starting term 2) after school to support teacher content knowledge (needs based)
 Teachers to set maths goals at the beginning of each term with Steven to further develop their practice. (Term 1 timetable)

C	2	3
D	2	3
E	2-	3+

Room: [redacted] Teacher: [redacted]

Student	Pre data Feb, 2018 Stage	Post data Stage Oct. 2018
A	1	2
B	1	2
C	1	2
D	1	3
E	0/1	2
F	1	3

Room: [redacted] Teacher: [redacted]

Student	Pre data Feb, 2018 Stage	Post data Stage Oct. 2018
A	1-2	3
B	1-2	3+
C	2	3
D	2	3/4
E	2	3+
F	2	3

The frequent interventions provided did not allow children's progress to stall or regress as problems were addressed promptly as well as options for extension.

Planning for next year:

Continue and develop the same approach in the middle school in 2019 with the support of the junior school and then the Senior school in 2020. RTLB will assist teachers to develop and then sustain teacher capability and inclusive practices that will foster and enhance student success. The continuation of facilitation through our RTLB network has been budgeted for.

KIWISPORT NOTE

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$4,370 (excluding GST). The funding was used for continued professional development of staff to grow our whole school programme to meet the needs of all students. This was done with the help of Play Sport. The number of students participating in organised sport increased from 95 to 100% of the school roll.