

# CHURTON PARK SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

<b>Ministry Number:</b>	2824
<b>Principal:</b>	Matt Stanley
<b>School Address:</b>	90 Churton Drive, Churton Park, Wellington
<b>School Postal Address:</b>	90 Churton Drive, Churton Park, WELLINGTON, 6037
<b>School Phone:</b>	04 478 4282
<b>School Email:</b>	office@churtonpark.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
James Malden	Chairperson	Elected		May 2019
Kevin Brown	Chairperson	Elected	Accountant	Nov 2020
Anne Lye	Principal	ex Officio		Resigned 2019
Matthew Stanley	Principal	ex Officio		
Sharlene Martin	Parent Rep	Elected		May 2019
Kelly Simmons	Parent Rep	Elected	Senior Property Manager	Nov 2020
Emma Churchman	Parent Rep	Elected		May 2019
Simon Hogg	Parent Rep	Elected	Investment Advisor	Nov 2020
Emily Burton	Parent Rep	Elected	Air Traffic Controller	May 2022
Susan Pye	Parent Rep	Elected	Commercial & Procurement Consultant	May 2022
Kentaro Manabe	Parent Rep	Elected	Police Officer	May 2022
Maree Goodall	Staff Rep	Elected		May 2019
Nikita Chhagan	Staff Rep	Elected	Teacher	May 2022

**Accountant / Service Provider:** Education Services Ltd

# CHURTON PARK SCHOOL

Annual Report - For the year ended 31 December 2019

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# Churton Park 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.

Kevin Brown

Full Name of Board Chairperson



Signature of Board Chairperson

Date:

21/05/20

Matthew James Stanley

Full Name of Principal



Signature of Principal

Date:

21/05/20

**Churton Park School****Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	2,545,649	2,417,445	2,440,835
Locally Raised Funds	3	279,856	187,500	275,387
Interest income		19,715	3,500	18,425
International Students	4	11,810	10,000	-
		<u>2,857,030</u>	<u>2,618,445</u>	<u>2,734,647</u>
<b>Expenses</b>				
Locally Raised Funds	3	134,218	68,000	131,262
International Students	4	640	2,250	5,112
Learning Resources	5	1,933,402	1,853,714	1,846,786
Administration	6	169,135	169,160	180,042
Finance		2,738	-	2,423
Property	7	448,078	452,141	442,561
Depreciation	8	86,847	65,000	84,106
Loss on Disposal of Property, Plant and Equipment		17,432	-	2,146
		<u>2,792,490</u>	<u>2,610,265</u>	<u>2,694,438</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>64,540</b>	<b>8,180</b>	<b>40,209</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>64,540</b></u>	<u><b>8,180</b></u>	<u><b>40,209</b></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.

**Churton Park School**

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

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		<u>1,335,908</u>	<u>1,280,864</u>	<u>1,208,323</u>
Total comprehensive revenue and expense for the year		64,540	8,180	40,209
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		44,941	-	87,376
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	24	<u>1,445,389</u>	<u>1,289,044</u>	<u>1,335,908</u>
Retained Earnings		1,445,389	1,289,044	1,335,908
<b>Equity at 31 December</b>		<u>1,445,389</u>	<u>1,289,044</u>	<u>1,335,908</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.

**Churton Park School**  
**Statement of Financial Position**  
As at 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	164,808	342,024	137,896
Accounts Receivable	10	115,156	101,738	104,808
GST Receivable		7,774	7,468	14,765
Prepayments		14,959	-	-
Inventories	11	1,355	1,875	2,176
Investments	12	600,918	252,524	445,106
		<u>904,970</u>	<u>705,629</u>	<u>704,751</u>
<b>Current Liabilities</b>				
Accounts Payable	14	139,703	116,882	133,790
Revenue Received in Advance	15	130	-	735
Provision for Cyclical Maintenance	16	-	-	4,375
Finance Lease Liability - Current Portion	17	13,423	8,150	10,650
		<u>153,256</u>	<u>125,032</u>	<u>149,550</u>
<b>Working Capital Surplus/(Deficit)</b>		<u>751,714</u>	<u>580,597</u>	<u>555,201</u>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	748,371	738,884	802,162
		<u>748,371</u>	<u>738,884</u>	<u>802,162</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	30,000	28,862	5,250
Finance Lease Liability	17	24,696	1,575	16,205
		<u>54,696</u>	<u>30,437</u>	<u>21,455</u>
<b>Net Assets</b>		<u>1,445,389</u>	<u>1,289,044</u>	<u>1,335,908</u>
<b>Equity</b>		<u>1,445,389</u>	<u>1,289,044</u>	<u>1,335,908</u>

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

**Churton Park School**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		598,418	545,090	559,822
Locally Raised Funds		279,238	187,500	270,482
International Students		11,810	10,000	-
Goods and Services Tax (net)		4,733	-	(5,039)
Payments to Employees		(321,709)	(299,000)	(317,823)
Payments to Suppliers		(414,386)	(294,163)	(405,998)
Interest Paid		(2,738)	-	(2,423)
Interest Received		19,103	3,500	18,302
Net cash from Operating Activities		174,469	152,927	117,323
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(29,636)	-	(57,829)
Purchase of Investments		(262,979)	-	(192,582)
Proceeds from Sale of Investments		107,167	-	-
Net cash from Investing Activities		(185,448)	-	(250,411)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		44,941	-	87,376
Finance Lease Payments		(7,050)	(3,800)	(5,494)
Funds Held for Capital Works Projects		-	-	(3,795)
Net cash from Financing Activities		37,891	(3,800)	78,087
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>26,912</b>	<b>149,127</b>	<b>(55,001)</b>
Cash and cash equivalents at the beginning of the year	9	137,896	192,897	192,897
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>164,808</b>	<b>342,024</b>	<b>137,896</b>

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.

# **Churton Park School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

Churton Park 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 28.

###### ***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 13.

#### ***Cyclical Maintenance Provision***

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

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

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

#### ***Recognition of grants***

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

## **c) Revenue Recognition**

### ***Government Grants***

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

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

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

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

### ***Other Grants***

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**Prior Year Policy**

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

**i) Inventories**

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

Building Improvements	6-50 years DV
Furniture and Equipment	3-10 years DV
Information and Communication	3 years DV
Library Resources	12.5% DV
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	483,043	470,590	477,347
Teachers' Salaries Grants	1,660,630	1,577,914	1,577,914
Use of Land and Buildings Grants	288,943	294,441	294,441
Other MoE Grants	113,033	74,500	91,133
	<b>2,545,649</b>	<b>2,417,445</b>	<b>2,440,835</b>

## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	85,818	58,000	90,723
Activities	47,553	8,000	46,814
Trading	1,262	500	3,163
Fundraising	15,411	6,000	6,843
Afterschool Care	129,812	115,000	127,844
	<b>279,856</b>	<b>187,500</b>	<b>275,387</b>
<b>Expenses</b>			
Activities	54,107	1,000	54,616
Trading	2,625	500	978
Hall	1,385	1,500	871
Afterschool Care	76,101	65,000	74,797
	<b>134,218</b>	<b>68,000</b>	<b>131,262</b>
<i>Surplus for the year Locally raised funds</i>	<b>145,638</b>	<b>119,500</b>	<b>144,125</b>

## 4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	4	3	1
	<b>2019 Actual \$</b>	<b>2019 Budget (Unaudited) \$</b>	<b>2018 Actual \$</b>
<b>Revenue</b>			
International Student Fees	11,810	10,000	-
<b>Expenses</b>			
Advertising	-	500	-
Commissions	326	750	188
International student levy	56	-	-
Employee Benefit - Salaries	258	1,000	4,924
	<b>640</b>	<b>2,250</b>	<b>5,112</b>
<i>Surplus for the year International Students'</i>	<b>11,170</b>	<b>7,750</b>	<b>(5,112)</b>

## 5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	19,547	22,300	17,716
Library Resources	2,436	2,500	1,723
Employee Benefits - Salaries	1,895,415	1,803,914	1,816,253
Staff Development	16,004	25,000	11,094
	<u>1,933,402</u>	<u>1,853,714</u>	<u>1,846,786</u>

## 6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	5,775	6,600	7,178
Board of Trustees Fees	3,680	3,500	3,900
Board of Trustees Expenses	15,388	16,000	12,164
Communication	4,406	4,200	4,004
Consumables	7,723	12,000	9,774
Other	10,753	8,500	11,768
Employee Benefits - Salaries	74,565	72,000	82,021
Insurance	1,358	7,500	6,538
Service Providers, Contractors and Consultancy	6,360	6,360	3,710
Ict - Administration	39,127	32,500	38,985
	<u>169,135</u>	<u>169,160</u>	<u>180,042</u>

## 7. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	14,360	12,000	20,132
Cyclical Maintenance Expense	20,375	8,000	(3,237)
Grounds	1,965	10,500	10,504
Heat, Light and Water	26,142	26,700	26,852
Rates	2,440	3,000	2,594
Repairs and Maintenance	3,862	5,000	13,415
Use of Land and Buildings	288,943	294,441	294,441
Security	6,768	6,500	5,874
Consultancy & Contract Services	83,223	86,000	71,986
	<u>448,078</u>	<u>452,141</u>	<u>442,561</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.

## 8. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements	17,168	14,107	18,253
Furniture and Equipment	17,997	15,869	20,534
Information and Communication Technology	36,747	25,097	32,474
Leased Assets	11,403	6,948	8,990
Library Resources	3,532	2,979	3,855
	<u>86,847</u>	<u>65,000</u>	<u>84,106</u>



## 9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	164,808	342,024	87,562
Short-term Bank Deposits	-	-	50,334
Cash equivalents for Cash Flow Statement	164,808	342,024	137,896

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

## 10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	966	101,738	1,349
Interest Receivable	1,978	-	1,366
Teacher Salaries Grant Receivable	112,212	-	102,093
	115,156	101,738	104,808
Receivables from Exchange Transactions	2,944	101,738	2,715
Receivables from Non-Exchange Transactions	112,212	-	102,093
	115,156	101,738	104,808

## 11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	247	-	301
Uniforms	1,108	1,875	1,875
	1,355	1,875	2,176

## 12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	600,918	252,524	445,106
Total Investments	600,918	252,524	445,106

### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	523,136	-	-	-	(17,168)	505,968
Furniture and Equipment	118,359	8,170	(9,730)	-	(17,997)	98,802
Information and Communication Tech	106,855	14,438	(1,105)	-	(36,747)	83,440
Leased Assets	30,738	24,285	(6,597)	-	(11,403)	37,024
Library Resources	23,074	3,595	-	-	(3,532)	23,137
<b>Balance at 31 December 2019</b>	<b>802,162</b>	<b>50,488</b>	<b>(17,432)</b>	<b>-</b>	<b>(86,847)</b>	<b>748,371</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	831,742	(325,774)	505,968
Furniture and Equipment	631,089	(532,287)	98,802
Information and Communication	394,464	(311,024)	83,440
Leased Assets	49,172	(12,148)	37,024
Library Resources	98,262	(75,125)	23,137
<b>Balance at 31 December 2019</b>	<b>2,004,729</b>	<b>(1,256,358)</b>	<b>748,371</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	540,161	1,228	-	-	(18,253)	523,136
Furniture and Equipment	129,996	9,060	(163)	-	(20,534)	118,359
Information and Communication Tech	92,755	46,574	-	-	(32,474)	106,855
Leased Assets	14,842	24,887	-	-	(8,990)	30,738
Library Resources	21,130	7,782	(1,983)	-	(3,855)	23,074
<b>Balance at 31 December 2018</b>	<b>798,884</b>	<b>89,531</b>	<b>(2,146)</b>	<b>-</b>	<b>(84,106)</b>	<b>802,162</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	831,742	(308,606)	523,136
Furniture and Equipment	637,860	(519,501)	118,359
Information and Communication	391,032	(284,177)	106,855
Leased Assets	53,294	(22,556)	30,738
Library Resources	94,667	(71,593)	23,074
<b>Balance at 31 December 2018</b>	<b>2,008,595</b>	<b>(1,206,433)</b>	<b>802,162</b>

#### 14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	16,928	116,882	14,641
Accruals	5,678	-	5,581
Capital Accruals for PPE items	-	-	3,433
Employee Entitlements - Salaries	112,212	-	102,093
Employee Entitlements - Leave Accrual	4,885	-	8,042
	<u>139,703</u>	<u>116,882</u>	<u>133,790</u>
Payables for Exchange Transactions	139,703	116,882	133,790
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>139,703</u>	<u>116,882</u>	<u>133,790</u>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income in Advance	130	-	735
	<u>130</u>	<u>-</u>	<u>735</u>

#### 16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	9,625	20,862	12,862
Increase/(decrease) to the Provision During the Year	20,375	8,000	(3,237)
Provision at the End of the Year	<u>30,000</u>	<u>28,862</u>	<u>9,625</u>
Cyclical Maintenance - Current	-	-	4,375
Cyclical Maintenance - Term	30,000	28,862	5,250
	<u>30,000</u>	<u>28,862</u>	<u>9,625</u>

#### 17. 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	14,596	8,150	12,159
Later than One Year and no Later than Five Years	25,921	1,575	18,603
	<u>40,517</u>	<u>9,725</u>	<u>30,762</u>

## 18. Funds Held (Owed) for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Totals		-	-	-	-	-

### Represented by:

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Preparation of 5YP	<i>completed</i>	3,795	(3,795)	-	-	-
Totals		3,795	(3,795)	-	-	-

## 19. Related Party Transactions

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

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

## 20. Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,680	3,900
Full-time equivalent members	0.13	0.14
<i>Leadership Team</i>		
Remuneration	333,317	322,382
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	336,997	326,282
Total full-time equivalent personnel	3.13	3.14

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:		
Principal A		
Salary and Other Payments	70 - 80	140 - 150
Benefits and Other Emoluments	1 - 2	3 - 4
Termination Benefits	-	-
Principal B		
Salary and Other Payments	60 - 70	-
Benefits and Other Emoluments	2 - 3	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	0.00	0.00

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

## 21. Compensation and Other Benefits Upon Leaving

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

## **22. 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.

## **23. Commitments**

### **(a) Capital Commitments**

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

### **(b) Operating Commitments**

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

## **24. 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.

## 25. Financial Instruments

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

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	164,808	342,024	137,896
Receivables	115,156	101,738	104,808
Investments - Term Deposits	600,918	252,524	445,106
Total Financial assets measured at amortised cost	880,882	696,286	687,810

### Financial liabilities measured at amortised cost

Payables	139,703	116,882	133,790
Borrowings - Loans	-	-	-
Finance Leases	38,119	9,725	26,855
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	177,822	126,607	160,645

## 26. Events After Balance Date

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

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

## 27. Comparatives

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

## 28. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 10 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 12 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.

LITERACY IMPROVEMENT PLAN 2019		STRATEGIC GOAL: All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement
<b>ANNUAL TARGET 1: Achieved</b> To accelerate the progress of our Year 2 boys in both reading and writing, so that they are achieving at similar levels to school wide achievement results.		
<b>BASELINE DATA:</b> School wide achievement in reading and writing has been relatively consistent over the last 3 years with 89-93% of students meeting our school expectations in reading, and 80-81% of students meeting our school expectations in writing. However there was a significant difference in the achievement of our 2018 Year 1 boys in both reading (54% achievement compared to school wide boys achievement at 85%) and writing (42% achievement compared to school wide boys achievement at 76%).		
<b>KEY IMPROVEMENT STRATEGIES:</b> <ul style="list-style-type: none"> <li>• Analysis of 2018 achievement data shared with all staff; targets identified</li> <li>• Year 2 teachers and Hillary Team leader identify students by name who did not meet the school expectation in 2018</li> <li>• Review NZ reading and writing professional literature (Gail Loane- I've got Something to Say, Bec Galloway)</li> <li>• Reading / writing progressions</li> <li>• Peer review of students writing</li> <li>• Use of ALL learning groups by teachers within class programmes</li> <li>• Regular monitoring meetings/professional discussions re progress of students</li> <li>• Professional development as required</li> <li>• Classroom observations (walk throughs) linked to literacy - Hillary team teachers to observe one another</li> <li>• Monitoring termly by Leadership Team as part of EOTA</li> <li>• Termly OTJ data shared with Board of Trustees</li> <li>• Talk to the Yr 2 boys to find interests and passion that motivate to write on topics of interests or genres of interest</li> <li>• Organise male role models linked to literacy to come and talk and engage with them</li> <li>• Investigate what the root of the problem is for each of the students that we identify - what is stopping them from writing?</li> <li>• Language Experiences including Learning Through Play and STEAM</li> <li>• Oral language push (Sheena Cameron?)</li> </ul>		
Results	Next Steps	



Year 2 Boys Reading At and Above	
2019 Yr 2 Boys	76.9%
2019 schoolwide	84.2%
2018 Yr 1 Boys	54%

Year 2 Boys Writing At and Above 2019	
2019 Yr 2 Boys	53.8%
2018 Yr 1 Boys	42%
2019 Schoolwide	73%

#### Variance

- Moderation of writing and reading started but needs to continue to entrench teacher understanding and knowledge
- Regular discussions of target students useful but needs to be consistent across hubs
- A male role model visit was not organised in 2019 but needs to be continued in 2020
- The number of ELL students are increasing and their needs need to be investigated and catered for
- Increase teacher knowledge around promoting and developing oral language

- Analysis of 2019 achievement data shared with all staff; targets identified
- Year 2 teachers and Hillary Team leader identify students by name who did not meet the school expectation in 2019 and track during 2020
- Update CPS Reading/Writing progressions as a whole staff
- Moderation of students writing across teams
- Regular monitoring meetings/professional discussions re progress of students
- Professional development as required
- Classroom observations (walkthroughs) and feedback
- Monitoring termly by Leadership Team as part of EOTA
- Termly student data shared with Board of Trustees
- Collect student voice (Yr 2 boys) to find interests and passion that motivate to write/read on topics of interests or genres of interest
- Organise male role models linked to literacy to come and talk and engage with them
- Focussed use of ELL coordinator and assistant in the classroom environment
- Research and PD for ELL strategies
- Investigate what the root of the problem is for each of the students that we identify - what is stopping them from writing?
- Language Experiences including Learning Through Play and STEAM
- Research and investigate Oral language needs

LITERACY IMPROVEMENT PLAN 2019		STRATEGIC GOAL: All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement				
ANNUAL TARGET 2: Achieved To accelerate the progress of our Year 5 boys in writing, so that they are achieving at similar levels to school wide achievement results.						
BASELINE DATA: School wide achievement in writing has been relatively consistent over the last 3 years with 80-81% of students meeting our school expectations in writing. However there was a significant difference in the achievement of our 2018 Year 4 boys in writing (68% achievement compared to school wide boys achievement at 76%).						
KEY IMPROVEMENT STRATEGIES: <ul style="list-style-type: none"><li>• Analysis of 2018 achievement data shared with all staff; targets identified</li><li>• Year 5 teachers and Blake Team leader identify students by name who did not meet the school expectation in 2018</li><li>• Review writing professional literature</li><li>• Writing progressions</li><li>• Peer review of students writing</li><li>• Use of ALL learning groups by teachers within class programmes</li><li>• Classroom observations (walk throughs) linked to literacy</li><li>• Professional development as required</li><li>• Monitoring termly by Leadership Team as part of EOTA</li><li>• Termly OTJ data shared with Board of Trustees</li><li>• Organise male role models linked to literacy to come and talk and engage with them</li><li>• Investigate what the root of the problem is for each of the students that we identify - what is stopping them from writing?</li><li>• Language Experiences including STEAM - this will continue in Blake Team</li></ul>						
Results <table><tr><td colspan="2">Year 5 Boys Writing At and Above</td></tr><tr><td>2019 Y5 Boys</td><td>91%</td></tr></table>		Year 5 Boys Writing At and Above		2019 Y5 Boys	91%	Next Steps <ul style="list-style-type: none"><li>• Analysis of 2019 achievement data shared with all staff; targets identified</li><li>• Year 5 teachers and Blake Team leader identify students by name who did not meet the school expectation in 2019 and track during 2020</li><li>• Review writing professional literature</li></ul>
Year 5 Boys Writing At and Above						
2019 Y5 Boys	91%					

2018 Yr 4 Boys	66.6%
2019 Schoolwide	73%

#### Variance

- Moderation of writing across teams started but needs to continue to entrench teacher understanding and knowledge
- CPS progressions have not been updated since before NS were introduced. Are they still viable?
- Regular discussions of target students useful but needs to be consistent across hubs
- A male role model visit was not organised in 2019 but needs to be continued in 2020
- The number of ELL students are increasing and their needs need to be investigated and catered for
- Increase teacher knowledge around promoting and developing oral language

- Update CPS Reading/Writing progressions as a whole staff
- Moderation of students writing across teams
- Develop student capability to peer assess writing
- Classroom observations (walkthroughs) and feedback
- Develop student capability to peer assess writing
- Professional development as required
- Monitoring termly by Leadership Team as part of EOTA
- Termly student data shared with Board of Trustees
- Organise male role models linked to literacy to come and talk and engage with them
- Focussed use of ELL coordinator and assistant in the classroom environment
- Research and PD for ELL strategies
- Investigate what the root of the problem is for each of the students that we identify - what is stopping them from writing?
- Language Experiences including STEAM - this will continue in Blake Team

#### LITERACY IMPROVEMENT PLAN 2019

##### STRATEGIC GOAL:

All students are able to access the New Zealand Curriculum as evidenced by achievement to the Churton Park School expectation of achievement

#### ANNUAL TARGET 3: Partially Achieved

To motivate and engage boys in both reading and writing, so that they are achieving at similar levels to school wide achievement results.

#### BASILINE DATA:

School wide achievement in reading and writing has been relatively consistent over the last 3 years with 89-93% of students meeting our school expectations in reading, and 80-81% of students meeting our school expectations in writing. However in 2018 in every year group, the boys reading achievement was less than the girls (in some year groups only slightly). In writing, other than our Year 2 boys, in every other year group the boys writing achievement was less than the girls, particularly in Year 1, Year 4 and Year 5.

### KEY IMPROVEMENT STRATEGIES:

- Analysis of 2018 achievement data shared with all staff; targets identified
- Discussions at team meetings and in staff meetings regarding reading and writing programmes
- Finding books that are personalised to interests for some students
- Giving choice in writing, as well as personalising writing topics for some students
- Regular monitoring meetings to discuss progress of students
- Professional development as required
- Monitoring termly by Leadership Team as part of EOTA
- Termly OTJ data shared with Board of Trustees
- Organise male role models linked to literacy to come and talk and engage with them
- Investigate what the root of the problem is for each of the students that we identify - what is stopping them from writing?
- Language Experiences including Learning Through Play and STEAM

### Results

Schoolwide Boys Reading At and Above	
2019 Boys	76.9%
2018 Boys	76%
2019 Girls	82.5%

Schoolwide Boys Writing At and Above 2019	
2019 Boys	79.7%
2018 Boys	64%
2019 Girls	85.6%

### Variance

- Moderation of writing across teams started but needs to continue to

### Next Steps

- Analysis of 2019 achievement data shared with all staff; targets identified
- Discussion and share ideas at team meetings and in staff meetings regarding reading and writing programmes
- Use student voice to find books that are personalised to interests for students
- Develop student capability to peer assess writing
- Use student voice to identify topics of interest and offer choice in writing.
- Regular monitoring meetings to discuss progress of students
- Professional development as required
- Monitoring termly by Leadership Team as part of EOTA
- Termly student data shared with Board of Trustees
- Organise male role models linked to literacy to come and talk and engage with them
- Focussed use of ELL coordinator and assistant in the classroom environment
- Research and PD for ELL strategies
- Investigate what the root of the problem is for each of the students that we identify - what is stopping them from writing?
- Language Experiences including Learning Through Play and STEAM

- entrench teacher understanding and knowledge
- CPS progressions have not been updated since before NS were introduced. Are they still viable?
- Regular discussions of target students useful but needs to be consistent across hubs
- A male role model visit was not organised in 2019 but needs to be continued in 2020
- The number of ELL students are increasing and their needs need to be investigated and catered for
- Increase teacher knowledge around promoting and developing oral language

	Schoolwide (373)	Male (166)	Female (207)	Maori (32)	Asian (137)
<b>Reading</b>	<b>Of Concern: 4%</b> Progressing: 12% At: 31% Above: 53%	<b>Of Concern: 3.6%</b> Progressing: 13.9% At: 36% Above: 46.4%	<b>Of Concern: 3.9%</b> Progressing: 10.6% At: 27% Above: 58.5%	<b>Of Concern: 0%</b> Progressing: 15.6% At: 28.1% Above: 56.3%	<b>Of Concern: 2.9%</b> Progressing: 15.3% At: 29.9% Above: 52.6%
<b>Writing</b>	<b>Of Concern: 5.9%</b> Progressing: 21.8% At: 39.9% Above: 32.9%	<b>Of Concern: 7.8%</b> Progressing: 27.7% At: 42.2% Above: 22.3%	<b>Of Concern: 4.3%</b> Progressing: 15.9% At: 38.2% Above: 41.5%	<b>Of Concern: 0%</b> Progressing: 21.9% At: 40.6% Above: 37.5%	<b>Of Concern: 6.6%</b> Progressing: 23.4% At: 43% Above: 27%
<b>Maths</b>	<b>Of Concern: 2.9%</b> Progressing: 14.7% At: 36% Above: 46.3%	<b>Of Concern: 2.4%</b> Progressing: 12% At: 35.5% Above: 50.6%	<b>Of Concern: 3.4%</b> Progressing: 16.9% At: 36.7% Above: 43%	<b>Of Concern: 3%</b> Progressing: 12.5% At: 40.6% Above: 43.75%	<b>Of Concern: 4.4%</b> Progressing: 9.5% At: 30.7% Above: 55.5%

## **Kiwisport**

Kiwisport is a Government funding initiative to support student's participation in organised sport. In 2019, the school received total Kiwisport funding of \$5,063 (excluding GST). The funding was spent on:

- Subsidising 373 students to ensure full participation in a swimming programme provided through professional swimming services
- Whole school Life Education Trust programme

# Independent auditor's report

## **To the readers of the financial statements of Churton Park School for the year ended 31 December 2019**

The Auditor-General is the auditor of Churton Park School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, 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, which comprise the statement of financial position as at 31 December 2019, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 21 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.

### **Basis for 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.



## **Emphasis of Matter – COVID-19**

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

### **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 1, and pages 22 to 28 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.



Michael Rania | **Moore Markhams Wellington Audit**  
On behalf of the Auditor-General | Wellington, New Zealand