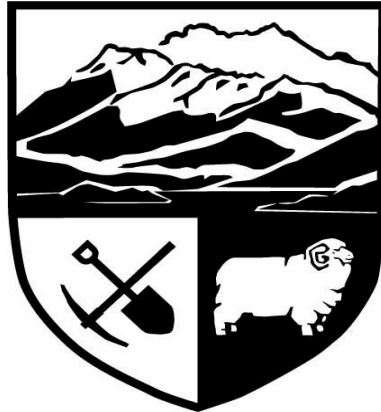


# GLENORCHY SCHOOL



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2018**

Ministry Number:	3955
Principal:	Paula Miller
School Address	Oban Street, Glenorchy
School Postal Address:	PO Box 19, Glenorchy, Dunedin, 9350
School Phone:	03 442 9900
School Email:	<a href="mailto:principal@glenorchy.school.nz">principal@glenorchy.school.nz</a>

# GLENORCHY SCHOOL

Annual Report - For the year ended 31 December 2018

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# Glenorchy 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 reflect the financial position and operations of the school.

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

JENNY DAVIES

Full Name of Board Chairperson



Signature of Board Chairperson

1 May 2019.

Date:

Paula Jayne Miller

Full Name of Principal



Signature of Principal

01-05-19

Date:

# Glenorchy School

## Members of the Board of Trustees

For the year ended 31 December 2018

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Held Until</b>
Jenny Davies	Chair Person	Elected Member	Apr 2019
Paula Miller	Principal		
Andy Aitkens	Parent Rep	Elected Member	Dec 2020
Mike Kingan	Parent Rep	Elected Member	Dec 2020
Lisa Reid	Parent Rep	Elected Member	Dec 2020
Therese Kundig	Parent Rep	Elected Member	Apr 2019
Sonya Poplawski	Parent Rep	Elected Member	Apr 2019
Sharee South	Parent Rep	Elected Member	Mar 2018
Andrew Soutar	Staff Rep	Selected Member	Feb 2021

**Glenorchy School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	548,715	465,379	504,837
Locally Raised Funds	3	28,229	35,525	25,898
Interest Earned		2,001	1,000	2,089
		<u>578,945</u>	<u>501,904</u>	<u>532,824</u>
<b>Expenses</b>				
Locally Raised Funds	3	51,704	48,500	15,033
Learning Resources	4	251,008	259,600	252,939
Administration	5	54,109	45,059	50,967
Finance Costs		368	-	70
Property	6	208,150	131,697	145,314
Depreciation	7	14,495	15,189	13,276
Loss on Disposal of Property, Plant and Equipment		555	-	538
Transport		-	-	43,333
		<u>580,389</u>	<u>500,045</u>	<u>521,470</u>
<b>Net (Deficit) / Surplus</b>		(1,444)	1,859	11,354
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(1,444)</u>	<u>1,859</u>	<u>11,354</u>

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



# Glenorchy School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	389,565	389,565	377,416
Total comprehensive revenue and expense for the year	(1,444)	1,859	11,354
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	1,897	-	795
<b>Equity at 31 December</b>	390,018	391,424	389,565
Retained Earnings	390,018	391,424	389,565
<b>Equity at 31 December</b>	390,018	391,424	389,565

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



# Glenorchy School

## Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	146,886	173,929	156,881
Accounts Receivable	9	13,933	15,059	15,059
GST Receivable		4,031	4,045	4,045
Prepayments		4,987	5,169	5,169
Investments	10	42,853	55,110	55,110
		<u>212,690</u>	<u>253,312</u>	<u>236,264</u>
<b>Current Liabilities</b>				
Accounts Payable	12	17,966	18,804	18,804
Finance Lease Liability - Current Portion	14	6,782	913	913
Funds held for Capital Works Projects	15	-	29,743	29,743
		<u>24,748</u>	<u>49,460</u>	<u>49,460</u>
<b>Working Capital Surplus/(Deficit)</b>		187,942	203,852	186,804
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	248,251	208,626	223,815
		<u>248,251</u>	<u>208,626</u>	<u>223,815</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	24,718	19,234	19,234
Finance Lease Liability	14	21,457	1,820	1,820
		<u>46,175</u>	<u>21,054</u>	<u>21,054</u>
<b>Net Assets</b>		<u>390,018</u>	<u>391,424</u>	<u>389,565</u>
<b>Equity</b>		<u>390,018</u>	<u>391,424</u>	<u>389,565</u>

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



# Glenorchy School

## Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		176,597	167,007	170,541
Locally Raised Funds		28,274	35,525	25,748
Goods and Services Tax (net)		14	-	(502)
Payments to Employees		(48,901)	(43,386)	(52,301)
Payments to Suppliers		(136,907)	(138,298)	(150,815)
Cyclical Maintenance Payments in the year		-	(4,800)	13,907
Interest Received		865	1,000	2,050
Net cash from / (to) the Operating Activities		19,942	17,048	8,628
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(11,692)	-	(4,519)
Purchase of Investments		12,257	-	(1,778)
Net cash from / (to) the Investing Activities		565	-	(6,297)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		1,897	-	795
Finance Lease Payments		(2,656)	-	(286)
Funds Held for Capital Works Projects		(29,743)	-	-
Net cash from Financing Activities		(30,502)	-	509
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(9,995)</b>	<b>17,048</b>	<b>2,840</b>
Cash and cash equivalents at the beginning of the year	8	156,881	156,881	154,041
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>146,886</b>	<b>173,929</b>	<b>156,881</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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.





# Glenorchy School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2018

#### 1.1. Reporting Entity

Glenorchy 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.

#### 1.2. Basis of Preparation

##### *Reporting Period*

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

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

##### *PBE Accounting Standards Reduced Disclosure Regime*

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

##### *Critical Accounting Estimates And Assumptions*

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

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

##### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.



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

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

#### **Classification of leases**

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 14.

#### **Recognition of grants**

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

### **1.3. 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.

### **1.4. 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.

### **1.5. 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.

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The

### **1.6. 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 and cash equivalents represent fair value.



### 1.7. 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.

### 1.8. 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.

### 1.9. 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 \$500 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	15-50 years
Furniture and equipment	3-20 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Leased Assets	3 years
Library resources	12.5% Diminishing value



### **1.10. 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.

### **1.11. 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.

### **1.12. Employment 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

### **1.13. 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).



#### **1.14. 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.

#### **1.15. 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.

#### **1.16. Budget Figures**

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

#### **1.17. 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	98,502	97,107	98,521
Teachers' salaries grants	212,607	210,000	200,954
Use of Land and Buildings grants	159,511	88,372	133,342
Other MoE Grants	6,342	-	1,014
Transport grants	71,753	69,900	-
Other government grants	-	-	71,006
	<u>548,715</u>	<u>465,379</u>	<u>504,837</u>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	13,935	18,625	8,458
Other revenue	11,123	10,400	10,550
Trading	311	500	918
Activities	2,860	6,000	5,972
	<u>28,229</u>	<u>35,525</u>	<u>25,898</u>
<b>Expenses</b>			
Activities	7,592	7,000	13,773
Trading	703	500	1,260
Transport (local)	43,409	41,000	-
	<u>51,704</u>	<u>48,500</u>	<u>15,033</u>
<i>(Deficit) / Surplus for the year Locally raised funds</i>	<u>(23,475)</u>	<u>(12,975)</u>	<u>10,865</u>

## 4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	3,990	8,600	8,315
Equipment repairs	627	1,000	77
Information and communication technology	1,635	2,000	11,583
Employee benefits - salaries	240,557	237,500	226,649
Staff development	4,199	10,500	6,315
	<u>251,008</u>	<u>259,600</u>	<u>252,939</u>



## 5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,025	2,879	2,801
Board of Trustees Fees	3,920	4,000	3,555
Board of Trustees Expenses	893	1,050	648
Communication	1,754	1,800	1,691
Consumables	3,997	3,800	4,376
Operating Lease	3,252	5,100	5,104
Other	12,015	6,550	12,165
Employee Benefits - Salaries	20,690	14,480	16,111
Insurance	1,658	2,400	1,974
Service Providers, Contractors and Consultancy	2,905	3,000	2,542
	<u>54,109</u>	<u>45,059</u>	<u>50,967</u>

## 6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	540	760	656
Consultancy and Contract Services	9,828	10,690	594
Cyclical Maintenance Provision	5,484	4,800	5,100
Grounds	4,252	3,650	1,928
Heat, Light and Water	4,605	5,019	5,555
Rates	965	1,500	1,152
Repairs and Maintenance	22,581	14,400	4,969
Use of Land and Buildings	159,511	88,372	133,342
Security	384	1,100	454
Employee Benefits - Salaries	-	1,406	10,571
	<u>208,150</u>	<u>131,697</u>	<u>145,314</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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 of Property, Plant and Equipment

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	4,375	5,189	4,374
Furniture and Equipment	6,932	5,000	7,999
Leased Assets	2,463	5,000	161
Library Resources	725	-	742
	<u>14,495</u>	<u>15,189</u>	<u>13,276</u>



## 8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	50	50	50
Bank Current Account	25,245	88,879	14,944
Bank Call Account	121,591	85,000	141,887
Cash equivalents and bank overdraft for Cash Flow Statement	<u>146,886</u>	<u>173,929</u>	<u>156,881</u>

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

## 9. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	105	150	150
Interest Receivable	2,058	922	922
Teacher Salaries Grant Receivable	11,770	13,987	13,987
	<u>13,933</u>	<u>15,059</u>	<u>15,059</u>
Receivables from Exchange Transactions	2,163	1,072	1,072
Receivables from Non-Exchange Transactions	11,770	13,987	13,987
	<u>13,933</u>	<u>15,059</u>	<u>15,059</u>

## 10. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	42,853	55,110	55,110





## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
Land	80,000	-	-	-	-	80,000
Building Improvements	116,600	-	-	-	(4,375)	112,225
Furniture and Equipment	19,234	1,864	(556)	-	(6,932)	13,610
Leased Assets	2,788	27,794	-	-	(2,463)	28,119
Library Resources	5,193	610	-	-	(725)	5,078
Work in Progress	-	9,219	-	-	-	9,219
<b>Balance at 31 December 2018</b>	<b>223,815</b>	<b>39,487</b>	<b>(556)</b>	<b>-</b>	<b>(14,495)</b>	<b>248,251</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Land	80,000	-	80,000
Building Improvements	186,706	(74,481)	112,225
Furniture and Equipment	120,313	(106,703)	13,610
Leased Assets	30,743	(2,624)	28,119
Library Resources	23,845	(18,767)	5,078
Work in Progress	9,219	-	9,219
<b>Balance at 31 December 2018</b>	<b>450,826</b>	<b>(202,575)</b>	<b>248,251</b>

The net carrying value of equipment held under a finance lease is \$28,119 (2017: \$2,788)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2017</b>						
Land	80,000	-	-	-	-	80,000
Building Improvements	120,974	-	-	-	(4,374)	116,600
Furniture and Equipment	23,235	3,998	-	-	(7,999)	19,234
Leased Assets	-	2,949	-	-	(161)	2,788
Library Resources	5,952	521	(538)	-	(742)	5,193
<b>Balance at 31 December 2017</b>	<b>230,161</b>	<b>7,468</b>	<b>(538)</b>	<b>-</b>	<b>(13,276)</b>	<b>223,815</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2017</b>			
Land	80,000	-	80,000
Building Improvements	186,706	(70,106)	116,600
Furniture and Equipment	120,065	(100,831)	19,234
Leased Assets	2,949	(161)	2,788
Library Resources	23,235	(18,042)	5,193
<b>Balance at 31 December 2017</b>	<b>412,955</b>	<b>(189,140)</b>	<b>223,815</b>



## 12. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	3,497	1,080	1,080
Accruals	2,444	3,221	3,221
Employee Entitlements - salaries	11,770	14,062	14,062
Employee Entitlements - leave accrual	255	441	441
	17,966	18,804	18,804
	17,966	18,804	18,804
Payables for Exchange Transactions	17,966	18,804	18,804
	17,966	18,804	18,804
	17,966	18,804	18,804

The carrying value of payables approximates their fair value.

## 13. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	19,234	19,234	33,141
Increase to the Provision During the Year	5,484	-	5,100
Adjustment to the Provision	-	-	(19,007)
Provision at the End of the Year	24,718	19,234	19,234
	24,718	19,234	19,234
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	24,718	19,234	19,234
	24,718	19,234	19,234
	24,718	19,234	19,234

## 14. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	7,011	1,141	1,141
Later than One Year and no Later than Five Years	21,533	1,997	1,997
Later than Five Years	-	-	-
	28,544	3,138	3,138
	28,544	3,138	3,138



## 15. Funds Held for Capital Works

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

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2018	\$	\$	\$		\$
Toilet Block Replacement	Completed	29,743		29,743	-	-
Totals		29,743	-	29,743	-	-

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2017	\$	\$	\$		\$
Toilet Block Replacement	In progress	29,743	-	-	-	29,743
Totals		29,743	-	-	-	29,743

## 16. 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.



## 17. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,920	3,555
Full-time equivalent members	0.27	0.03
<i>Leadership Team</i>		
Remuneration	92,140	92,582
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	96,060	96,137
Total full-time equivalent personnel	1.27	1.03

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 \$	2017 Actual \$
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	80-90	90 - 100
Benefits and Other Emoluments	2-3	0 - 0
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$	2018 FTE Number	2017 FTE Number
110 - 120	-	-
100 - 110	-	-
	-	-

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

## 18. Compensation and Other Benefits Upon Leaving

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

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



## 19. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2017: nil)

### (b) Operating Commitments

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

(a) operating lease of a photocopier and laptops;

	<b>2018 Actual \$</b>	<b>2017 Actual \$</b>
No later than One Year	-	4,140
Later than One Year and No Later than Five Years	-	1,035
Later than Five Years	-	-
	<hr/>	<hr/>
	-	5,175

## 21. 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.



## 22. 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	146,886	173,929	156,881
Receivables	13,933	15,059	15,059
Investments - Term Deposits	42,853	55,110	55,110
Total Loans and Receivables	<u>203,672</u>	<u>244,098</u>	<u>227,050</u>

### Financial liabilities measured at amortised cost

Payables	17,966	18,804	18,804
Finance Leases	28,239	2,733	2,733
Total Financial Liabilities Measured at Amortised Cost	<u>46,205</u>	<u>21,537</u>	<u>21,537</u>

## 23. Events After Balance Date

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



## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Glenorchy School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe Horwath, 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 3 to 20, that comprise the Statement of Financial Position as at 31 December 2018, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

#### Basis of opinion

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

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

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

### **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the Board of trustees listing, Analysis of variance, and Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

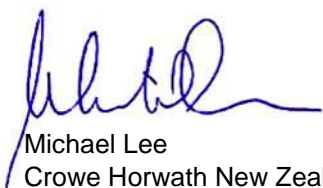
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### **Independence**

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

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



Michael Lee  
Crowe Horwath New Zealand Audit Partnership  
On behalf of the Auditor-General  
Invercargill, New Zealand

# Analysis of Variance Reporting



<b>School Name:</b>	Glenorchy School	<b>School Number:</b>	03955
<b>Strategic Aim:</b>	To engage children in learning in a stimulating and fun context.		
<b>Annual Aim:</b>	To have all students at Glenorchy School achieving at or above the expected levels of the New Zealand Curriculum in Reading, Writing and Mathematics.		
<b>Target:</b>	<p>Writing across the school with an emphasis on Year 7 cohort All children below their expected level will achieve at 1.5 years above their current level in Writing by November 2018.</p> <p>Maths across the school with an emphasis on Year 6, 7 and 8 cohort. All children below their expected level will achieve at 1.5 years above their current level in Mathematics by November 2018.</p>		
<b>Baseline Data:</b>	<p>Writing 50% of the 2017 Year 6 cohort were below the standard for Writing.</p> <p>Maths 25% of the 2017 Year 5 cohort were below the standard for Mathematics. 33% of the 2017 Year 6 cohort were below the standard for Mathematics. 33% of the 2017 Year 7 cohort were below the standard for Mathematics.</p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Referrals to RTLB</p> <p>Individual and group programmes for priority learners put in place</p> <p>Collaborative Teacher Inquiry around writing / spelling</p> <p>Teacher Professional Development</p> <p>Investigated school-wide strategies for teaching spelling progressions</p> <p>Applied for Assistive Technology to support student learning</p> <p>Engaged whanau support, including regular meetings to discuss progress and next steps.</p> <p>Continued with the PRIME Maths Trial from 2017.</p>	<p>Target students in the Year 7 cohort were working at Level 2 of the New Zealand Curriculum in Writing at the beginning of the year. At the end of the year, they had progressed to working within Level 3.</p> <p>Worked closely with the RTLB to gather data, plan and monitor programmes that targeted specific learning outcomes for students.</p> <p>Fortnightly timetabled meetings dedicated to collaborative teacher inquiry. Discussed findings and next steps at each meeting as inquiry progressed.</p> <p>Teachers attended related professional development courses and workshops to extend professional knowledge. Trialled ideas in classrooms and reported back at inquiry meetings.</p> <p>Trialled STEPS Web as a tool to support teaching of spelling in the Junior School. Have enrolled the whole school for 2019.</p> <p>Assistive Technology application successful. Principal and classroom teacher have engaged</p>	<p>The data showed that progress was made against the specific learning outcomes we were working towards in writing but not yet enough to meet the expected levels for their ages.</p> <p>Strategies that worked well – the collaborative inquiry increased teacher professional knowledge on writing / spelling and helped to develop a culture of working together to design programmes, develop a shared understanding of the writing and spelling process, and to be accountable for what we were doing, and why we were doing it.</p> <p>Targeted professional learning and development for staff and the expectation they would come back to school and discuss, share and use their new knowledge.</p> <p>The STEPS Web programme can be tailored to individual learning needs and the activities have all been developed from sound evidence-based research.</p> <p>The information we had on students' cognitive assessments from 2016 enabled us to access Assistive Technology support this</p>	<p>Change the staffing structure, so that the most experienced, qualified staff members are working with the priority students wherever possible.</p> <p>Continue to develop individualised learning programmes for our priority students with input from the classroom teacher, Principal, educational professionals and Whanau. Ensure that the learning programmes are reviewed regularly to check they are still relevant.</p> <p>Continue to explore the ways in which Assistive Technology can help students access the curriculum at their level.</p> <p>Introduce self-directed learning principles into classroom programmes.</p> <p>Develop shared understandings with new teaching staff on the teaching of spelling and writing.</p> <p>Review the professional development needs of teachers regarding the teaching of Mathematics.</p>

	<p>in further professional development to ensure we can use it to its potential.</p> <p>Regular meetings involving all personnel involved in working with priority students have resulted in specific targeted actions that are creative</p> <p>The Prime Maths Trial did not raise student achievement as expected.</p> <p>Priority students within the Mathematics target groups (Year 6, Year 7 and Year 8) remained working within the level they had been working in at the beginning of the year.</p>	<p>year. We are continuing to find ways to use this technology to help priority students access the curriculum.</p> <p>The regular meetings with key personnel kept us focused on what we had achieved (or not) since the last meeting and what the plan going forward needed to be.</p> <p>We didn't get the outcomes expected in Maths because...</p> <p>The teaching staff had not had recent professional development in Mathematics and were not in teaching positions when the Numeracy Project started.</p> <p>The GLOSS testing did not align with the method the teachers had been using. Many children found it difficult to verbalise the strategies they had used. Many relied on algorithms which meant they were assessed as being at Stage 6.</p>	
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**Planning for next year:**

The Board is committed to funding the necessary staffing to ensure the Principal can work with our priority students. This will also include ensuring adequate time is made available to provide the leadership to build capacity in our new teaching staff who are Beginning Teachers.

**GLENORCHY SCHOOL  
KIWISPORT  
2018**

Students participated in organised sports such as Rugby League, Cricket, Inter School Cross Country.

In 2018 the school received Kiwisport funding of \$441.05.

The funding was spent on sports coaching of teams and providing Cricket, Hockey Programs for the Juniors and Seniors.