

HUNUA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1321

Principal: Heather Frost

School Address: 43 Lockwood Road, RD 3, Papakura, Auckland

Postal Address: 43 Lockwood Road, RD 3, Papakura, Auckland 2583

School Phone: 09 2924989 **Fax:** 09 2924889

School Email: office@hunua.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Christine Woods	Chairperson	Re-elected May 2017	May 2020
Kristin Burden	Principal	Appointed 27 January 2019	
Heather Frost	Principal	ex Officio May 2002	Resigned Dec 2018
Mandy Fowler	Parent Representative	Re-elected May 2016	Resigned Dec 2017
Lewis Reid	Parent Representative	Re-elected November 2017	May 2020
Sandra Edwards	Parent Representative	Elected May 2016	May 2019
Cheri Harris	Parent Representative	Co-opted November 2017	May 2020
Nola White	Parent Representative	Elected May 2016	Resigned Dec 2017
Elise Murphy	Parent Representative	Co-opted November 2017	May 2020
Oriana Hansell-Pune	Staff Representative	Elected January 2017	Resigned Dec 2017
Kristin Burden	Staff Representative	Elected February 2018	Resigned Dec 2018



1d Lady Ruby Drive
East Tamaki, Auckland 2013
Ph: 09 265 0854

HUNUA SCHOOL

Financial Statements - For the year ended 31 December 2018

Index

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

2	Statement of Responsibility
---	-----------------------------

3	Statement of Comprehensive Revenue and Expense
---	--

4	Statement of Changes in Net Assets/Equity
---	---

5	Statement of Financial Position
---	---------------------------------

6	Statement of Cash Flows
---	-------------------------

7 - 10	Statement of Accounting Policies
--------	----------------------------------

11 - 18	Notes to the Financial Statements
---------	-----------------------------------

Other Information

Report - inclusive of Analysis of Variance and Kiwisport

Hunua School

Statement of Responsibility

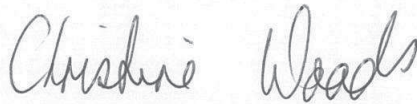
For the year ended 31 December 2018

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

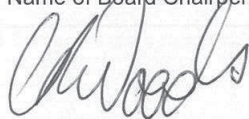
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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




Full Name of Board Chairperson



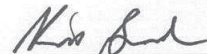
Signature of Board Chairperson

3/05/2019

Date:



Full Name of Principal



Signature of Principal

03-05-2019

Date:

Hunua School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	#REF!	1,050,943	911,056	1,007,859
Locally Raised Funds	3	72,697	46,800	57,516
Interest Earned		5,358	5,000	6,359
		<u>1,128,998</u>	<u>962,856</u>	<u>1,071,734</u>
Expenses				
Locally Raised Funds	3	23,757	9,900	18,276
Learning Resources	4	745,367	610,765	680,314
Administration	5	104,497	85,371	92,822
Finance Costs		1,267	1,614	1,515
Property	6	250,638	239,580	250,476
Depreciation	7	26,760	42,700	42,190
Loss on Disposal of Property, Plant and Equipment		391	-	729
		<u>1,152,677</u>	<u>989,930</u>	<u>1,086,322</u>
Net Surplus / (Deficit)		(23,679)	(27,074)	(14,588)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(23,679)</u>	<u>(27,074)</u>	<u>(14,588)</u>

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

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

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	322,494	322,494	330,582
Total comprehensive revenue and expense for the year	(23,679)	(27,074)	(14,588)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	6,500
Equity at 31 December	298,815	295,420	322,494

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

Hunua School

Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Current Assets				
Cash and Cash Equivalents	8	100,592	81,149	129,241
Accounts Receivable	9	39,907	40,636	40,636
Funds due for Capital Works Projects	17	716	-	-
GST Receivable		-	1,062	1,062
Prepayments		44	411	411
Inventories	10	334	1,846	1,846
Investments	11	104,755	102,184	102,184
		<u>246,348</u>	<u>227,288</u>	<u>275,380</u>
Current Liabilities				
GST Payable		2,991	-	-
Accounts Payable	13	49,023	57,139	57,139
Provision for Cyclical Maintenance	14	28,272	13,333	16,164
Finance Lease Liability - Current Portion	15	2,049	1,117	10,012
Funds held in Trust	16	11,388	-	18,806
Funds held for Capital Works Projects	17	-	-	7,736
		<u>93,723</u>	<u>71,589</u>	<u>109,857</u>
Working Capital Surplus/(Deficit)		152,625	155,699	165,523
Non-current Assets				
Property, Plant and Equipment	12	159,098	151,071	173,771
		<u>159,098</u>	<u>151,071</u>	<u>173,771</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	11,118	11,133	15,466
Finance Lease Liability	15	1,790	217	1,334
		<u>12,908</u>	<u>11,350</u>	<u>16,800</u>
Net Assets		<u>298,815</u>	<u>295,420</u>	<u>322,494</u>
Equity		<u>298,815</u>	<u>295,420</u>	<u>322,494</u>

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

Hunua School

Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		225,305	220,742	238,151
Locally Raised Funds		72,697	46,800	57,516
Goods and Services Tax (net)		4,053	(6,006)	(6,006)
Payments to Employees		(100,013)	(90,872)	(96,597)
Payments to Suppliers		(197,243)	(177,191)	(204,353)
Interest Paid		(1,267)	(1,614)	(1,515)
Interest Received		6,245	4,433	5,792
Net cash from / (to) the Operating Activities		9,777	(3,708)	(7,012)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(9,672)	(14,459)	(2,489)
Purchase of Investments		(2,571)	(2,184)	(2,184)
Net cash from / (to) the Investing Activities		(12,243)	(16,643)	(4,673)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	6,500
Finance Lease Payments		(10,312)	(9,469)	(20,748)
Funds Administered on Behalf of Third Parties		(15,871)	-	(1,730)
Net cash from Financing Activities		(26,183)	(9,469)	(15,978)
Net increase/(decrease) in cash and cash equivalents		<u>(28,649)</u>	<u>(29,820)</u>	<u>(27,663)</u>
Cash and cash equivalents at the beginning of the year	8	129,241	110,970	156,904
Cash and cash equivalents at the end of the year	8	<u>100,592</u>	<u>81,149</u>	<u>129,241</u>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been omitted.

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

Hunua School

Notes to the Financial Statements

1 Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition**Government Grants**

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives: Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education. Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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 under Schedule 6, Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

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

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	50 years
Furniture and equipment	10 - 20 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements*Short-term employee entitlements*

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows

o) Revenue Received in Advance

Revenue received in advance relates to fees received from 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.

p) 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. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) 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).

r) 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.

The School's financial liabilities comprise accounts payable and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

s) 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.

t) Budget Figures

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

u) 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	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	209,416	220,742	225,684
Teachers' salaries grants	672,980	530,004	605,894
Use of Land and Buildings grants	152,658	160,310	163,814
Other MoE Grants	15,889	-	12,467
	<u>1,050,943</u>	<u>911,056</u>	<u>1,007,859</u>

3 Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	41,944	36,000	37,875
Fundraising	947	1,500	2,220
Other revenue	10,085	500	2,898
Trading	238	500	620
Activities	19,483	8,300	13,903
	<u>72,697</u>	<u>46,800</u>	<u>57,516</u>
Expenses			
Activities	22,739	8,300	16,212
Trading	483	400	391
Fundraising (costs of raising funds)	462	-	445
Other Locally Raised Funds Expenditure	73	1,200	1,228
	<u>23,757</u>	<u>9,900</u>	<u>18,276</u>
<i>Surplus for the year Locally raised funds</i>	<u>48,940</u>	<u>36,900</u>	<u>39,240</u>

4 Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	13,998	17,445	9,239
Equipment repairs	-	600	634
Information and communication technology	15,422	4,182	4,731
Extra-curricular activities	1,765	6,450	5,928
Library resources	635	1,300	643
Employee benefits - salaries	706,408	570,788	655,624
Staff development	7,139	10,000	3,515
	<u>745,367</u>	<u>610,765</u>	<u>680,314</u>

5 Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,820	4,680	2,680
Board of Trustees Fees	4,290	3,850	3,500
Board of Trustees Expenses	6,237	1,505	2,313
Communication	6,225	5,610	5,595
Consumables	14,496	16,800	23,257
Other	9,542	11,000	10,415
Employee Benefits - Salaries	48,546	31,800	35,363
Insurance	1,260	1,400	1,479
Service Providers, Contractors and Consultancy	9,081	8,726	8,220
	<u>104,497</u>	<u>85,371</u>	<u>92,822</u>

6 Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	3,772	4,800	5,908
Consultancy and Contract Services	26,445	20,015	25,048
Cyclical Maintenance Provision	18,769	9,000	(95)
Grounds	17,360	6,500	17,144
Heat, Light and Water	10,727	9,200	12,888
Repairs and Maintenance	2,742	11,305	14,103
Use of Land and Buildings - Non Integrated	152,658	160,310	163,814
Employee Benefits - Salaries	18,165	18,450	11,666
	<u>250,638</u>	<u>239,580</u>	<u>250,476</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 - Crown	3,480	3,141	3,103
Furniture and Equipment	8,610	9,708	9,592
Information and Communication Technology	1,802	8,477	8,376
Leased Assets	11,772	20,283	20,041
Library Resources	1,096	1,091	1,078
	<u>26,760</u>	<u>42,700</u>	<u>42,190</u>

8 Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	200	-	200
Bank Current Account	100,392	81,149	68,024
Short-term Bank Deposits	-	-	61,017
Net cash and cash equivalents	<u>100,592</u>	<u>81,149</u>	<u>129,241</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)	\$
Interest Receivable	488	1,375	1,375
Teacher Salaries Grant Receivable	39,419	39,261	39,261
	<u>39,907</u>	<u>40,636</u>	<u>40,636</u>
Receivables from Exchange Transactions	488	1,375	1,375
Receivables from Non-Exchange Transactions	39,419	39,261	39,261
	<u>39,907</u>	<u>40,636</u>	<u>40,636</u>

10 Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	334	1,846	1,846
	<u>334</u>	<u>1,846</u>	<u>1,846</u>

11 Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	104,755	102,184	102,184
Non-current Asset			
Long-term Bank Deposits	-	-	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2018.

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	102,034	7,750	-	-	(3,480)	106,304
Furniture and Equipment	49,310	574	-	-	(8,610)	41,274
Information and Communication Technology						
Technology	2,319	-	(257)	-	(1,802)	260
Leased Assets	12,554	2,939	(133)	-	(11,772)	3,588
Library Resources	7,554	1,364	(150)	-	(1,096)	7,672
Balance at 31 December 2018	173,771	12,627	(540)	-	(26,760)	159,098

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	162,871	(56,567)	106,304
Furniture and Equipment	214,749	(173,475)	41,274
Information and Communication Technology	27,085	(26,825)	260
Leased Assets	8,355	(4,767)	3,588
Library Resources	38,373	(30,701)	7,672
Balance at 31 December 2018	451,433	(292,335)	159,098

The net carrying value of equipment held under a finance lease is \$3,588

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	105,137	-	-	-	(3,103)	102,034
Furniture and Equipment	56,815	2,087	-	-	(9,592)	49,310
Information and Communication Technology						
Technology	10,990	434	(729)	-	(8,376)	2,319
Leased Assets	31,434	1,161	-	-	(20,041)	12,554
Library Resources	8,664	223	(255)	-	(1,078)	7,554
Balance at 31 December 2017	213,040	3,905	(984)	-	(42,190)	173,771

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	155,121	(53,087)	102,034
Furniture and Equipment	232,427	(183,117)	49,310
Information and Communication Technology	56,622	(54,303)	2,319
Leased Assets	61,214	(48,660)	12,554
Library Resources	37,762	(30,208)	7,554
Balance at 31 December 2017	543,146	(369,375)	173,771

The net carrying value of equipment held under a finance lease is \$12,554

13 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	6,315	17,535	14,355
Accruals	2,820	-	3,180
Employee Entitlements - salaries	39,419	39,261	39,261
Employee Entitlements - leave accrual	469	343	343
	<u>49,023</u>	<u>57,139</u>	<u>57,139</u>
 Payables for Exchange Transactions	 49,023	 57,139	 57,139
	<u>49,023</u>	<u>57,139</u>	<u>57,139</u>

The carrying value of payables approximates their fair value.

14 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	31,630	31,630	57,759
Increase to the Provision During the Year	18,769	9,000	(95)
Use of the Provision During the Year	(11,009)	(16,164)	(26,034)
Provision at the End of the Year	<u>39,390</u>	<u>24,466</u>	<u>31,630</u>
 Cyclical Maintenance - Current	 28,272	 13,333	 16,164
Cyclical Maintenance - Term	11,118	11,133	15,466
	<u>39,390</u>	<u>24,466</u>	<u>31,630</u>

15 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	2,049	1,117	10,012
Later than One Year and no Later than Five Years	1,790	217	1,334
	<u>3,839</u>	<u>1,334</u>	<u>11,346</u>

16 Funds held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	11,388	-	18,806
	<u>11,388</u>	<u>-</u>	<u>18,806</u>

These funds are held in trust for an identified *Wrap-around* student.

17 Funds Held for Capital Works Projects

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

		2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
			\$	\$	\$	\$	\$
MOE Property Admin	<i>completed</i>		7,094	-	-	7,094	-
MOE Property Block 1 & 2	<i>completed</i>		642	-	(642)	-	-
MOE Whiteboards	<i>completed</i>		-	32,000	(32,000)	-	-
MOE 2 x Classroom Refurbishment	<i>in progress</i>		-	83,005	(83,721)	-	(716)
Totals			<u>7,736</u>	<u>115,005</u>	<u>(116,363)</u>	<u>7,094</u>	<u>(716)</u>

Represented by:

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

-
(716)
716

		2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
			\$	\$	\$	\$	\$
MOE Property Admin	<i>in progress</i>		7,094	-	-	-	7,094
MOE Property Block 1 & 2	<i>in progress</i>		642	-	-	-	642
MOE Property Heating & Lights	<i>completed</i>		(495)	-	-	(495)	-
MOE Whiteboards	<i>in progress</i>		2,225	-	(2,225)	-	-
Totals			<u>9,466</u>	<u>-</u>	<u>(2,225)</u>	<u>(495)</u>	<u>7,736</u>

18 Related Party Transactions

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

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

19 Remuneration*Key management personnel compensation*

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,290	3,500
Full-time equivalent members	0.09	0.14
<i>Leadership Team</i>		
Remuneration	207,545	211,374
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	211,835	214,874
Total full-time equivalent personnel	2.09	2.14

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:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
-	-	-
-	-	-
-	-	-

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

20 Compensation and Other Benefits Upon Leaving

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

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

21 Contingencies

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

Holidays Act Compliance - schools payroll

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

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

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

22 Commitments**(a) Capital Commitments**

As at 31 December 2018 the Board has no capital commitments.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has no operating commitments:

	2018 Actual \$	2017 Actual \$
No later than One Year	-	257
Later than One Year and No Later than Five Years	-	-
	<u>-</u>	<u>257</u>

23 Managing Capital

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

24 Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	100,592	81,149	129,241
Receivables	39,907	40,636	40,636
Investments - Term Deposits	104,755	102,184	102,184
Total Cash and Receivables	<u>245,254</u>	<u>223,969</u>	<u>272,061</u>

Financial liabilities measured at amortised cost

Payables	49,023	57,139	57,139
Finance Leases	3,839	1,334	11,346
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>52,862</u>	<u>58,473</u>	<u>68,485</u>

25 Events After Balance Date

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



Hunua School
Strive For Success

School Charter
Strategic and Annual Plan for
Hunua School

2017 - 2020

Principal's endorsement:	
Board of Trustees' endorsement:	
Submission date to Ministry of Education:	

THE 2018 YEAR

Hunua School 2017 - 2020
Introductory Section - Strategic Intentions




Mission
Statement

Strive for success



Excellence in education
through the use of the environment, active student, parent and Community
involvement and interactive learning

<p>Vision</p>	<p>Hunua School is a dynamic, rural learning community that celebrates diversity, encourages creativity and caring for the environment. We provide a supportive, fun, collaborative environment that embraces both the NZ curriculum and our surrounding community. We enable our students to communicate effectively and relate to others with respect. We want our students to have a sense of ownership and involvement in their world - Respect, Caring and Honesty guiding their learning philosophy.</p> <p>Hunua School demonstrates commitment to our bi-cultural heritage through providing students and staff with regular and authentic learning in te reo me ona tikanga Māori (Māori language and world views). A sense of identity and belonging to this whenua me te rohe (land and area) will be visible through our teaching and learning plans, showing respect to all cultures. We are a PB4L school which reviews processes and programmes to ensure effective and positive behaviours are embedded in our student culture.</p> <p>Hunua School openly welcomes and includes all learners in our school. This is visible through our responsive curriculum meeting the different needs of our learners and our positive approach to inclusiveness.</p> <p>We want our school to be an "excellent" school - at the cutting edge of new learning, and the school of choice for the surrounding area. We want to be a school that caters for every child's needs and celebrates their learning ensuring a continued curiosity and desire to learn. We want to be reinforcing inquiry in our students and be making the learning relevant to the children's lives.</p> <p>We want our children well prepared and resilient ready for a world that is rapidly changing.</p>
----------------------	--

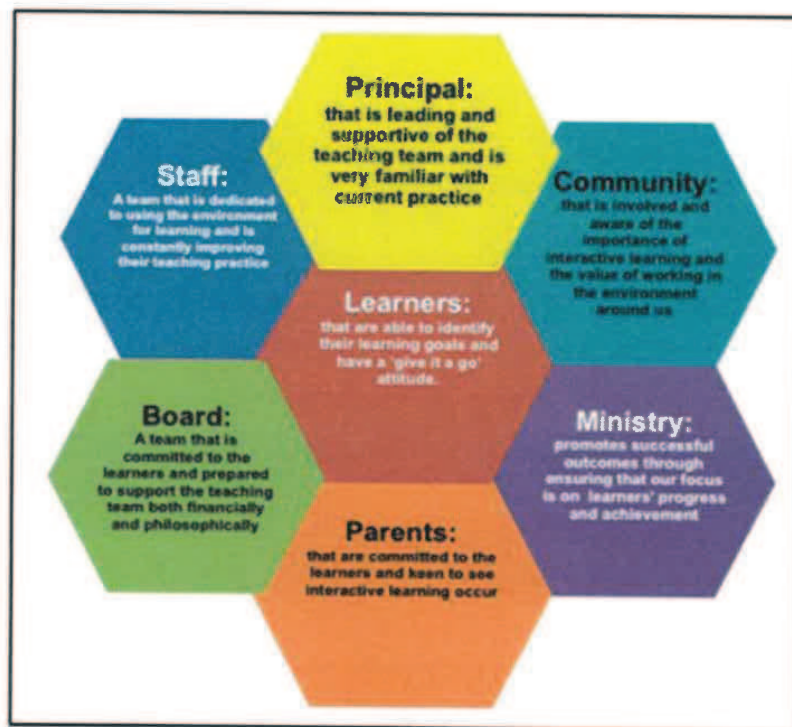
Values	Respect 	(Courteous) (Dignity) (Honour) (Considerate)	<ul style="list-style-type: none">• I will show respect for myself, others and for all property through the way I behave.•
			<ul style="list-style-type: none">• At all times I will treat others as I would like to be treated.
			<ul style="list-style-type: none">• I will show courtesy to everyone.
	i		
	Caring 	(Cooperative) (Tolerant) (Modest) (Unifying) (Responsible)	<ul style="list-style-type: none">• Caring for myself.
		<ul style="list-style-type: none">• Caring for others.	
		<ul style="list-style-type: none">• Caring for the environment.	
Honest 	(Integrity) (Honour) (Trustworthy) (Tactful)	<ul style="list-style-type: none">• Be truthful and trustworthy.	

Principles	<p>At Hunua School we are committed to:</p> <ul style="list-style-type: none"> • providing a welcoming and inclusive environment for all learners and their families to our school community • creating an environment where all learners are empowered to participate in all activities and achieve against the key competencies and learning areas of The New Zealand Curriculum • Fostering an environment that appreciates individuality and uniqueness, where effort is encouraged and success is celebrated • providing a caring environment that is emotionally, socially and physically safe for all • delivering a curriculum that enables all students to become active, confident, creative and innovative / inquisitive learners / inquirers and thinkers and effective users of innovative, modern resources • developing a community of learners where teachers, students and families work in partnership • empowering all students to be lifelong learners • fostering students' appreciation of the resources in our local environment and problem solving ways of protecting them for future generations
Aims	<p>Our aim is to develop:</p> <p>CONFIDENT learners who:</p> <ul style="list-style-type: none"> • have a sense of awe and wonder • display a 'can-do' attitude • set and meet their own goals • persevere to meet challenges • are motivated and reliable • are resilient • are enterprising and entrepreneurial • show respect for themselves, others and the environment <p>CARING learners who value:</p> <ul style="list-style-type: none"> • achievement • excellence • innovation, inquiry and curiosity • diversity • equity • family, friends and community • ecological sustainability

	<ul style="list-style-type: none"> • integrity • wisdom <p>CONNECTED learners who:</p> <ul style="list-style-type: none"> • aspire to high standards • are positive in their own identity • understand their strengths and areas for development • relate well to others • are effective users of communication tools • are actively and positively involved in all aspects of school life 		
Māori Dimensions and Cultural Diversity	<p>Cultural diversity and Māori dimension</p> <p>How the school will reflect:</p> <table> <tr> <td> <p>New Zealand's cultural diversity</p> <p>Hunua School, as appropriate to its community, will follow school procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.</p> <p>All cultures within the school will be valued and accepted through active encouragement of a non-racist school culture and ethos. Staff members will ensure that learners from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student.</p> </td><td> <p>The unique position of the Māori culture</p> <p>Hunua School will endeavour to develop an awareness of tikanga Māori and te reo Māori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.</p> <p>To achieve this, the school will work towards developing a school wide: Māori Language and Culture Education Programme.</p> <p>The school will consult with the Māori community through the use of surveys, newsletter and personal letters from principal to whanau to discover the views and concerns of the school's Māori community.</p> <p>Classrooms and school celebrations will reflect Māori culture through signage, waiata and greetings. Our integrated adapted curriculum will include components of tikanga Māori as appropriate to the topic and the class level.</p> </td></tr> </table> <p>What will the school do to provide instruction in te reo Māori (Māori Language) for full time learners whose parents ask for it? All such requests will be given full and careful consideration by the Board of Trustees with regard to: the overall school financial position and availability of accommodation within the school. All Māori learners with specific needs will have a current IEP (if requested) and this may be the vehicle for delivering instruction in te reo.</p>	<p>New Zealand's cultural diversity</p> <p>Hunua School, as appropriate to its community, will follow school procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.</p> <p>All cultures within the school will be valued and accepted through active encouragement of a non-racist school culture and ethos. Staff members will ensure that learners from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student.</p>	<p>The unique position of the Māori culture</p> <p>Hunua School will endeavour to develop an awareness of tikanga Māori and te reo Māori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.</p> <p>To achieve this, the school will work towards developing a school wide: Māori Language and Culture Education Programme.</p> <p>The school will consult with the Māori community through the use of surveys, newsletter and personal letters from principal to whanau to discover the views and concerns of the school's Māori community.</p> <p>Classrooms and school celebrations will reflect Māori culture through signage, waiata and greetings. Our integrated adapted curriculum will include components of tikanga Māori as appropriate to the topic and the class level.</p>
<p>New Zealand's cultural diversity</p> <p>Hunua School, as appropriate to its community, will follow school procedures and practices that reflect New Zealand's cultural diversity and the unique position of Māori culture.</p> <p>All cultures within the school will be valued and accepted through active encouragement of a non-racist school culture and ethos. Staff members will ensure that learners from all cultures are treated with respect and dignity, and will actively work towards maximising the potential of each student.</p>	<p>The unique position of the Māori culture</p> <p>Hunua School will endeavour to develop an awareness of tikanga Māori and te reo Māori and provide the means of fostering better cultural understanding consistent with the Treaty of Waitangi.</p> <p>To achieve this, the school will work towards developing a school wide: Māori Language and Culture Education Programme.</p> <p>The school will consult with the Māori community through the use of surveys, newsletter and personal letters from principal to whanau to discover the views and concerns of the school's Māori community.</p> <p>Classrooms and school celebrations will reflect Māori culture through signage, waiata and greetings. Our integrated adapted curriculum will include components of tikanga Māori as appropriate to the topic and the class level.</p>		

Special Character / Māori Medium status	<p>Hunua School is located in the Hunua township, a town with a population of approximately 4,000 situated 15km south-east of Papakura. The school is a decile 9, full primary school. We have a principal, a deputy principal, Assistant Principal and four full time teachers, two office workers (job sharing) and part time support staff working with learning support learners. We are unique in the fact that we have the Hunua Ranges on a back doorstep and embrace the environment we live in. Education outside the classroom is an important tool that we use to assist with 'buy in' from the students.</p>
--	--

Our stakeholders are vitally important to helping our school achieve its goals



Analysis of Variance Reporting



School Name:	Hunua School	School Number:	1321
Strategic Aim:	Excellence in education through the use of the environment, active students, parent & community involvement & interactive learning.		
Annual Aim:	To focus on those students who require extra support to move them at 'At' or 'Above' in Reading, Writing, and Mathematics.		
Target:	Raising student achievement so that 85% of our students will be achieving 'At' or 'Above' in Reading, Writing, and Mathematics.		
Baseline Data:	<p>End of 2017</p> <p>Reading: Of 44 female students 36 were reading 'at' or 'above' National Standards Of 37 male students 23 were reading 'at' or 'above' National Standards</p> <p>Writing: Of 44 female students 37 were reading 'at' or 'above' National Standards Of 37 male students 15 were reading 'at' or 'above' National Standards</p> <p>Mathematics: Of 44 female students 34 were reading 'at' or 'above' National Standards Of 37 male students 25 were reading 'at' or 'above' National Standards</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reading: Children 'below' or 'well below' were identified as target students. They were assessed and their needs identified. Programmes were put in place.</p> <p>Writing: e-portfolio assessments were carried out. These highlighted areas of strength and areas for improvement. The focus this year was on the areas for improvement and groups were made up of those that had similar areas that needed development.</p> <p>Mathematics: Students 'below' or 'well below' were identified as targeted students. They were assessed and their needs identified.</p>	<p>Reading: At the end of 2018 <u>Achieved:</u> 89% of females were 'at' or 'above' National Standards. 91% of students After 3 Years at school were 'at' or 'above'. 95.5% of students End of Year 5 were 'at' or 'above'. 94% of students End of Year 6 were 'at' or 'above'. <u>Yet to be achieved include:</u> 77.5% of all students were 'at' or 'above'. 64% of all males were 'at' or 'above'. 67% of Māori were 'at' or 'above'.</p> <p>Writing: At the end of 2018 <u>Achieved:</u> 89% of females were 'at' or 'above' National Standards. 100% of students End of Year 8 were 'at' or 'above'. <u>Yet to be achieved include:</u> 72% of all students were 'at' or 'above'. 52% of all males were 'at' or 'above'. 77% of Māori were 'at' or 'above'.</p> <p>Mathematics: At the end of 2018 <u>Achieved:</u> 100% of students After 1 Year at school were 'at' or 'above' National Standards. 86.4% of students End of Year 5 were 'at' or 'above'. 84% of Māori were 'at' or 'above'. <u>Yet to be achieved include:</u> 74% of all students were 'at' or 'above'. 69% of all males were 'at' or 'above'. 78% of all female were 'at' or 'above'.</p>	<p>Reading: The difference in achievement at the lower levels is because teachers have been tougher and have participated in more in-depth assessment.</p> <p>Writing: As a result of a greater focus in writing and tougher assessment the teachers were targeting students, working to close gaps in their learning and improving their understanding of the requirements of writing.</p> <p>Mathematics: Because of the target groups, students identified with areas of weakness were given support in their area(s) of need.</p>	<p>Reading: The work teachers are doing around reading is effective in that the groundwork is being done in the lower levels to ensure there are fewer gaps.</p> <p>Writing: In 2018 the school joined another school to moderate students work and to get a broader understanding of the writing criteria for each level.</p> <p>Mathematics: The results vary because of a greater and more in-depth assessment programme. The new principal has organised Ministry of Education funding for outside support for 2019.</p>

<p>General: Following consultation with students and teachers, we developed a plan to support the students in their learning in Maths, Reading & Writing. Each student developed specific goals and this is reviewed regularly.</p>	<p>General: Each student was assessed regularly throughout the year and alterations and adjustments made to ensure continued progress occurred. There were specific targeted students who were assessed more frequently. The parents of these students were contacted and teachers and parents liaised regularly.</p>	<p>General: We had issues with several families who chose to take their children out of school regularly for family holidays, birthdays. Other excuses for absences were sleeping in or the child being too tired. This had a marked effect on the progress of these students as follow-up on learning was not happening at home.</p>	<p>General: We need to find a way to get the families that are not on-board with their child's learning. Discussion will need to occur around options for this early in the new year. We need to constantly involve the students more in their evaluations of learning. This was done consistently by some teachers who will be able to help their colleagues.</p>
<p>Planning for next year:</p> <p>Student Engagement:</p> <ul style="list-style-type: none"> 2018 The Makerspace room has not been as effective as we would have hoped and so there is to be a new drive to make it far more effective in 2019. Teachers will all be involving students in their evaluations in 2019 as it has been disappointing in 2018 as some teachers were not buying in to this idea. <p>School Organisation and Structures:</p> <ul style="list-style-type: none"> 2018 <u>Health and Safety</u> – ensured that staff were aware of processes and procedures and that these were successfully carried out. All the correct forms were filled out and people or agencies notified where expected. Safety regulations were adhered to. 2019 <u>Personnel</u> – Ensure that that all staff have a clear understanding of the roles and expectations we have as a school in regard to learning and the culture of the school. 2019 <u>Property</u> – Ensure that all property meets the required standard and is maintained and updated as required <p>Review of Charter and Consultation: 2018 The Charter was reviewed throughout the year. The community was surveyed in regard to where to next with digital devices.</p>			

KiwiSport:

In 2018 we participated in a number of Kiwi sporting activities. Years 5&6 went sailing. There was coaching at different year levels in cricket, hockey, tennis, touch rugby, futsal, a netball. We were also involved in cross country and athletics.

Independent Auditor's Report

To the Readers of Hunua School's Financial Statements

For the Year Ended 31 December 2018

The Auditor-General is the auditor of Hunua School (the School). The Auditor-General has appointed me, Darren Wright, using the staff and resources of William Buck Audit (NZ) Limited, 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 19 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 statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 30 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 for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal controls.
- 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 in the Annual Report. The other information comprises the Board of Trustees, the Analysis of Variance and Kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Darren Wright
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand