

WAVERLEY PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 2478
Principal: Clive Rennie
School Address: 1 Cloaq Street, Waverley
School Postal Address: 1 Cloaq Street, Waverley, 4510
School Phone: 06 346 5087
School Email: secretary@waverleyprimary.co.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Belinda Price	Chairperson	Elected	Farmer	Jun 2019
Rita Ellis	Chairperson	Elected	Home maker	Jun 2022
Kerri McColl	Principal	ex Officio		Jan 2020
Cameron Bradnock	Parent Rep	Elected	Builder	Jun 2022
Karley Amon	Parent Rep	Elected	Farmer	Jun 2022
Sophie Lance	Parent Rep	Elected	Farmer	Jun 2022
Chris Koubaridis	Parent Rep	Elected	Mechanic	Jun 2022
Teana McKechnie	Staff Rep	Elected	Staff	Jan 2020
Dianne Sanson	Staff Rep	Appointed	Staff	Jun 2022

Accountant / Service Provider: Education Services Ltd



WAVERLEY PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2019

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Waverley Primary School

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Rita Ellis

Full Name of Board Chairperson

John Clive Rennie

Full Name of Principal

REllis

Signature of Board Chairperson

J. Rennie

Signature of Principal

29 May 2020

Date:

29 May 2020

Date:

Waverley Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	1,055,992	1,028,345	1,106,143
Locally Raised Funds	3	41,436	42,960	75,296
Interest income		960	1,500	2,349
Gain on Sale of Property, Plant and Equipment		-	-	65,626
		<u>1,098,388</u>	<u>1,072,805</u>	<u>1,249,414</u>
Expenses				
Locally Raised Funds	3	21,464	32,200	28,787
Learning Resources	4	755,180	709,318	782,003
Administration	5	128,914	115,727	111,242
Finance		1,699	3,111	3,300
Property	6	147,328	176,047	189,470
Depreciation	7	37,722	34,032	38,255
Loss on Disposal of Property, Plant and Equipment		186	-	-
		<u>1,092,493</u>	<u>1,070,435</u>	<u>1,153,057</u>
Net Surplus / (Deficit) for the year		5,895	2,370	96,357
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>5,895</u></u>	<u><u>2,370</u></u>	<u><u>96,357</u></u>

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

Waverley Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>390,351</u>	<u>399,788</u>	<u>390,444</u>
Total comprehensive revenue and expense for the year		5,895	2,370	96,357
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,867	-	2,264
Sale of School House		-	-	(98,714)
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	<u>400,113</u>	<u>402,158</u>	<u>390,351</u>
Retained Earnings		400,113	402,158	390,351
Equity at 31 December		<u>400,113</u>	<u>402,158</u>	<u>390,351</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Waverley Primary School
Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	95,563	24,627	203,651
Accounts Receivable	9	42,564	48,133	54,069
GST Receivable		11,744	-	-
Prepayments		6,900	7,680	6,267
Inventories	10	2,337	3,683	2,208
Investments	11	65,303	22,215	63,848
		<u>224,411</u>	<u>106,338</u>	<u>330,043</u>
Current Liabilities				
GST Payable		-	201	10,244
Accounts Payable	13	144,099	90,761	90,010
Revenue Received in Advance	14	-	1,157	-
Provision for Cyclical Maintenance	15	-	-	61,428
Finance Lease Liability - Current Portion	16	11,567	3,476	13,665
Funds held for Capital Works Projects	17	14,991	-	95,700
		<u>170,657</u>	<u>95,595</u>	<u>271,047</u>
Working Capital Surplus/(Deficit)		53,754	10,743	58,996
Non-current Assets				
Property, Plant and Equipment	12	375,084	391,415	394,011
		<u>375,084</u>	<u>391,415</u>	<u>394,011</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	24,467	-	53,200
Finance Lease Liability	16	4,258	-	9,456
		<u>28,725</u>	<u>-</u>	<u>62,656</u>
Net Assets		<u><u>400,113</u></u>	<u><u>402,158</u></u>	<u><u>390,351</u></u>
Equity		<u><u>400,113</u></u>	<u><u>402,158</u></u>	<u><u>390,351</u></u>

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

Waverley Primary School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		313,976	283,000	297,950
Locally Raised Funds		41,436	31,360	77,182
Goods and Services Tax (net)		(21,988)	-	10,043
Payments to Employees		(177,624)	(141,274)	(174,050)
Payments to Suppliers		(147,082)	(150,498)	(130,508)
Cyclical Maintenance Payments in the year		(14,002)	(66,500)	-
Interest Paid		(1,699)	(3,111)	(3,300)
Interest Received		1,662	1,500	1,776
Net cash from Operating Activities		(5,321)	(45,523)	79,093
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(11,146)	(10,000)	(15,800)
Purchase of Investments		(1,455)	-	(1,633)
Proceeds from Sale of Investments		-	40,000	-
Net cash from Investing Activities		(12,601)	30,000	(17,433)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,867	-	2,264
Finance Lease Payments		(13,324)	(15,457)	(12,221)
Funds Held for Capital Works Projects		(80,709)	-	96,341
Net cash from Financing Activities		(90,166)	(15,457)	86,384
Net increase/(decrease) in cash and cash equivalents		(108,088)	(30,980)	148,044
Cash and cash equivalents at the beginning of the year	8	203,651	55,607	55,607
Cash and cash equivalents at the end of the year	8	95,563	24,627	203,651

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

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

Waverley Primary School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 15.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

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

The estimated useful lives of the assets are:

Buildings	8-40 Years
Building Improvements	8-40 Years
Furniture and Equipment	5-15 Years
Information and Communication	4-5 Years
Motor Vehicles	2-7 Years
Library Resources	8 Years DV

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	237,092	248,000	244,204
Teachers' Salaries Grants	630,257	611,068	669,322
Use of Land and Buildings Grants	122,970	132,597	135,230
Resource Teachers Learning and Behaviour Grants	-	1,500	1,520
Other MoE Grants	52,460	24,180	44,259
Other Government Grants	13,213	11,000	11,608
	<u>1,055,992</u>	<u>1,028,345</u>	<u>1,106,143</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	1,000	-	-
Bequests & Grants	3,135	11,600	27,291
Activities	15,285	13,260	22,604
Trading	9,327	7,000	10,177
Fundraising	12,089	10,500	14,549
School House	-	-	75
Dental Clinic	600	600	600
	<u>41,436</u>	<u>42,960</u>	<u>75,296</u>
Expenses			
Activities	10,812	11,600	17,411
Trading	9,028	6,500	8,618
Fundraising (Costs of Raising Funds)	1,624	14,100	1,685
School House	-	-	1,073
	<u>21,464</u>	<u>32,200</u>	<u>28,787</u>
<i>Surplus for the year Locally raised funds</i>	<u>19,972</u>	<u>10,760</u>	<u>46,509</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	17,407	19,750	15,762
Library Resources	20	500	-
Employee Benefits - Salaries	725,588	677,068	758,155
Staff Development	12,165	12,000	8,086
	<u>755,180</u>	<u>709,318</u>	<u>782,003</u>

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	4,736	4,598	4,598
Board of Trustees Fees	3,105	4,435	3,790
Board of Trustees Expenses	1,697	1,500	899
Intervention Costs & Expenses	1,101	-	-
Communication	1,652	2,000	1,718
Consumables	8,619	5,750	6,984
Operating Lease	585	878	1,995
Other	7,170	7,570	7,485
Employee Benefits - Salaries	86,145	75,274	71,710
Insurance	7,024	6,642	7,143
Service Providers, Contractors and Consultancy	7,080	7,080	4,920
	<u>128,914</u>	<u>115,727</u>	<u>111,242</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	4,454	4,000	5,448
Cyclical Maintenance Expense	(34,153)	7,000	6,990
Grounds	3,418	3,900	3,011
Heat, Light and Water	14,023	15,200	16,311
Rates	796	2,000	1,939
Repairs and Maintenance	30,705	11,000	17,696
Use of Land and Buildings	122,970	132,597	135,230
Security	300	350	350
Consultancy And Contract Services	4,815	-	2,495
	<u>147,328</u>	<u>176,047</u>	<u>189,470</u>

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

7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Buildings	1,063	970	1,090
Building Improvements	6,294	5,689	6,395
Furniture and Equipment	14,913	13,769	15,477
Information and Communication Technology	4,286	3,996	4,492
Motor Vehicles	1,044	1,117	1,256
Leased Assets	9,511	7,870	8,847
Library Resources	611	621	698
	<u>37,722</u>	<u>34,032</u>	<u>38,255</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	14,913	20,089	141,060
Bank Call Account	80,650	4,538	62,591
Cash equivalents for Cash Flow Statement	<u>95,563</u>	<u>24,627</u>	<u>203,651</u>

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

Of the \$95,563 Cash and Cash Equivalents, \$14,991 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	3,043	-
Banking Staffing Underuse	-	-	14,131
Interest Receivable	-	129	702
Teacher Salaries Grant Receivable	42,564	44,961	39,236
	<u>42,564</u>	<u>48,133</u>	<u>54,069</u>
Receivables from Exchange Transactions	-	3,172	702
Receivables from Non-Exchange Transactions	42,564	44,961	53,367
	<u>42,564</u>	<u>48,133</u>	<u>54,069</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	442	703	518
Uniforms	1,895	2,980	1,690
	<u>2,337</u>	<u>3,683</u>	<u>2,208</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	65,303	22,215	63,848
Total Investments	<u>65,303</u>	<u>22,215</u>	<u>63,848</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	42,522	-	-	-	(1,063)	41,459
Building Improvements	207,051	-	-	-	(6,294)	200,757
Furniture and Equipment	103,951	4,916	(186)	-	(14,913)	93,768
Information and Communication Tech	14,693	6,231	-	-	(4,286)	16,638
Motor Vehicles	6,868	-	-	-	(1,044)	5,824
Leased Assets	14,040	7,834	-	-	(9,511)	12,363
Library Resources	4,886	-	-	-	(611)	4,275
Balance at 31 December 2019	394,011	18,981	(186)	-	(37,722)	375,084

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	48,948	(7,489)	41,459
Building Improvements	294,939	(94,182)	200,757
Furniture and Equipment	408,079	(314,311)	93,768
Information and Communication	148,518	(131,880)	16,638
Motor Vehicles	34,350	(28,526)	5,824
Leased Assets	29,662	(17,299)	12,363
Library Resources	61,871	(57,596)	4,275
Balance at 31 December 2019	1,026,367	(651,283)	375,084

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	4,125	-	(4,125)	-	-	-
Buildings	69,434	-	(25,822)	-	(1,090)	42,522
Building Improvements	216,588	-	(3,142)	-	(6,395)	207,051
Furniture and Equipment	103,680	15,748	-	-	(15,477)	103,951
Information and Communication Technology	19,185	-	-	-	(4,492)	14,693
Motor Vehicles	8,124	-	-	-	(1,256)	6,868
Leased Assets	18,779	4,108	-	-	(8,847)	14,040
Library Resources	5,532	52	-	-	(698)	4,886
Balance at 31 December 2018	445,447	19,908	(33,089)	-	(38,255)	394,011

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	48,948	(6,426)	42,522
Building Improvements	294,939	(87,888)	207,051
Furniture and Equipment	410,987	(307,036)	103,951
Information and Communication	142,287	(127,594)	14,693
Motor Vehicles	34,350	(27,482)	6,868
Leased Assets	32,036	(17,996)	14,040
Library Resources	61,871	(56,985)	4,886
Balance at 31 December 2018	1,025,418	(631,407)	394,011

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	54,050	5,200	6,524
Accruals	4,736	3,794	4,598
Employee Entitlements - Salaries	42,564	44,961	39,236
Employee Entitlements - Leave Accrual	42,749	36,806	39,652
	<u>144,099</u>	<u>90,761</u>	<u>90,010</u>
Payables for Exchange Transactions	144,099	90,761	90,010
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>144,099</u>	<u>90,761</u>	<u>90,010</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue Received in Advance	-	1,157	-
	<u>-</u>	<u>1,157</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	114,628	(7,000)	107,638
Increase to the Provision During the Year	18,391	7,000	6,990
Adjustment to the Provision	(52,544)	-	-
Use of the Provision During the Year	(56,008)	-	-
Provision at the End of the Year	<u>24,467</u>	<u>-</u>	<u>114,628</u>
Cyclical Maintenance - Current	-	-	61,428
Cyclical Maintenance - Term	24,467	-	53,200
	<u>24,467</u>	<u>-</u>	<u>114,628</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	12,493	3,476	14,702
Later than One Year and no Later than Five Years	4,768	-	9,975
	<u>17,261</u>	<u>3,476</u>	<u>24,677</u>

17. Funds Held (Owed) for Capital Works Projects

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Block 2 Refurbishment	<i>completed</i>	95,700	8,474	104,174	-	-
Boiler Stoker	<i>in progress</i>	-	82,582	67,591	-	14,991
Totals		95,700	91,056	171,765	-	14,991

Represented by:

Funds Held on Behalf of the Ministry of Education	14,991
Funds Due from the Ministry of Education	-
	<u>14,991</u>

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Drainage Remediation Works	<i>completed</i>	(641)	6,219	5,578	-	-
Block 2 Refurbishment	<i>in progress</i>	-	95,700	-	-	95,700
Totals		(641)	101,919	5,578	-	95,700

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,105	3,790
Full-time equivalent members	0.04	0.08
<i>Leadership Team</i>		
Remuneration	238,871	278,067
Full-time equivalent members	2.00	2.81
Total key management personnel remuneration	<u>241,976</u>	<u>281,857</u>
Total full-time equivalent personnel	<u>2.04</u>	<u>2.89</u>

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	130 - 140	100 - 110
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	40 - 50
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into a contract agreement for capital works as follows:

(a) \$91,758 contract for the replacement of the boiler to be completed in 2020, which will be fully funded by the Ministry of Education. \$82,582 has been received of which \$67,591 has been spent on the project to date.

(Capital commitments at 31 December 2018: Nil.)

(b) Operating Commitments

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

23. Managing Capital

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

24. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	95,563	24,627	203,651
Receivables	42,564	48,133	54,069
Investments - Term Deposits	65,303	22,215	63,848
Total Financial assets measured at amortised cost	<u>203,430</u>	<u>94,975</u>	<u>321,568</u>

Financial liabilities measured at amortised cost

Payables	144,099	90,761	90,010
Finance Leases	15,825	3,476	23,121
Total Financial Liabilities Measured at Amortised Cost	<u>159,924</u>	<u>94,237</u>	<u>113,131</u>

25. Events After Balance Date

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

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

26. Comparatives

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

27. Adoption of PBE IFRS 9 Financial Instruments

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

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

- Note 11 Investments:

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

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

INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF WAVERLEY PRIMARY SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Waverley Primary School (the school). The Auditor-General has appointed me, Talia Anderson-Town, using the staff and resources of Silks Audit Chartered Accountants Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

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

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

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

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arises 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 Trustee schedule included on the cover page, Analysis of Variance and Kiwisport statement included as appendices, but does not include the financial statements, and our auditor's report thereon.

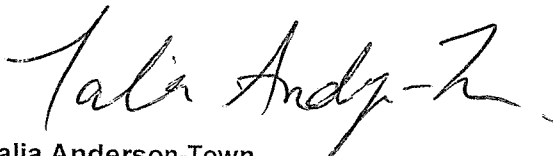
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Talia Anderson-Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

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LEARNERS TO THRIVE
IN TOMORROW'S
WORLD**

Analysis of Variance Strategic Goal 2 2019

Hauora for Success



Annual Goals & Targets	Result (Did we achieve it?)	Analysis of Variance (A summary of what happened and why?)	Where to From Here? (Informs next Annual Plan)
<p>Goal 1: Development of schoolwide Te Ao Maori (Reo, tikanga, experiences, practice) through staff professional learning targeted to student needs</p>	<p>95%</p>	<p>- Timetabled slots in leadership and staff meetings for professional learning - this has occurred on a very regular basis. - Use local Nga Rauru iwi resources - these resources have been used by some teachers in classrooms. - Consult with local iwi about gifting a whakatauki to the school - we have possible whakatauki that fits nicely with our school vision and local curriculum. - Identify and meet the needs of Maori learners who are working below their expected curriculum level in reading, writing and maths - Internal evaluation. - the progress of these students have been monitored throughout the year. Please see the 2019 Maori student achievement data and internal evaluation for more details.</p>	<p>In 2020, continue to build on staff knowledge and capability of tikanga, te reo etc. through regular, timetabled slots in staff meetings. This is now an embedded process, so would not require an annual goal. It would be important to continue monitoring the progress and achievement of Maori students on a regular basis, using the Relationship Based Learning (RBL) A.R.E.A process. An RBL Guiding Coalition will need to be investigated, set up and utilised on a regular basis. They would monitor progress of all students and make decisions around next steps. They could also collaborate with other schools who have similar priorities. In 2020 consultation with the school's Maori community when developing policies, plans and targets to improve the progress and achievement of Maori students is due.</p>
<p>Goal 2: Improve student engagement and achievement through a positive, consistent approach to relationship-based teaching and learning</p>	<p>100%</p>	<p>Involved in Kahui Ako Culture Counts/RBL Professional Development - Hannah Boon is our Within School teacher and has been leading the organisation of Impact Coaching and related resources for Waverley Primary School. Three teachers have become Accredited Impact Coaches in 2019. They now know the Relationship Based Learning (RBL) tool and how to use this with other teachers and for professional learning and development. During 2019, the Wellbeing@School survey has been completed with staff and year 4 - 8 students. There are five data areas, which are: school-wide climate and practices, teaching and learning, community partnerships, pro-social student culture and strategies and aggressive student culture. Our data is within the New Zealand norm for all areas apart from aggressive student culture, whereby students report name calling, put downs and teasing occur sometimes.</p>	<p>In 2020 it will be important to continue to use the Wellbeing@School website/toolkit, which is designed to support schools to engage with the school community in a process of self-review. Our 2019 data shows that the following points should be a priority for 2020.</p> <ol style="list-style-type: none"> 1. Have effective processes for consulting students about ways to improve their safety and social wellbeing (e.g. school health and wellbeing team, tuakana teina) 2. Run sessions for parents and whanau about ways they can support students to relate well to others (e.g. training in conflict resolution or restorative conversations). 3. Parents and whanau take an active role in student 3-way conferences or learning interviews. 4. Do an audit to assess whether people feel safe in places like hallways, classrooms, toilets, and on school buses. 5. Reduce the amount of aggression, so that the school sits within the NZ norm range. <p>In 2020 there will only be two teachers who have been involved in the PB4L-SW training and monitoring. Time will need to be provided to ensure that all teachers are PB4L capable. The school also needs PB4L external signage created and displayed. In 2020 there are two teachers who are accredited as Impact Coaches. These teachers will need to provide professional learning opportunities for all staff members and carrying out classroom observations and coaching conversations using the RBL profile on a regular basis.</p>

<p>school programmes, procedures and environment to increase attendance</p>	<p>100%</p>	<p>create an incentive programme to reward students who improve their attendance - we have individual, classroom and whole school attendance celebrations and rewards.</p> <ul style="list-style-type: none"> - Review current attendance data and procedure as a whole staff - completed 28/10/2019 - Make a school wide goal for attendance - 85% attendance <p>See attached attendance summary analysis documents.</p> <p>Important information to note: Average attendance in term 2 2019 was 87%, in term 2 of 2018 it was 88%.</p> <p>The percentage of year 8 students (highest attending group) attending regularly was greater in our schools than in all comparison groups.</p> <p>The percentage of Maori students (highest attending group) attending regularly was greater in our school than in all comparison groups.</p> <p>The percentage of female students (highest attending group) attending regularly was greater in our school than all comparison groups.</p>	<p>Now that the attendance systems and procedures are well embedded, it will not be necessary to have an annual goal based around attendance in 2020. Staff should continue to analyse attendance in week 4 and week 8 of every term and respond to the data accordingly by following the procedure.</p>
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Analysis of Variance Strategic Goal 1 2019



To foster a shared climate of high expectations and love of learning.

Annual Goals & Targets	Result (Did we achieve it?)	Analysis of Variance (A summary of what happened and why?)	Where to From Here? (Informs next Annual Plan)
<p>Goal 1: Improved student achievement of learners, with a focus on priority learners, enabling greater percentages of students to reach writing curriculum expectations.</p>	<p>100%</p>	<p>Analysis of Variance (A summary of what happened and why?)</p> <ul style="list-style-type: none"> - Implement Accelerated Learning in Literacy (ALL) - occurred in all year 2 - 6 classrooms. - Teaching As Inquiry carried out by all staff - Internal Evaluation Process used - see data - Review effectiveness of assessment procedures and writing programme e.g. eAsTTle. Our writing I Can indicator sheets have been reflected on and updated this year. eAsTTle has been used by the teachers who implemented ALL this year. - Professional Readings and Reflections around acceleration - all staff read and reflected on Learning in the Fast Lane by Suzy Pepper Rollins. 	<p>Staff members who have completed the ALL programme in 2019 have been sharing the process with the wider teaching staff. In 2020 it would be beneficial to have staff right across the school implementing the ALL programme in their classrooms. The fortnightly meetings to monitor progress and planning will need to be maintained. Due to the accord (that was formed with the MoE) in relation to appraisal and teaching as inquiry, next year we would need to inquire into the requirements of teaching as inquiry (TAI) and appraisal. We would need to reflect on what our own school appraisal procedure states, complete a review and make any necessary changes. In 2020 it would be worthwhile investigating eAsTTle and writing PaCT/Learning Progressions Framework and using one of these across the whole school to monitor the strengths and areas for development in writing. Some schools in the Kahui Ako will be focusing on PaCT for writing, so there could be an opportunity to learn with other schools.</p>
<p>Goal 2: Review, adapt and improve our local curriculum so that it makes sure every child experiences rich opportunities to learn and progress</p>	<p>85%</p>	<ul style="list-style-type: none"> - Develop student speak learning progressions - this has occurred in some of the key competency areas. Continue to work on this in 2020. - Unpack our learning to learn Thrive Values (being a learner) - After community consultation, it became evident that perseverance was an area we needed to add to our values. Respect remained high as the number one priority. - Review our graduate profile in consultation with all stakeholders - early in the year we consulted our community and have updated our year 8 graduate profile, which is included in our charter. - Review and refine inquiry learning model - to be completed in 2020. 	<p>In 2020 the Board tri annual work plan would need to include the 5 curriculum areas to be on a cycle of review. This would replace the individual curriculum learning areas. After consultation with our school community, we have placed greater emphasis on perseverance as well as behaviour values. Increased collaboration with staff has shown positive outcomes and feedback in terms of planning and carrying out effective inquiry learning. This collaborative model improves teacher skill and confidence as well as providing motivating and highly engaging experiences for learners. We have created a draft summary handbook for staff and parents of our Local Curriculum. Continue to review and adapt our Local Curriculum document in 2020. Having it included in the tri annual work plan will allow for this to happen on a regular basis.</p>
<p>Goal 3: Have clearly defined and understood practices to ensure e-learning pedagogy has a positive impact on student achievement and engagement</p>	<p>85%</p>	<ul style="list-style-type: none"> - Share effective classroom practices in Professional Learning Groups in our Kahui Ako and within schools - this has occurred in the Google Classrooms group, which some of our teachers have been involved in. These teachers then share their learning with the rest of the Waverley Primary Staff. - Evidence of e-learning beginning to be incorporated in teacher planning - not yet consistent across the school. Continue working on this in 2020. - Develop a definition of what effective e-learning looks like at Waverley Primary School - we created a document which contains digital learning areas for each classroom. 	<p>In 2020 we will use the Waverley Primary School Digital Expectations/learning areas and integrate this into the year coverage, and classroom planning. This document will help ensure that teachers are planning and teaching the age appropriate skills at each year level.</p> <p>In 2020 an important focus will be to investigate and trial the ways e-learning can positively impact on student achievement.</p>

**INSPIRING TODAY'S
LEARNERS TO THRIVE
IN TOMORROW'S
WORLD**

Analysis of Variance Strategic Goal 3 2019



Adapt and Strengthen Community Engagement

Annual Goals & Targets	Result (Did we achieve it?)	Analysis of Variance (A summary of what happened and why?)	Where to From Here? (Informs next Annual Plan)
<p>Goal 1: Ensure all learners make at least one year of progress in one year</p>	<p>90%</p>	<ul style="list-style-type: none"> - All staff monitor and evaluate progress of learners at regular times throughout the year - evidence of this has been at the assessment collection and analysis points during the year. - Regular meetings to monitor learning progress in reading, writing and maths - Accelerated Learning in Literacy (ALL) group have met on a regular basis to monitor progress in writing. - Staff understanding of what one year of progress in one year looks like - we have developed a document and key to show what one year of progress looks like for each year group in reading, writing and maths. We can now consistency measure progress (see data analysis) - Gifted and talented students identified and catered for - Senior school has begun to provide stream learning opportunities for gifted and talented learners throughout 2019, particularly in mathematics - Internal Evaluation - see attached 	<p>In 2020, it would be important to continue building on the work that has been developed in the gifted and talented area in 2019. Maths has been the main area of focus in 2019, so 2020 could begin to include extension opportunities for students who are gifted in literacy. Continue with the investigation into the possibility of using PR1ME maths school wide.</p>
<p>Goal 2: Communicate and consult effectively with learners, whanau, caregivers and the community</p>	<p>85%</p>	<ul style="list-style-type: none"> - Active participation of stakeholders in school activities - this year we have tried many different means of communication (see communication plan) - 100% contact at reporting to parent times - at the term 1 parent/teacher interviews, 86% of parents attended. In term three 92% of families attended. Teachers attempted to contact all families who did attend to make another time or to talk with them over the phone. We have had a greater rate of parents attending in 2019. - regular opportunities to receive and reflect on feedback - after school events, teachers create a PMI (plus, minus, interesting), this information is used to plan for future events. Some consultation opportunities have been provided for families during 2019 e.g. Graduate profile, uniforms, health and safety. - Waste free incentives - we use tokens to acknowledge waste free lunch boxes. - Student-led inquiry with an environmental focus - in all classrooms a major inquiry topic this year was Sustainability. In teams, teachers used the Kath Murdoch inquiry model to plan and teach the sustainability outcomes. - Transfer of school knowledge and practices into home environment - we have not collected any evidence of this during 2019. - Support and resources from enviro schools - due to limited funding and spaces we were unable to join the EnviroSchools programme this year. 	<p>In 2020 it would be important to review the current communication plan, which includes specific tasks and times for communication from the School and the Board. Review the school reporting to parent procedures, this could also link to some of the feedback from the Wellbeing@School survey. Student leadership academy to be a focus in 2020. In 2020-2022 the Board tri-annual work plan should include specific consultation tasks.</p>
<p>Goal 3: Engage in positive action that will sustain the school/national/global environment</p>	<p>30%</p>	<ul style="list-style-type: none"> - Waste free incentives - we use tokens to acknowledge waste free lunch boxes. - Student-led inquiry with an environmental focus - in all classrooms a major inquiry topic this year was Sustainability. In teams, teachers used the Kath Murdoch inquiry model to plan and teach the sustainability outcomes. - Transfer of school knowledge and practices into home environment - we have not collected any evidence of this during 2019. - Support and resources from enviro schools - due to limited funding and spaces we were unable to join the EnviroSchools programme this year. 	<p>Using the staff responsibilities list, add Enviro school leader to this. One teacher would be responsible for this area, which would enable more 'traction'. Continue to use the Enviro-schools resources and handbooks. When a space becomes available on Enviro schools, we would look to join. Not necessary to have an annual goal in this same area in 2020.</p>

school programmes, procedures and environment to increase attendance

100%

create an incentive programme to reward students who improve their attendance - we have individual, classroom and whole school attendance celebrations and rewards.
- Review current attendance data and procedure as a whole staff - completed 28/10/2019
- Make a school wide goal for attendance - 85% attendance
See attached attendance summary analysis documents.
Important information to note:
Average attendance in term 2 2019 was 87%, in term 2 of 2018 it was 88%.
The percentage of year 8 students (highest attending group) attending regularly was greater in our schools than in all comparison groups.
The percentage of Maori students (highest attending group) attended regularly was greater in our school than in all comparison groups.
The percentage of female students (highest attending group) attending regularly was greater in our school than all comparison groups.

Now that the attendance systems and procedures are well embedded, it will not be necessary to have an annual goal based around attendance in 2020. Staff should continue to analyse attendance in week 4 and week 8 of every term and respond to the data accordingly by following the procedure.



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Statement of Kiwisport funding 2019

Our Kiwi-sport funding was put towards providing a range of Physical Education lessons and teacher professional development through Sport Whanganui for students in years 1-8 and all teachers at Waverley Primary School. These students then utilised the skills taught in a range of interschool situations.

A proportion of the funding was used to purchase sports equipment for all pupils.

A further proportion helped with travel to get to and from the interschool activities in both Hawera and Wanganui.
