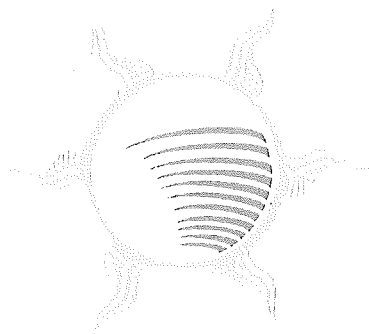


# SUNNYSNOOK PRIMARY SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018



### School Directory

**Ministry Number:** 1518

**Principal:** Virginia Monatgue

**School Address:** Lyford Crescent, Sunnysnook, North Shore City

**School Postal Address:** Lyford Crescent, Sunnysnook, North Shore City

**School Phone:** (09) 410-6534

**School Email:** principal@sunnysnook.school.nz

### Members of the Board of Trustees

| Name              | Position     | How Position Gained | Term Expires |
|-------------------|--------------|---------------------|--------------|
| Benji Potvin      | Chair Person | Elected             | June 2019    |
| Virginia Montague | Principal    |                     |              |
| Sharon Weymouth   | Parent Rep   | Elected             | June 2019    |
| David Hermans     | Parent Rep   | Elected             | Dec 2020     |
| Rebecca Tindall   | Parent Rep   | Elected             | Dec 2020     |
| Jason Alexander   | Parent Rep   | Selected            | June 2019    |
| Audrey Cadness    | Staff Rep    | Elected             | June 2019    |

**Accountant / Service Provider:** Top Class Financial Management Services

# SUNNYSOOK PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2018

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# Sunnynook Primary School

## Statement of Responsibility

For the year ended 31 December 2018

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

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

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

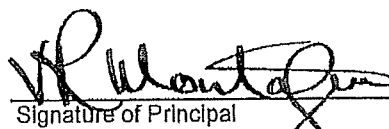
The School's 2018 financial statements are authorised for issue by the Board.

DAVID WATSON HERMANS  
Full Name of Board Chairperson

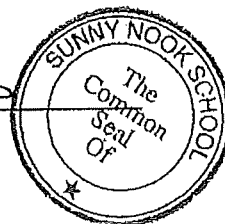
  
Signature of Board Chairperson

24/5/19  
Date:

Virginia Rowan Montague  
Full Name of Principal

  
Signature of Principal

24-5-2019  
Date:



# Sunnynook Primary School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

|   | Notes | 2018<br>Actual<br>\$  | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$   |
|---|-------|-----------------------|-------------------------------------|------------------------|
| <b>Revenue</b>  |       |                       |                                     |                        |
| Government Grants   | 2     | 3,913,886             | 3,612,447                           | 3,889,803              |
| Locally Raised Funds  | 3     | 199,266               | 166,510                             | 201,402                |
| Interest Earned   |       | 19,899                | 14,000                              | 21,131                 |
|   |       | <u>4,133,051</u>      | <u>3,792,957</u>                    | <u>4,112,336</u>       |
| <b>Expenses</b>   |       |                       |                                     |                        |
| Locally Raised Funds  | 3     | 68,561                | 52,510                              | 74,142                 |
| Learning Resources  | 4     | 2,288,072             | 2,266,432                           | 2,309,209              |
| Administration  | 5     | 211,470               | 215,335                             | 230,519                |
| Finance   |       | 4,216                 | 4,500                               | 2,809                  |
| Property  | 6     | 1,316,145             | 1,147,180                           | 1,414,249              |
| Depreciation  | 7     | 89,371                | 87,000                              | 90,841                 |
| Loss on Disposal of Property, Plant and Equipment           |       | 11,618                | -                                   | 4,022                  |
|   |       | <u>3,989,453</u>      | <u>3,772,957</u>                    | <u>4,125,791</u>       |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | <b>143,598</b>        | <b>20,000</b>                       | <b>(13,455)</b>        |
| <b>Other Comprehensive Revenue and Expenses</b>             |       | <b>-</b>              | <b>-</b>                            | <b>-</b>               |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <u><b>143,598</b></u> | <u><b>20,000</b></u>                | <u><b>(13,455)</b></u> |

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

Sunnynook Primary School

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

For the year ended 31 December 2018

|  | Actual<br>2018<br>\$ | Budget<br>(Unaudited)<br>2018<br>\$ | Actual<br>2017<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Balance at 1 January                                 | 823,011              | 823,011                             | 821,379              |
| Total comprehensive revenue and expense for the year | 143,598              | 20,000                              | (13,455)             |
| Capital Contributions from the Ministry of Education |                      |                                     |                      |
| Contribution - Furniture and Equipment Grant         | -                    | -                                   | 15,087               |
| Equity at 31 December                                | 966,609              | 843,011                             | 823,011              |
| Retained Earnings                                    | 966,609              | 843,011                             | 823,011              |
| Reserves   | -                    | -                                   | -                    |
| Equity at 31 December                                | 966,609              | 843,011                             | 823,011              |

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

# Sunnynook Primary School Statement of Financial Position

As at 31 December 2018

|   | Notes | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Current Assets</b>                     |       |                      |                                     |                      |
| Cash and Cash Equivalents                 | 8     | 107,790              | 44,030                              | 22,620               |
| Accounts Receivable                       | 9     | 132,210              | 136,198                             | 136,198              |
| GST Receivable                            |       | 52,401               | 21,712                              | 21,712               |
| Prepayments                               |       | 2,474                | 10,020                              | 10,020               |
| Inventories                               | 10    | 462                  | 413                                 | 413                  |
| Investments                               | 11    | 318,083              | 234,840                             | 584,840              |
|   |       | <u>613,420</u>       | <u>447,213</u>                      | <u>775,703</u>       |
| <b>Current Liabilities</b>                |       |                      |                                     |                      |
| Accounts Payable                          | 13    | 179,520              | 176,138                             | 176,138              |
| Revenue Received In Advance               | 14    | -                    | 786                                 | 786                  |
| Provision for Cyclical Maintenance        | 15    | 207,953              | -                                   | -                    |
| Finance Lease Liability - Current Portion | 16    | 19,598               | 18,652                              | 17,100               |
| Funds held for Capital Works Projects     | 17    | 9,499                | (73,994)                            | (73,994)             |
|   |       | <u>416,570</u>       | <u>121,582</u>                      | <u>120,030</u>       |
| <b>Working Capital Surplus</b>            |       | 196,850              | 325,631                             | 655,673              |
| <b>Non-current Assets</b>                 |       |                      |                                     |                      |
| Property, Plant and Equipment             | 12    | 804,355              | 741,751                             | 389,251              |
|   |       | <u>804,355</u>       | <u>741,751</u>                      | <u>389,251</u>       |
| <b>Non-current Liabilities</b>            |       |                      |                                     |                      |
| Provision for Cyclical Maintenance        | 15    | 15,839               | 206,664                             | 185,554              |
| Finance Lease Liability                   | 16    | 18,757               | 17,707                              | 36,359               |
|   |       | <u>34,596</u>        | <u>224,371</u>                      | <u>221,913</u>       |
| <b>Net Assets</b>                         |       | <u>966,609</u>       | <u>843,011</u>                      | <u>823,011</u>       |
| <b>Equity</b>                             |       | <u>966,609</u>       | <u>843,011</u>                      | <u>823,011</u>       |

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

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

|   | Note | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|---|------|----------------------|-------------------------------------|----------------------|
| <b>Cash flows from Operating Activities</b>                 |      |                      |                                     |                      |
| Government Grants   |      | 791,311              | 742,580                             | 810,717              |
| Locally Raised Funds  |      | 195,808              | 166,510                             | 195,314              |
| Goods and Services Tax (net)                                |      | (30,689)             | -                                   | (15,846)             |
| Payments to Employees                                       |      | (367,420)            | (403,648)                           | (380,241)            |
| Payments to Suppliers                                       |      | (341,792)            | (386,832)                           | (410,877)            |
| Interest Paid   |      | (4,216)              | (4,500)                             | 18,294               |
| Interest Received   |      | 23,215               | 14,000                              | -                    |
| <b>Net cash from / (to) the Operating Activities</b>        |      | <b>266,217</b>       | <b>128,110</b>                      | <b>217,361</b>       |
| <b>Cash flows from Investing Activities</b>                 |      |                      |                                     |                      |
| Proceeds from Sale of PPE                                   |      | (11,618)             | -                                   | (4,022)              |
| Purchase of PPE   |      | (502,125)            | (439,500)                           | (65,429)             |
| Sale/(Purchase) of Investments (net)                        |      | 266,757              | 350,000                             | (162,955)            |
| <b>Net cash from / (to) the Investing Activities</b>        |      | <b>(246,986)</b>     | <b>(89,500)</b>                     | <b>(232,406)</b>     |
| <b>Cash flows from Financing Activities</b>                 |      |                      |                                     |                      |
| Furniture and Equipment Grant                               |      | -                    | -                                   | 15,087               |
| Finance Lease Payments                                      |      | (17,454)             | (17,100)                            | (8,446)              |
| Funds Administered on Behalf of Third Parties               |      | -                    | -                                   | (67,051)             |
| Funds Held for Capital Works Projects                       |      | 83,493               | -                                   | -                    |
| <b>Net cash from Financing Activities</b>                   |      | <b>66,039</b>        | <b>(17,100)</b>                     | <b>(60,410)</b>      |
| <b>Net Increase/(decrease) in cash and cash equivalents</b> |      | <b>85,270</b>        | <b>21,510</b>                       | <b>(75,455)</b>      |
| Cash and cash equivalents at the beginning of the year      | 8    | 22,521               | 22,520                              | 97,975               |
| Cash and cash equivalents at the end of the year            | 8    | 107,791              | 44,030                              | 22,520               |

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.

# Sunnynook Primary School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2018

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

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

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

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

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

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

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

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

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

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



### *Critical Judgements in applying accounting policies*

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

#### *Classification of leases*

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 16.

#### *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.

The School has met the requirements under section 73 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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

**Leased Assets**

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

### *Depreciation*

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

The estimated useful lives of the assets are:

|   |                         |
|---|-------------------------|
| Building improvements to Crown Owned Assets                     | 20 years                |
| Furniture and equipment   | 10 years                |
| Information and communication technology - (Audio Visual)       | 5 years                 |
| Information and communication technology - (Computer Equipment) | 2 - 4 years             |
| Leased assets held under a Finance Lease                        | 3 years                 |
| Library resources   | 12.5% Diminishing value |

### **l) Intangible Assets**

#### *Software costs*

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

Computer software licences with individual values under \$500 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 for COL 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 income, should the School be unable to provide the services to which they relate.

#### **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, 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.

#### **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<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|----------------------------------|----------------------|-------------------------------------|----------------------|
| Operational grants               | 642,419              | 635,580                             | 641,096              |
| Teachers' salaries grants        | 2,034,696            | 1,928,557                           | 2,020,272            |
| Use of Land and Buildings grants | 1,087,879            | 941,310                             | 1,094,633            |
| Other MoE Grants                 | 148,892              | 107,000                             | 133,803              |
|                                  | <u>3,913,886</u>     | <u>3,612,447</u>                    | <u>3,889,803</u>     |

## 3. Locally Raised Funds

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

|  | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>                                   |                      |                                     |                      |
| Donations  | 97,272               | 70,000                              | 74,821               |
| Fundraising                                      | 16,218               | 26,300                              | 29,743               |
| Trading  | 3,979                | 2,200                               | 7,405                |
| Activities                                       | 81,797               | 68,010                              | 89,433               |
|  | <u>199,266</u>       | <u>166,510</u>                      | <u>201,402</u>       |
| <b>Expenses</b>                                  |                      |                                     |                      |
| Activities                                       | 64,677               | 52,510                              | 71,807               |
| Trading  | 3,884                | -                                   | 2,335                |
|  | <u>68,561</u>        | <u>52,510</u>                       | <u>74,142</u>        |
| <b>Surplus for the year Locally raised funds</b> | <u>130,705</u>       | <u>114,000</u>                      | <u>127,260</u>       |

## 4. Learning Resources

|  | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular                               | 36,362               | 45,325                              | 33,993               |
| Equipment repairs                        | 346                  | 400                                 | 370                  |
| Information and communication technology | 14,183               | 19,000                              | 17,830               |
| Extra-curricular activities              | 252                  | 1,000                               | 426                  |
| Library resources                        | 2,652                | 2,500                               | 2,543                |
| Employee benefits - salaries             | 2,215,185            | 2,150,657                           | 2,215,736            |
| General                                  | 5,694                | 7,850                               | 4,889                |
| Staff development                        | 13,398               | 39,700                              | 33,422               |
|  | <u>2,288,072</u>     | <u>2,266,432</u>                    | <u>2,309,209</u>     |

## 5. Administration

|  | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee                                      | 6,261                | 6,000                               | 6,078                |
| Board of Trustees Fees                         | 2,968                | 3,000                               | 2,565                |
| Board of Trustees Expenses                     | 8,263                | 10,100                              | 9,457                |
| Communication                                  | 7,369                | 7,150                               | 8,180                |
| Consumables                                    | 22,889               | 29,650                              | 37,298               |
| Operating Lease                                | 230                  | 300                                 | 7,056                |
| Legal Fees                                     | 3,111                | 2,000                               | 1,411                |
| Other  | 15,948               | 16,328                              | 13,494               |
| Employee Benefits - Salaries                   | 127,666              | 124,068                             | 128,613              |
| Insurance                                      | 4,775                | 4,739                               | 4,867                |
| Service Providers, Contractors and Consultancy | 12,000               | 12,000                              | 11,500               |
|  | <u>211,470</u>       | <u>215,335</u>                      | <u>230,519</u>       |

## 6. Property

|                                     | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 13,489               | 14,200                              | 17,725               |
| Consultancy and Contract Services   | 41,816               | 42,000                              | 41,646               |
| Cyclical Maintenance Expense        | 38,238               | 21,110                              | 110,196              |
| Grounds                             | 15,248               | 15,500                              | 18,097               |
| Heat, Light and Water               | 30,328               | 31,000                              | 30,305               |
| Rates                               | 88                   | 80                                  | 84                   |
| Repairs and Maintenance             | 24,256               | 21,500                              | 39,180               |
| Use of Land and Buildings           | 1,087,879            | 941,310                             | 1,094,633            |
| Security                            | 4,473                | 3,000                               | 5,751                |
| Employee Benefits - Salaries        | 60,330               | 57,480                              | 56,632               |
|                                     | <u>1,316,145</u>     | <u>1,147,180</u>                    | <u>1,414,249</u>     |

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

## 7. Depreciation

|  | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Buildings                                | 10,991               | 15,660                              | 15,961               |
| Furniture and Equipment                  | 39,441               | 34,800                              | 36,423               |
| Information and Communication Technology | 14,927               | 19,140                              | 19,733               |
| Leased Assets                            | 18,620               | 10,440                              | 11,355               |
| Library Resources                        | 5,392                | 6,960                               | 7,369                |
|  | <u>89,371</u>        | <u>87,000</u>                       | <u>90,841</u>        |

## 8. Cash and Cash Equivalents

|   | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash on Hand  | 100                  | 100                                 | 100                  |
| Bank Current Account  | 106,520              | 43,930                              | 16,342               |
| Bank Call Account   | 1,170                | -                                   | 6,078                |
| Cash equivalents and bank overdraft for Cash Flow Statement | <u>107,790</u>       | <u>44,030</u>                       | <u>22,520</u>        |

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

Of the \$107,790 Cash and Cash Equivalents, \$9,499 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

|  | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables                                | 4,409                | 1,737                               | 1,737                |
| Interest Receivable                        | 4,655                | 7,971                               | 7,971                |
| Teacher Salaries Grant Receivable          | 123,146              | 126,490                             | 126,490              |
|  | <u>132,210</u>       | <u>136,198</u>                      | <u>136,198</u>       |
| Receivables from Exchange Transactions     | 9,064                | 9,708                               | 9,708                |
| Receivables from Non-Exchange Transactions | 123,146              | 126,490                             | 126,490              |
|  | <u>132,210</u>       | <u>136,198</u>                      | <u>136,198</u>       |

## 10. Inventories

|                 | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| School Uniforms | 462                  | 413                                 | 413                  |
|                 | <u>462</u>           | <u>413</u>                          | <u>413</u>           |

## 11. Investments

The School's investment activities are classified as follows:

|                          | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset            |                      |                                     |                      |
| Short-term Bank Deposits | 318,083              | 234,840                             | 584,840              |

## 12. Property, Plant and Equipment

|                               | Opening<br>Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|-------------------------------|--------------------------|-----------|-----------|------------|--------------|-------------|
|                               | \$                       | \$        | \$        | \$         | \$           | \$          |
| 2018                          |                          |           |           |            |              |             |
| Buildings                     | 90,824                   | -         | -         | -          | (10,991)     | 79,833      |
| Furniture and Equipment       | 172,708                  | 492,394   | (129)     | -          | (39,441)     | 625,532     |
| Information and Communication | 23,587                   | 18,307    | -         | -          | (14,927)     | 26,967      |
| Leased Assets                 | 50,550                   | 2,350     | -         | -          | (18,620)     | 34,280      |
| Library Resources             | 51,582                   | 3,040     | (11,487)  | -          | (5,392)      | 37,743      |
| Balance at 31 December 2018   | 389,251                  | 516,091   | (11,616)  | -          | (89,371)     | 804,355     |

|                               | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|-------------------------------|----------------------|-----------------------------|-------------------|
|                               | \$                   | \$                          | \$                |
| 2018                          |                      |                             |                   |
| Buildings                     | 478,648              | (398,815)                   | 79,833            |
| Furniture and Equipment       | 1,067,246            | (441,714)                   | 625,532           |
| Information and Communication | 347,436              | (320,469)                   | 26,967            |
| Leased Assets                 | 64,255               | (29,975)                    | 34,280            |
| Library Resources             | 117,949              | (80,206)                    | 37,743            |
| Balance at 31 December 2018   | 2,075,534            | (1,271,179)                 | 804,355           |

|                               | Opening<br>Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|-------------------------------|--------------------------|-----------|-----------|------------|--------------|-------------|
|                               | \$                       | \$        | \$        | \$         | \$           | \$          |
| 2017                          |                          |           |           |            |              |             |
| Buildings                     | 104,482                  | 2,303     | -         | -          | (15,961)     | 90,824      |
| Furniture and Equipment       | 168,209                  | 42,045    | (1,122)   | -          | (36,423)     | 172,709     |
| Information and Communication | 24,720                   | 18,598    | -         | -          | (19,733)     | 23,585      |
| Leased Assets                 | 20,134                   | 41,772    | -         | -          | (11,355)     | 50,551      |
| Library Resources             | 52,374                   | 9,476     | (2,899)   | -          | (7,369)      | 51,582      |
| Balance at 31 December 2017   | 369,919                  | 114,194   | (4,021)   | -          | (90,841)     | 389,251     |

|  | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|--|----------------------|-----------------------------|-------------------|
|  | \$                   | \$                          | \$                |
| 2017                                     |                      |                             |                   |
| Buildings                                | 479,074              | (388,250)                   | 90,824            |
| Furniture and Equipment                  | 614,258              | (441,550)                   | 172,708           |
| Information and Communication Technology | 393,461              | (369,874)                   | 23,587            |
| Leased Assets                            | 61,905               | (11,355)                    | 50,550            |
| Library Resources                        | 147,830              | (96,248)                    | 51,582            |
| Balance at 31 December 2017              | 1,696,528            | (1,307,277)                 | 389,251           |



### 13. Accounts Payable

|                                       | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Operating creditors                   | 51,273               | 45,612                              | 45,612               |
| Employee Entitlements - salaries      | 123,146              | 126,491                             | 126,491              |
| Employee Entitlements - leave accrual | 5,101                | 4,035                               | 4,035                |
|                                       | <u>179,520</u>       | <u>176,138</u>                      | <u>176,138</u>       |
| Payables for Exchange Transactions    | 179,520              | 176,138                             | 176,138              |
|                                       | <u>179,520</u>       | <u>176,138</u>                      | <u>176,138</u>       |

The carrying value of payables approximates their fair value.

### 14. Revenue Received In Advance

|       | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|-------|----------------------|-------------------------------------|----------------------|
| Other | -                    | 786                                 | 786                  |
|       | <u>-</u>             | <u>786</u>                          | <u>786</u>           |

### 15. Provision for Cyclical Maintenance

|   | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year        | 185,554              | 185,554                             | 75,358               |
| Increase to the Provision During the Year | 38,238               | 21,110                              | 110,196              |
| Use of the Provision During the Year      | -                    | -                                   | -                    |
| Provision at the End of the Year          | <u>223,792</u>       | <u>206,664</u>                      | <u>185,554</u>       |
| Cyclical Maintenance - Current            | 207,953              | -                                   | -                    |
| Cyclical Maintenance - Term               | 15,839               | 206,664                             | 185,554              |
|   | <u>223,792</u>       | <u>206,664</u>                      | <u>185,554</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:

|  | 2018<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year                           | 19,598               | 18,652                              | 17,100               |
| Later than One Year and no Later than Five Years | 18,757               | 17,707                              | 24,315               |
| Later than Five Years                            | -                    | -                                   | 12,044               |
|  | <u>38,355</u>        | <u>36,359</u>                       | <u>53,459</u>        |

## 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<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$  | BOT<br>Contribution/<br>(Write-off to<br>R&M) | Closing<br>Balances<br>\$ |
|------------------------------|--------------------|---------------------------|----------------------------|-----------------|---|---------------------------|
| New Flexible Learning Spaces | <i>in progress</i> | (4,730)                   | -                          | -               | -   | (4,730)                   |
| Project 1518/05              | <i>completed</i>   | (360)                     | 29,954                     | (29,954)        | -   | -                         |
| Project 1518/06              | <i>in progress</i> | (2,976)                   | -                          | (3,349)         | -   | (6,325)                   |
| Project 1518/07              | <i>in progress</i> | 25,841                    | -                          | -               | -   | 25,841                    |
| Project 1518/08              | <i>in progress</i> | (89,357)                  | 91,762                     | (5,280)         | -   | (2,875)                   |
| Project 1518/09              | <i>in progress</i> | (2,412)                   | -                          | -               | -   | (2,412)                   |
| Totals                       |                    | <u>(73,994)</u>           | <u>121,716</u>             | <u>(38,583)</u> | <u>-</u>                                      | <u>9,499</u>              |

Represented by:

Funds Held on Behalf of the Ministry of Education

25,841

Funds Due from the Ministry of Education

(16,342)

9,499

|                              | 2017               | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$   | BOT<br>Contribution/<br>(Write-off to<br>R&M) | Closing<br>Balances<br>\$ |
|------------------------------|--------------------|---------------------------|----------------------------|------------------|---|---------------------------|
| Toilet Upgrade               | <i>completed</i>   | 2,869                     | -                          | -                | (2,869)                                       | -                         |
| New Flexible Learning Spaces | <i>in progress</i> | (9,812)                   | -                          | (1,936)          | 7,018   | (4,730)                   |
| 10 year Property Plan        | <i>completed</i>   | -                         | 6,600                      | (16,198)         | 9,598   | -                         |
| Project 1518/05              | <i>in progress</i> | -                         | -                          | (360)            | -   | (360)                     |
| Project 1518/06              | <i>in progress</i> | -                         | -                          | (2,976)          | -   | (2,976)                   |
| Project 1518/07              | <i>in progress</i> | -                         | 44,550                     | (18,709)         | -   | 25,841                    |
| Project 1518/08              | <i>in progress</i> | -                         | -                          | (89,357)         | -   | (89,357)                  |
| Project 1518/09              | <i>in progress</i> | -                         | 45,708                     | (51,120)         | -   | (2,412)                   |
| Totals                       |                    | <u>(6,943)</u>            | <u>96,858</u>              | <u>(180,656)</u> | <u>13,747</u>                                 | <u>(73,994)</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.

Benji Potvin is the Chairperson of the Board and is the CFO of Stellar Projects. During the year the School contracted Stellar Projects Limited to manage the 5 ya property projects plus the Canopy and Turf build. The total value of all transactions for the year was \$32,304 (2017: \$30,127) and no amount is outstanding as at balance date (2017: nil).

## 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<br>Actual<br>\$ | 2017<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <i>Board Members</i>                        |                      |                      |
| Remuneration                                | 2,968                | 2,565                |
| Full-time equivalent members                | 0.15                 | 0.09                 |
| <i>Leadership Team</i>                      |                      |                      |
| Remuneration                                | 328,448              | 324,441              |
| Full-time equivalent members                | 3.00                 | 3.00                 |
| Total key management personnel remuneration | 331,416              | 327,006              |
| Total full-time equivalent personnel        | 3.15                 | 3.09                 |

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<br>Actual<br>\$000 | 2017<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 130 - 140               | 130 - 140               |
| Benefits and Other Emoluments                    | 4 - 5                   | 4 - 5                   |
| Termination Benefits                             | -                       | -                       |

### *Other Employees*

There are no other employees with remuneration greater than \$100,000 (2017:none)

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<br>Actual | 2017<br>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 entered into contract agreements for capital works as follows:

(b) Project 1518/06 - \$18,565 contract to replace plumbing works. The project is fully funded by the Ministry. The project is fully funded by the Ministry. \$6,325 has been spent at balance date.

(c.) Project 1518/07 - \$54,705 contract to replace rotten joinery - pin boards. The project is fully funded by the Ministry. \$44,550 has been received of which \$18,708 has been spent at balance date.

(d) Project 1518/08 - \$106,800 contract to replace coal boiler. The project is fully funded by the Ministry. \$91,762 has been received of which \$94,636 has been spent at balance date.

(e) Project 1518/09 - \$54,120 contract to replace timber floor bathroom. The project is fully funded by the Ministry. \$48,708 has been received of which \$51,120 has been spent at balance date.

As at 31 December 2017 the Board had entered into contract agreements for capital works.

(a) Project 1518/05 - \$37,152 contract to install heat pumps. The project is fully funded by the Ministry. \$360 has been spent at balance date.

(b) Project 1518/06 - \$18,565 contract to replace plumbing works. The project is fully funded by the Ministry. \$2,976 has been spent at balance date.

(c) Project 1518/07 - \$54,705 contract to replace rotten joinery - pin boards. The project is fully funded by the Ministry. \$44,550 has been received of which \$18,708 has been spent at balance date.

(d) Project 1518/08 - \$106,800 contract to replace coal boiler. The project is fully funded by the Ministry. \$89,357 has been spent at balance date.

(e) Project 1518/09 - \$54,120 contract to replace timber floor bathroom. The project is fully funded by the Ministry. \$48,708 has been received of which \$51,120 has been spent at balance date.

#### (b) Operating Commitments

As at 31 December 2018 the Board has not entered into any contracts:

|  | 2018<br>Actual<br>\$ | 2017<br>Actual<br>\$ |
|--|----------------------|----------------------|
| No later than One Year                           | -                    | 150                  |
| Later than One Year and No Later than Five Years | -                    | -                    |
| Later than Five Years                            | -                    | -                    |
|  | -                    | 150                  |

#### 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<br>Actual<br>\$ | 2018<br>Budget<br>(Unaudited)<br>\$ | 2017<br>Actual<br>\$ |
|-----------------------------|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents   | 107,790              | 44,030                              | 22,520               |
| Receivables                 | 132,210              | 136,198                             | 136,198              |
| Investments - Term Deposits | 318,083              | 234,840                             | 584,840              |
| Total Loans and Receivables | 558,083              | 415,068                             | 743,558              |

##### Financial liabilities measured at amortised cost

|  |         |         |         |
|--|---------|---------|---------|
| Payables   | 179,520 | 176,138 | 176,138 |
| Finance Leases   | 38,355  | 36,359  | 53,459  |
| Total Financial Liabilities Measured at Amortised Cost | 217,875 | 212,497 | 229,597 |

#### 25. Events After Balance Date

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

# Analysis of Variance Reporting

| School Name:   | Sunnynook Primary School   | School Number: | 1518 |
|----------------|--|----------------|------|
| Strategic Aim: | <p>To learn for a successful future, we will aim to extend children's learning through:</p> <ul style="list-style-type: none"> <li>Life Long Learner</li> <li>The ongoing acquisition of knowledge or skills</li> <li>Socially Responsible</li> <li>Teachers, parents and children together will make a commitment to children's learning through striving for excellence, showing respect, participating in school life, caring for and exploring their environment, and showing integrity in what they do.</li> <li>High Quality Education</li> <li>High Quality Education is responsive to individual needs guided by reflective practitioners.</li> <li>Our Sunnynook School Community will support learners in their strive for excellence.</li> <li>Global Community</li> </ul> <p>Our school will be community focused. This begins within our own school grounds and reaches out to our surrounding community, our country and beyond. By creating partnerships within our community, students will develop an awareness of the diversity of life and the importance of working together to create a sustainable future.</p> |                |      |
| Annual Aim:    | Continuing to accelerate student achievement in Literacy (Writing) and Mathematics   |                |      |

**Target:**

- **Reading**

Target and accelerate the progress of the 21 current Year 2 who were below the NS in reading at the end of 40 weeks of schooling in 2017 ( 24%). ( 21 students- 4 Maori, 7 NZE, 3 Pasifika, 3 Asian, 3 MELAA and 1 Other)

- **Writing**

Reduce the number of male students achieving below or well below the National Standard from 55 boys out of 250 ( 22%) in 2017

Target and accelerate the progress of the 13 male students currently in Year 6 who were below or well below the NS in writing at the end of 2017

Target and accelerate the progress of the 16, current Year 3 students who were below or well below NS in writing at the end of 2017 (of which 10 are Asian).

For all students to make at least expected progress i.e. one year's progress in Writing over the course of the school year

- **Mathematics**

Target and accelerate the progress of the 10 Maori students currently in Year 6, half of whom were below or well below the NS in Maths at the end of 2017

Closely monitor the 6 Pasifika students who were below the NS in Maths at the end of 2017 across the school= 14.3%

Target and accelerate the progress of the 14 Year 6 students who were below the NS in Maths at the end of 2017

**Baseline Data:**
**Baseline data: 2017 End of Year Achievement Data**

|             | All students | Male  | Female | Maori | Pasifika | NZE   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|--------------|-------|--------|-------|----------|-------|--------|--------|--------|--------|--------|--------|
| Reading     | 86%          | 83.6% | 88.5%  | 90.6% | 83.4%    | 87.8% | 85.8%  | 89.1%  | 90.6%  | 88.9%  | 89.6%  | 82.7%  |
| Writing     | 82.7%        | 78%   | 87.6%  | 89.1% | 83.3%    | 82.9% | 81.6%  | 80.7%  | 89.2%  | 86.7%  | 80.5%  | 77.8%  |
| Mathematics | 90%          | 88.8% | 91.3%  | 82.8% | 85.7%    | 82.2% | 84.2%  | 92.8%  | 91.9%  | 92.2   | 81.8%  | 86.4   |



| <b>Actions</b><br><i>What did we do?</i>   | <b>Outcomes</b><br><i>What happened?</i>   | <b>Reasons for the variance</b><br><i>Why did it happen?</i>   | <b>Evaluation</b><br><i>Where to next?</i>   |
|--|--|--|--|
| <p>Year 2 Inquiry-</p> <ul style="list-style-type: none"> <li>Introduced Yolanda Sorel phonics programme.</li> <li>Students grouped according to need, utilising ESOL teacher to help with programme for ESOL students in phonics</li> <li>Focused on late students and swapped timetable around</li> <li>Added fruit breaks</li> <li>Brought in Developmental play-based learning.</li> </ul> | <p><b>Reading:</b></p> <p>Target and accelerate the progress of the 21 current Year 2 who were below the NS in reading at the end of 40 weeks of schooling in 2017 (24%) (21 students- 4 Maori , 7 NZE, 3 Pasifika, 3 Asian, 3 MELAA and 1 Other)</p> <p><i>By EOY (2018) only 11/21, Y2 students still below in reading. 10 of these students have made accelerated process and reached expected curriculum level. Now only 2 Maori , 3 NZE, 1 Pasifika, 2 Asian and 3 other European below</i></p> | <p>Even though we are pleased with results, not all below Y2 students were able to make accelerated progress. There are still 11 students who are below going into Year 3. A few of whom are students who arrived at our school throughout the year. Hence the increase in 'Other European' students who are below in reading.</p> | <p>Continue to embed practices around the explicit teaching of phonics and because this was a successful intervention. Ensure this approach is shared with other teams. Use Reading recovery specialist teacher to help run an accelerated learning intervention programme for selected Year 2 students during 7 intensive weeks in Term 1</p> <p>Need to look at specific names of other Europeans who didn't make expected progress</p> <p>Scope the teaching of phonics/spelling school wide making interventions as needed</p> |

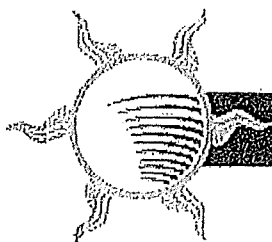
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| <p>Some team targeted actions as opposed to whole school actions targeting male writing took place</p> <p><b>Year 5/6 Inquiry</b></p> <ul style="list-style-type: none"> <li>• Team looked closely at writing data.</li> <li>• Selected senior boys who were below to target as a basis for their collaborative inquiry</li> <li>• Focused on explicit teaching strategies for specific areas of deficit.</li> <li>• Teachers each planned for different skill sessions and set up a rotation so students were all offered specific teaching in these areas</li> </ul> | <p><b>Writing</b></p> <p>Reduce the number of male students achieving below or well below the National Standard from 55 boys out of 250 ( 22%) in 2017 <i>Unfortunately there are now 61 boys below in writing at the end of 2018. This is an increase of 5 students.</i></p> <p>Target and accelerate the progress of the 13 male students currently in Year 6 who were below or well below the NS in writing at the end of 2017</p> <p><i>There are now only 7 Y6 male students who are below in writing by EOY 2018</i></p> | <p>Because this was set as a whole school target as opposed to a specific team/year group focus, we feel we put energy and focus into other curriculum areas e.g STEM / Science and this wasn't perhaps given the time focus needed as a school</p> <p>There still are 7 of the 13 students students who were below or well below NS in writing at the end of 2017 who are still below. Perhaps the fact that these teachers' inquiries were around best practice rather than innovative trying something different, may have impacted these results.</p> <p>In reshaping our inquiries we missed an opportunity to closely track specific / named target students in each team.</p> | <p>A renewed focus on boys' writing. Eyes back on the ball. Establishing a literacy team with representation across all areas of school to track boys' writing and identify teacher strengths in writing and using these teachers to model for and develop teacher capability.</p> <p>Further explore our writing moderation ensuring our perceptions of boys' achievement in writing. Checking our bias?</p> <p>Literacy team - Checking out how students are below in reading but at in writing ?</p> <p>Need to closely monitor specific/ named target students in each team and provide team leaders with specific lists of exact students who need to be monitored /targeted</p> |
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| <p>Year 3&amp;4 Inquiry</p> <ul style="list-style-type: none"> <li>Used Sheena Cameron's strategies for developing Oral language skills .</li> <li>Developing spelling programmes using Smart words to tailor to student need</li> <li>Implemented learning ladders to foster student agency in writing</li> <li>Groups of students were given access to "Steps to literacy – Web" within their literacy tumbles to target student need</li> </ul> | <p>Target and accelerate the progress of the 16, current Year 3 students who were below or well below NS in writing at the end of 2017 (of which 10 are Asian)</p> <p><i>6 of these 13 students have now reached curriculum expectation, and 6 of the 10 Asian students have made accelerated progress</i></p> <p>Maths:</p> <p>Target and accelerate the progress of the 10 Maori students currently in Year 6, half of whom were below or well below the NS in Maths at the end of 2017.</p> <p><i>Only 3 Maori students in Y6 are below in Maths at EOY.</i></p> | <p>Pleasing results which may well be due to the focus on developing oral language skills and other interventions by the Year 3&amp;4 team</p>                        | <p>Continue the interventions from 2018 on, into 2019: Oral language skills, Smart words, learning ladders- growing student agency and giving students web access to STEPS to literacy programme</p> |
| <ul style="list-style-type: none"> <li>Collaborative, flexible working groups.</li> <li>Most lessons were problem solving rich tasks with higher order questioning to extend</li> <li>The odd lesson was a specific sheet of practise,</li> </ul>  | <p>Pleasing results due perhaps to increased focus on Mathematics for all students in Year 5&amp;6. And effective teaching practices</p>  | <p>- Tracking students ( especially Maori and Pasifika students) and looking at growing teachers' knowledge and skills in rich problem based learning --- are all</p> |  |

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| <p>practise, practise e.g. getting the hang of equivalent fractions</p> <ul style="list-style-type: none"> <li>No rigid groups- differentiated tasks, with students choosing where they are at and how they work</li> <li>Lessons were started each day with number knowledge activity, using whiteboards mostly</li> <li>Base thinking and pedagogy in maths on Jo Boaler "Elephant in the Classroom" and Mathematical Mindsets (Boaler and Dweck)</li> <li>target needs which at the start of the year were identified as basic facts and fractions/decimals (No Long Term Plan which the whole school follows- in that case fractions gets left until term 4!)</li> <li>Times table chart on the wall, students were set goals to achieve a certain amount by a certain date and be tested- if they didn't they had to spend</li> </ul> | <p>Closely monitor the 6 Pasifika students who were below the NS in Maths at the end of 2017 across the school= 14.3%</p> <p><i>Only 4 Pasifika students across the school are below in Maths</i></p> <p>Target and accelerate the progress of the 14 Year 6 students who were below the NS in Maths at the end of 2017</p> <p><i>9 of these 14 students have made accelerated progress and are now working at expected NZC level.</i></p> | <p>teachers approaching Maths in this way- talk moves etc</p> <p>Moderation across school</p> <p>Classroom observations across school - what is happening in Maths across school etc</p> <p>Effective use of assessment data- what is tool showing e.g. PAT data, e-asTTle etc</p> |
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| <p>time on Fridays practising. This worked very well, particularly with the boys</p> <ul style="list-style-type: none"> <li>• Lots of number manipulation tasks- decomposing and recomposing numbers, number sense is critical</li> <li>• Creating an environment where it was ok to make a mess, lie on the floor, work with someone different, use materials to help, draw a picture etc and seeing the relevance of what we were learning was important</li> <li>• The Growth Mindset work initially helped many of these students to start having a go and believe in themselves</li> </ul>  |  |  |
| <p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>• Financial support for Year 2 initiative which uses our Reading Recovery specialist teacher to provide intensive support, accelerating student progress in the fundamental skills for literacy. For term 1 to address the number of Year 2 students who are currently below expectations in Literacy</li> <li>• Supporting the Year 4-6 team through the use of an additional teacher 3 days a week for Term 1 to support large class sizes and high numbers of priority learners who are in need of additional targeted support in literacy who failed to meet curriculum expectations at the end of 2018</li> <li>• Extra teacher employed for whole of 2019 to support Year 3 students/teachers and keep class numbers within ministry guidelines.</li> </ul> |  |  |

- Restructuring of ESOL support across school due to increasing ESOL numbers and needs of these students and changes of personnel in this area. From term 2 ( or earlier) fund ESOL support staff .
- Responding to the ongoing and changing needs of students, by supporting the implementation of appropriate and timely programmes and interventions as the needs arise. E.g. Rainbow reading, Steps to Literacy, Social skills etc



## SUNNYNOOK PRIMARY SCHOOL

"Learning for a Successful Future"

13 December 2018

Kiwi sport funds for 2018 were used as follows:

- Football - PD for staff - supporting staff with teaching of football and movement skills.
- 4X Football sessions for each class from Y0/1-Y6 - football skills.
- Perceptual Motor Equipment - To be utilised across the school - Y0-2 - daily programme, Y3-6 as needed - developing gross-motor and fine-motor skills.
- High Jump Mat for whole school Athletics.
- Additional teacher support for Sport/PE.

Kind regards,

Monica Duffield

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF SUNNYSIDE PRIMARY SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Sunnyside Primary School. The Auditor-General has appointed me, Blair Stanley, using the staff and resources of BDO Auckland, 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 accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 24 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 control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

The Board of Trustees is responsible for the other information. The other information comprises the Board of Trustees listing, Analysis of Variance and KiwiSports Funding 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.



Blair Stanley  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand