

ABERFELDY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

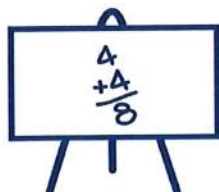
School Directory

Ministry Number: 2330
Principal: Frances Lambert
School Address: 2317 Parapara Road, Aberfeldy, 4573
School Postal Address: 2317 Parapara Road, Aberfeldy, 4573
School Phone: 06 342 5757
School Email: aberfeldy.class@xtra.co.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Jim Brown	Chair Person	Elected		May-22
Frances Lambert	Principal	ex Officio		
Alistair King	Parent Rep	Elected		May-22
Rebekah Brown	Parent Rep	Elected		May-22
Beverley Teua	Staff Rep	Elected		May-22

Accountant / Service Provider: Education Finance Ltd



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ABERFELDY SCHOOL

Annual Report - For the year ended 31 December 2019

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Aberfeldy 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.

Jim Brown

Full Name of Board Chairperson

Roger Moore

Full Name of Principal



Signature of Board Chairperson



Signature of Principal

19-05-2020

Date:

19-5-20

Date:

Aberfeldy School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	448,143	486,000	496,615
Locally Raised Funds	3	33,902	16,100	13,576
Interest income		1,530	1,000	1,435
Gain on Sale of Property, Plant and Equipment		1,800	-	-
		<hr/>	<hr/>	<hr/>
		485,375	503,100	511,626
Expenses				
Locally Raised Funds	3	5,715	6,600	3,076
Learning Resources	4	226,635	286,800	292,652
Administration	5	42,776	42,150	39,828
Finance		955	-	344
Property	6	124,150	115,100	114,704
Depreciation	7	18,173	9,800	11,239
Transport		49,537	45,000	36,800
		<hr/>	<hr/>	<hr/>
		467,941	505,450	498,643
Net Surplus / (Deficit) for the year		17,434	(2,350)	12,983
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		17,434	(2,350)	12,983

Aberfeldy 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>164,666</u>	<u>164,666</u>	<u>149,959</u>
Total comprehensive revenue and expense for the year		17,434	(2,350)	12,983
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		1,290	-	1,724
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	20	<u>183,390</u>	<u>162,316</u>	<u>164,666</u>
Retained Earnings		183,390	162,316	164,666
Reserves		-	-	-
Equity at 31 December		<u>183,390</u>	<u>162,316</u>	<u>164,666</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.

Aberfeldy School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	129,920	105,238	60,346
Accounts Receivable	9	13,713	15,000	55,767
GST Receivable		4,791	-	-
Prepayments		845	-	-
		<u>149,269</u>	<u>120,238</u>	<u>116,113</u>
Current Liabilities				
GST Payable		-	3,473	3,473
Accounts Payable	11	21,347	20,000	17,825
Finance Lease Liability - Current Portion	13	4,123	3,968	3,968
Funds held for Capital Works Projects	14	47,629	-	1,250
		<u>73,099</u>	<u>27,441</u>	<u>26,516</u>
Working Capital Surplus/(Deficit)		76,170	92,797	89,597
Non-current Assets				
Property, Plant and Equipment	10	126,533	90,952	95,752
		<u>126,533</u>	<u>90,952</u>	<u>95,752</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	15,951	15,950	13,200
Finance Lease Liability	13	3,362	5,483	7,483
		<u>19,313</u>	<u>21,433</u>	<u>20,683</u>
Net Assets		<u>183,390</u>	<u>162,316</u>	<u>164,666</u>
Equity	22	<u>183,390</u>	<u>162,316</u>	<u>164,666</u>

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

Aberfeldy 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		188,901	159,000	136,869
Locally Raised Funds		33,902	16,100	13,576
Goods and Services Tax (net)		(8,264)	-	5,739
Payments to Employees		(72,714)	(95,500)	(114,048)
Payments to Suppliers		(70,584)	(27,458)	(52,614)
Cyclical Maintenance Payments in the year		-	-	-
Interest Paid		(955)	-	(344)
Interest Received		1,530	1,000	1,435
Net cash from Operating Activities		71,816	53,142	(9,387)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1,800	-	-
Purchase of PPE (and Intangibles)		(48,954)	(5,000)	(1,615)
Net cash from Investing Activities		(47,154)	(5,000)	(1,615)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,290	-	1,724
Finance Lease Payments		(2,757)	(2,000)	(1,222)
Funds Held for Capital Works Projects		46,379	(1,250)	135
Net cash from Financing Activities		44,912	(3,250)	637
Net increase/(decrease) in cash and cash equivalents		69,574	44,892	(10,365)
Cash and cash equivalents at the beginning of the year	8	60,346	60,346	70,711
Cash and cash equivalents at the end of the year	8	129,920	105,238	60,346

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.

Aberfeldy School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 36.

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 10.

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 12.

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.

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) 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.

j) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20-50 years
Furniture and equipment	5-10 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) 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.

n) Revenue Received in Advance

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

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.

o) 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).

p) 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.

q) 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.

r) 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.

s) Budget Figures

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

t) Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	92,017	77,000	85,321
Teachers' Salaries Grants	191,805	240,000	229,033
Use of Land and Buildings Grants	87,265	87,000	88,540
Other MoE Grants	76,065	82,000	91,293
Other Government Grants	991	-	2,428
	448,143	486,000	496,615

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	18,996	1,500	-
Activities	6,728	2,000	3,046
Fundraising	930	4,000	1,708
Other Revenue	7,248	8,600	8,822
	33,902	16,100	13,576
Expenses			
Activities	3,718	2,000	157
Fundraising (Costs of Raising Funds)	227	1,000	940
Other Locally Raised Funds Expenditure	1,770	3,600	1,980
	5,715	6,600	3,076

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	8,582	6,800	6,933
Employee Benefits - Salaries	217,974	277,500	285,607
Staff Development	79	2,500	111
	226,635	286,800	292,652

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,420	3,300	3,321
Board of Trustees Fees	1,585	2,000	830
Board of Trustees Expenses	748	450	-
Communication	1,270	1,250	990
Consumables	824	750	782
Operating Lease	793	5,200	3,496
Other	4,110	5,500	5,893
Employee Benefits - Salaries	25,168	18,000	19,577
Insurance	958	1,800	1,039
Service Providers, Contractors and Consultancy	3,900	3,900	3,900
	<u>42,776</u>	<u>42,150</u>	<u>39,828</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	1,124	750	520
Consultancy and Contract Services	4,607	-	-
Cyclical Maintenance Provision	2,751	2,750	2,749
Grounds	6,529	3,500	2,932
Heat, Light and Water	4,814	5,000	5,498
Repairs and Maintenance	2,235	1,100	432
Use of Land and Buildings	87,265	87,000	88,540
Employee Benefits - Salaries	14,825	15,000	14,033
	<u>124,150</u>	<u>115,100</u>	<u>114,704</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 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	1,957	1,800	1,957
Furniture and Equipment	1,507	1,000	685
Motor Vehicles	10,527	6,000	6,833
Leased Assets	4,132	1,000	1,707
Library Resources	50	-	57
	<u>18,173</u>	<u>9,800</u>	<u>11,239</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	8,410	-	615
Bank Call Account	22,680	105,238	50,063
Short-term Bank Deposits	15,728	-	9,017
Bank Overdraft	83,102	-	651
Cash and cash equivalents for Cash Flow Statement	<u>129,920</u>	<u>105,238</u>	<u>60,346</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	-	42,026
Banking Staffing Underuse	-	-	1,861
Teacher Salaries Grant Receivable	13,713	15,000	11,880
	<u>13,713</u>	<u>15,000</u>	<u>55,767</u>
Receivables from Exchange Transactions	-	-	42,026
Receivables from Non-Exchange Transactions	13,713	15,000	13,741
	<u>13,713</u>	<u>15,000</u>	<u>55,767</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Land	10,000	-	-	-	-	10,000
Building Improvements	52,422	-	-	-	(1,957)	50,465
Furniture and Equipment	3,795	4,622	-	-	(1,507)	6,910
Motor Vehicles	18,219	44,332	-	-	(10,527)	52,024
Leased Assets	10,920	-	-	-	(4,132)	6,788
Library Resources	396	-	-	-	(50)	346
Balance at 31 December 2019	<u>95,752</u>	<u>48,954</u>	<u>-</u>	<u>-</u>	<u>(18,173)</u>	<u>126,533</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Land	10,000	-	10,000
Building Improvements	78,748	(28,283)	50,465
Furniture and Equipment	37,751	(30,841)	6,910
Information and Communication	1,365	(1,365)	-
Motor Vehicles	86,051	(34,027)	52,024
Leased Assets	13,406	(6,618)	6,788
Library Resources	8,392	(8,046)	346
Balance at 31 December 2019	<u>235,713</u>	<u>(109,180)</u>	<u>126,533</u>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Land	10,000	-	-	-	-	10,000
Building Improvements	54,379	-	-	-	(1,957)	52,422
Furniture and Equipment	2,865	1,615	-	-	(685)	3,795
Motor Vehicles	25,052	-	-	-	(6,833)	18,219
Leased Assets	558	12,069	-	-	(1,707)	10,920
Library Resources	453	-	-	-	(57)	396
Balance at 31 December 2018	<u>93,307</u>	<u>13,684</u>	<u>-</u>	<u>-</u>	<u>(11,239)</u>	<u>95,752</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Land	10,000	-	10,000
Building Improvements	78,748	(26,326)	52,422
Furniture and Equipment	39,828	(36,033)	3,795
Information and Communication Technology	1,365	(1,365)	-
Motor Vehicles	41,719	(23,500)	18,219
Leased Assets	13,406	(2,486)	10,920
Library Resources	8,392	(7,996)	396
Balance at 31 December 2018	<u>193,458</u>	<u>(97,706)</u>	<u>95,752</u>

11. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	3,112	20,000	3,108
Accruals	2,905	-	2,837
Banking Staffing Overuse	1,617	-	-
Employee Entitlements - Salaries	13,713	-	11,880
	<u>21,347</u>	<u>20,000</u>	<u>17,825</u>
Payables for Exchange Transactions	21,347	20,000	17,825
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>21,347</u>	<u>20,000</u>	<u>17,825</u>

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	13,200	13,200	10,451
Increase/ (decrease) to the Provision During the Year	2,751	2,750	2,749
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>15,951</u>	<u>15,950</u>	<u>13,200</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	15,951	15,950	13,200
	<u>15,951</u>	<u>15,950</u>	<u>13,200</u>

13. 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	4,873	3,968	5,052
Later than One Year and no Later than Five Years	3,595	5,483	9,318
Later than Five Years	-	-	-
	<u>8,468</u>	<u>9,451</u>	<u>14,370</u>

14. 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Outdoor Teaching Area Building	<i>completed</i>	-	(75,490)	27,861	-	47,629
	<i>completed</i>	1,250	-	1,250	-	-
Totals		1,250	(75,490)	29,111	-	47,629

Represented by:

Funds Held on Behalf of the Ministry of Education	47,629
Funds Due from the Ministry of Education	-
	<u>47,629</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Building	<i>completed</i>	-	(8,685)	7,435	-	1,250
Totals		-	(8,685)	7,435	-	1,250

15. 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.

16. 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	1,585	830
Full-time equivalent members	0.04	0.05
<i>Leadership Team</i>		
Remuneration	111,792	103,869
Full-time equivalent members	1	1
Total key management personnel remuneration	113,377	104,699
Total full-time equivalent personnel	1.04	1.05

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:		
Salary and Other Payments	100-110	100-110
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	0.00	1.00
	0.00	1.00

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

17. 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	-	-

18. 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.

19. Commitments

(a) Capital Commitments

As at 31 December 2019 Capital Commitments are:

(a) \$83,877.53 contract for Outdoor Teaching Space to be completed in 2020, which will be fully funded by the Ministry of Education. \$75,490 has been received of which \$27,861 has been spent on the project to date.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 Operating Commitments are nil.

(2018: Nil)

20. 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.

21. Financial Instruments

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

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	129,920	105,238	60,346
Receivables	13,713	15,000	55,767
Total Financial assets measured at amortised cost	<u>143,633</u>	<u>120,238</u>	<u>116,113</u>

Financial liabilities measured at amortised cost

Payables	21,347	20,000	17,825
Finance Leases	7,485	9,451	11,451
Total Financial Liabilities Measured at Amortised Cost	<u>28,832</u>	<u>29,451</u>	<u>29,276</u>

22. 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.

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

23. 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 8 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 9 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.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF ABERFELDY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Aberfeldy 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 20, 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 19 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 22 on page 20 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 under the School Directory page and the Analysis of Variance, and Kiwisport statement included included as an 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

Analysis of Variance Reporting



School Name:	Aberfeldy School: Reading	School Number: 2330
Strategic Aim:	<p>Strategic Goals:</p> <ul style="list-style-type: none"> • Improve outcomes for all students, particularly Māori/Pasifika and children with special needs. • Accelerate progress of all students. 	
Annual Aim:	<p>Annual Goal:</p> <ul style="list-style-type: none"> • To increase the number of students achieving at or above the expected level by December 2019 	
Target:	<p>Annual target:</p> <ul style="list-style-type: none"> • 100% of students will be at or above the expected level for students of their age by December 2019. • All students will show accelerated progress in reading by December 2019. 	
Baseline Data:	<ul style="list-style-type: none"> • Analysis of data from December 2018 shows that 86.6 % of students are achieving at or above in reading but there is a small group below or well below the expected level. • These students will be targeted in 2019 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Leaders, students, teachers, parents and whanau set challenging and appropriate expectations for learning.</p> <p>Teachers</p> <ul style="list-style-type: none"> • Built teacher capability: Teacher Inquiry: reading and discussing the following books: • The Word Conscious Classroom- Scott, Skobels and Wells. • Reading in the Fast Lane – Suzy Pepper Rollins. • Planning included using high engagement integrated units using novels and films to engage learners and extend vocabulary – an area that assessment shows problematic for some students. • PLD with Liz Kane was attended by one teacher. • Teachers consulted regularly with RTLB, regarding students who were not making sufficient progress- alphabet phonics activities were implemented for a group of students. • A cohort of 15 students participated in the STEPS WEB PROGRAMME to accelerate reading progress. This included target students • Regular phonics and alphabet learning was undertaken at risk learners. • Regular on-going assessment with student input into choice of reading materials, the assessment and goal setting process. • ‘Reading Eggs’ trialled with target students during term 4 2019. 	<ul style="list-style-type: none"> • There has been a decrease in school wide achievement in reading when comparing February 2019 with end of year results • Analysis of data at the end of 2019 show a group of junior students and a special needs student have not made the expected or sufficient progress against the curriculum expectations. • Students taking part in Steps Web showed some improvement in spelling and reading but some problems in implementing the programme limited the results. • The Steps Web support material was valuable for most students. • RTLB provided some alphabet and sound activities for teachers to use with emergent and special needs students. 	<ul style="list-style-type: none"> • Some of the Steps Web cohort were unable to read well enough to fully engage in the programme. • Poor attendance was an issue in lack of sustained progress for some students. • Lack of some resources meant that planned interventions could not take place eg purchase of decodable readers. 	<ul style="list-style-type: none"> • There will be an urgent review of teaching of reading and reading resources in the junior school. • Literacy – Teacher Inquiry into reading and writing will be undertaken in 2020. • Teachers will attend appropriate PLD when available- Liz Kane Literacy in April 2020. • Resources to support the junior programme will be reviewed and further resources will be purchased or borrowed. • Planned focus on vocabulary development and spelling will be undertaken. • Participation in the ALL programme may be an option- has been requested. • Involving whanau in reading programmes and encouraging their input.
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> • There will be in- depth analysis of reading programmes and resources In February and early March to ascertain ‘where to next?’ • Literacy resources will be reorganised to be facilitate their use and identify any gaps. • Investigate the provision of ‘Reading Eggs’ or for at risk junior readers. * Staff to visit other schools to watch successful literacy programmes in action. 			

Analysis of Variance Reporting



School Name:	Aberfeldy School: Science, Technology, Engineering and Maths. (STEM)	School Number: 2330
Strategic Aim:	Strategic Goals: <ul style="list-style-type: none"> • Continue a focus on STEM for the whole school • Create a student centred curriculum that raises engagement by making learning fun and interesting • Provide students with real-world skills acquired through cross-curricular learning 	
Annual Aim:	Annual Goal: <ul style="list-style-type: none"> • Increased student engagement. • Improved collaboration across the school. • Improved communication with and from whanau 	
Target:	Annual target: <ul style="list-style-type: none"> • All students will increase knowledge and understanding in the STEM areas of learning • Teachers will build understanding and confidence in teaching STEM subjects. 	
Baseline Data:	STEM: <ul style="list-style-type: none"> • During 2018 students displayed increased engagement in participation and collaborative work when participating in STEM learning. • STEM was an obvious choice as a target to involve all students and whanau to become more involved 	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • Regular staff meetings were held to plan for a continued focus on STEM. • Teachers built capability in teaching STEM subjects by reading, discussing and planning cooperatively • Teachers observed each other doing their projects in class and both classes joined together for STEM learning activities. • Students were given regular times to undertake STEM activities which was sometimes around a theme eg Space Harry Potter or one- off activities. • Students were given opportunities to research ideas for their projects eg Bridge building/ roller coasters. • Students were taught to plan, design, make and redesign if projects did not turn out as expected. • Used solo taxonomy rubric to assess student key competency learning. • Students self- assessed using the SOLO rubric. • Teachers did not attend PLD as none was available 	<ul style="list-style-type: none"> • Students showed an improved engagement in learning when involved in STEM learning activities. • A number of younger students showed the capabilities of problem solving and thinking skills and an ability to focus for extended periods of time. • Some of the seniors and middle students were observed listening to others ideas and cooperating to ensure that all ideas were included. • A small number of students, mainly year 7 and 8 were not as careful with resources and had difficulties in the re-designing projects when they did not work as planned. • Students found the SOLO model for self-assessment somewhat challenging. • Teachers reported that the STEM learning sessions were very successful and enjoyable. 	<ul style="list-style-type: none"> • Almost goals were met with regards to the STEM learning objectives. • Students found understanding the SOLO model challenging and were reluctant to use this for assessment and so did not always complete this. 	<ul style="list-style-type: none"> • Student voice in discussions has shown that students really found this a great way of learning together regardless of reading or writing skills. • Students also reported enjoying the opportunity to carry out the 'hands on' activities and would like to increase and extend the STEM learning sessions. • There is a need to ensure that resources used for STEM are environmentally friendly and sustainable eg straws and tin foil are not really appropriate. • Extend the use of SOLO for assessment.
Planning for next year:			
<ul style="list-style-type: none"> • In 2020 further inclusion of STEM in the programme with more opportunities to integrate into the enviro, literacy and digital technology areas.as this has proved to be a powerful motivation tool for student engagement. • Purchase of resources and containers to keep STEM equipment will be necessary. 			

Analysis of Variance Reporting



School Name:	Aberfeldy School: Writing	School Number: 2330
Strategic Aim:	<p>Strategic Goals:</p> <ul style="list-style-type: none"> • Improve outcomes for all students, particularly Māori/Pasifika and children with special needs. • Accelerate progress of all students. 	
Annual Aim:	<p>Annual Goal:</p> <ul style="list-style-type: none"> • Accelerate the number of students achieving at or above the expected levels 	
Target:	<p>Annual target:</p> <ul style="list-style-type: none"> • All students will be writing or reading at or above the expected curriculum level by December 2019 • Students who are already at the standard in July 2019 will show accelerated progress by December 2019. 	
Baseline Data:	<p>Writing: Analysis of the data from December shows that fewer students are achieving at or above the expected curriculum level.</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Writing: Leaders, students, teachers, parents and whanau set challenging and appropriate expectations for learning.</p> <p>Teachers</p> <ul style="list-style-type: none"> Built teacher capability: Teacher Inquiry: Continued focus on inquiry into writing throughout 2019. Professional readings which included reading and discussing the following books: The Word Conscious Classroom- Scott, Skobels and Wells. Reading in the Fast Lane – Suzy Pepper Rollins. Story Reading into Writing, Pie Corbett Talk for Writing, Pie Corbett <p>In addition to this all staff undertook PLD along with staff from Kakatahi and Mangamahu Schools, to use PACT to assess and moderate student writing.</p> <p>Students</p> <ul style="list-style-type: none"> A cohort of students undertook the Steps Web programme (funded by RTLB) for the first two terms. Pie Corbett talk for writing programmes used. Students had input into writing topics. 	<p>Writing:</p> <ul style="list-style-type: none"> There has been a decrease in school wide achievement in writing when comparing February 2019 with end of year 80 % of students were at or above the appropriate curriculum level by the end of the year with the remaining 20% not having achieved the target. Overall students showed an increased engagement in writing and a number of students (4) showed acceleration in achievement in writing. 	<p>Writing</p> <ul style="list-style-type: none"> One of the reasons for the apparent lack of progress by some students relates to a number of students who were in the 'above area' left during 2019 year which alters the percentages. Some serious behavioural issues impacted learning for some students. The variance can be attributed to increased professional discussion and dialogue, using PACT and moderating with two other small schools. and increased teacher content knowledge. a collaborative approach has resulted in more accurate data and reporting. 	<ul style="list-style-type: none"> Writing again needs to be an area of major focus for 2020. An application for ALL for support has been made and at present are waiting for The next step is to review our writing processes and programmes, continue to build teacher capacity around next steps for learning, the goals for which are identified in the 2020 Charter goals Use Pie Corbett 'Talk For Writing' programme- undertake on line readings and resources which are for the most part free.
<p>Planning for next year:</p>			
<ul style="list-style-type: none"> Literacy resources will be reorganised to be facilitate their use and identify any gaps. Purchase resource such as the Sheena Cameron 'Writing' books Staff to visit other schools to watch successful literacy programmes in action and undertake PLD as and when available. 			



KIWI SPORT FUNDING 2019

Kiwi Sport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwi Sport funding of -

Initial Entitlement	\$203.61 (nett)
Recalculation 21 March 2019	\$ 27.15 (nett)
Recalculation 23 September 2019	\$ 27.15 (nett)
TOTAL FUNDING RECEIVED	\$257.91 (nett)

This funding was spent on children attending swimming in Wanganui (travel and entry to swimming pools); Ice Skating, Weetbix Tryathalon seniors attending High ropes course.

Being a small rural school we see it as very important that our students are able to attend, and compete in, a wide range of sporting events with other students of a similar age and ability, giving them the opportunity to participate in sports that they may not normally have the chance to take part in.

Purchases / Costs –

Feb 2019	Splash Centre – Swimming	\$ 47.50
March 2019	Splash Centre - Swimming	\$ 51.00
March 2019	SMC Events - Weetbix Tryathalon	\$110.00
May 2019	Adrenalin Forest – High Ropes course	\$243.00
June 2019	Splash Centre – Swimming	\$ 22.50
Sept 2019	Splash Centre – Swimming	\$ 77.50
	Wanganui Girls College – Ice Skating	\$200.00
Oct 2019	Splash Centre – Swimming	\$ 37.50
	Total	\$789.00 (incl GST)

Note this does not include any monies spent on the school swimming pool –

Signed:


Fran Lambert – Principal Aberfeldy School

November 2019