



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number:	4026
Principal:	Grant Excell
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TE ANAU SCHOOL

Annual Report - For the year ended 31 December 2018

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Te Anau 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.

STEPHEN HOSKIN
Full Name of Board Chairperson


Signature of Board Chairperson

29/05/19
Date:

Grant Walter Excell
Full Name of Principal


Signature of Principal

29/5/19
Date:

Te Anau School

Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How Position Gained	Held Until
Stephen Hoskin	Chairperson	Elected	May 2019
Grant Excell	Principal		
Kelly Clow	Parent Rep	Elected	May 2019
Kymm Scott	Parent Rep	Elected	May 2019
Rachel Williams	Parent Rep	Elected	May 2020
Andy Dennis	Parent Rep	Elected	May 2020
Jenny Alber	Staff Rep	Elected	May 2019

Te Anau School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	1,938,173	1,628,174	1,719,765
Locally Raised Funds	3	120,334	91,700	117,715
Interest Earned		8,998	3,500	6,760
		<u>2,067,505</u>	<u>1,723,374</u>	<u>1,844,240</u>
Expenses				
Locally Raised Funds	3	50,188	53,700	63,225
Learning Resources	4	1,260,293	1,149,250	1,149,069
Administration	5	87,367	83,550	85,306
Finance Costs		932	-	879
Property	6	611,918	412,591	452,277
Depreciation	7	43,311	39,000	39,065
Loss on Disposal of Property, Plant and Equipment		3,478	-	6,744
		<u>2,057,487</u>	<u>1,738,091</u>	<u>1,796,565</u>
Net (Deficit) / Surplus		10,018	(14,717)	47,675
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>10,018</u>	<u>(14,717)</u>	<u>47,675</u>

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

Te Anau School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	642,772	642,772	565,704
Total comprehensive revenue and expense for the year	10,018	(14,717)	47,675
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	750	-	29,393
Equity at 31 December	653,540	628,055	642,772
Retained Earnings	653,540	628,055	642,772
Equity at 31 December	653,540	628,055	642,772

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

Te Anau School

Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	256,053	197,945	173,662
Accounts Receivable	9	85,587	51,662	51,662
GST Receivable		-	7,252	7,252
Prepayments		3,299	3,345	3,345
Inventories	10	2,303	1,456	1,456
Investments	11	381,208	134,191	134,191
Funds owing for Capital Works Projects	17	-	1,150	1,150
		<u>728,450</u>	<u>397,001</u>	<u>372,718</u>
Current Liabilities				
GST Payable		27,884	-	-
Accounts Payable	13	131,485	70,298	70,298
Provision for Cyclical Maintenance	14	50,727	9,091	9,091
Finance Lease Liability - Current Portion	15	16,082	15,269	15,269
Funds held in Trust	16	250	260	260
Funds held for Capital Works Projects	17	184,322	-	-
		<u>410,750</u>	<u>94,918</u>	<u>94,918</u>
Working Capital Surplus/(Deficit)		317,700	302,083	277,800
Non-current Assets				
Property, Plant and Equipment	12	426,459	407,989	446,989
		<u>426,459</u>	<u>407,989</u>	<u>446,989</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	71,752	51,166	51,166
Finance Lease Liability	15	18,867	30,851	30,851
		<u>90,619</u>	<u>82,017</u>	<u>82,017</u>
Net Assets		<u>653,540</u>	<u>628,055</u>	<u>642,772</u>
Equity		<u>653,540</u>	<u>628,055</u>	<u>642,772</u>

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

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Te Anau School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		394,902	370,311	399,144
Locally Raised Funds		120,334	91,700	123,012
Goods and Services Tax (net)		35,136	-	(14,602)
Payments to Employees		(197,059)	(207,400)	(184,177)
Payments to Suppliers		(258,143)	(227,100)	(213,661)
Cyclical Maintenance Payments in the Year		-	(6,728)	(6,637)
Interest Paid		(932)	-	-
Interest Received		5,877	3,500	7,348
Net cash from / (to) the Operating Activities		100,115	24,283	110,427
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(13,144)	-	-
Purchase of PPE (and Intangibles)		(18,360)	-	(14,828)
Purchase of Investments		(247,017)	-	(79,862)
Net cash from / (to) the Investing Activities		(278,521)	-	(94,690)
Cash flows from Financing Activities				
Furniture and Equipment Grant		750	-	29,393
Finance Lease Payments		(15,592)	-	(10,501)
Funds Administered on Behalf of Third Parties		(10)	-	260
Funds Held for Capital Works Projects		275,649	-	(1,748)
Net cash from Financing Activities		260,797	-	17,404
Net increase/(decrease) in cash and cash equivalents		82,391	24,283	33,141
Cash and cash equivalents at the beginning of the year	8	173,662	173,662	140,521
Cash and cash equivalents at the end of the year	8	256,053	197,945	173,662

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

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

Te Anau School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

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

1.5. Operating Lease Payments

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

1.6. 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.

1.7. 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.

1.8. Accounts Receivable

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

1.9. 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.

1.10. 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

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

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

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

1.11. 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, except for sets of like furniture items with a collective worth exceeding \$500.

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

1.12. 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.

1.13. Accounts Payable

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

1.14. Employment Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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



1.15. Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

1.16. Funds Held in Trust

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

1.17. Provision for Cyclical Maintenance

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

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

1.18. Financial Assets and Liabilities

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

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

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

1.19. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.20. Budget Figures

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

1.21. Services received in-kind

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

2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	365,272	360,811	363,672
Teachers' salaries grants	1,110,418	969,000	1,018,187
Use of Land and Buildings grants	424,440	288,863	312,789
Other MoE Grants	37,793	9,500	24,616
Other government grants	250	-	501
	<u>1,938,173</u>	<u>1,628,174</u>	<u>1,719,765</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	52,381	20,000	40,737
Fundraising	-	-	5,685
Bequests & Grants	7,541	5,500	-
Other revenue	16,295	16,300	15,122
Transport Revenue	-	-	-
Trading	2,326	2,000	2,632
Activities	41,791	47,900	53,539
	<u>120,334</u>	<u>91,700</u>	<u>117,715</u>
Expenses			
Activities	44,537	45,200	55,301
Trading	-	-	2,689
Transport (local)	601	1,000	-
Other Expenses	5,050	7,500	5,235
	<u>50,188</u>	<u>53,700</u>	<u>63,225</u>
<i>Surplus for the year Locally raised funds</i>	<u>70,146</u>	<u>38,000</u>	<u>54,490</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	44,682	56,550	34,174
Equipment repairs	2,848	2,250	4,319
Library resources	229	200	42
Employee benefits - salaries	1,195,491	1,071,750	1,098,277
Staff development	17,043	18,500	12,257
	<u>1,260,293</u>	<u>1,149,250</u>	<u>1,149,069</u>

5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,897	4,000	3,590
Board of Trustees Fees	3,370	4,000	3,830
Board of Trustees Expenses	1,399	1,500	2,784
Communication	1,926	2,300	2,115
Consumables	9,549	11,300	11,075
Operating Lease	1,283	-	4,012
Other	1,877	1,800	1,362
Employee Benefits - Salaries	55,162	49,650	48,974
Insurance	4,507	4,000	3,689
Service Providers, Contractors and Consultancy	4,397	5,000	3,875
	<u>87,367</u>	<u>83,550</u>	<u>85,306</u>

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,631	7,500	7,531
Consultancy and Contract Services	-	-	6,500
Cyclical Maintenance Provision	16,883	6,728	6,637
Grounds	15,774	16,500	23,744
Heat, Light and Water	24,224	19,500	20,021
Rates	5,427	7,000	5,356
Repairs and Maintenance	15,418	10,000	14,558
Use of Land and Buildings	424,440	288,863	312,789
Security	-	1,500	-
Employee Benefits - Salaries	57,782	55,000	55,141
	<u>611,918</u>	<u>412,591</u>	<u>452,277</u>

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

7. Depreciation of Property, Plant and Equipment

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	12,861	11,000	13,142
Furniture and Equipment	11,320	5,500	11,545
Information and Communication Technology	2,457	2,000	3,558
Leased Assets	15,617	14,000	9,345
Library Resources	1,056	6,500	1,475
	<u>43,311</u>	<u>39,000</u>	<u>39,065</u>

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8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	106,016	197,945	173,625
Bank Call Account	37	-	37
Short-term Bank Deposits	150,000	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	256,053	197,945	173,662

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

Of the \$256,053 Cash and Cash Equivalents, \$184,322 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	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	243	2,987	2,987
Receivables from the Ministry of Education	12,831	-	-
Interest Receivable	4,391	1,270	1,270
Teacher Salaries Grant Receivable	68,122	47,405	47,405
	85,587	51,662	51,662
Receivables from Exchange Transactions	4,634	4,257	4,257
Receivables from Non-Exchange Transactions	80,953	47,405	47,405
	85,587	51,662	51,662

10. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	2,303	1,456	1,456
	2,303	1,456	1,456

11. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	381,208	134,191	134,191

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	48,000	-	-	-	-	48,000
Building Improvements	238,979	-	-	-	(12,861)	226,118
Furniture and Equipment	94,125	13,472	-	-	(11,320)	96,277
Information and Communication	8,821	6,764	-	-	(2,457)	13,128
Leased Assets	46,738	4,421	-	-	(15,617)	35,542
Library Resources	10,326	1,602	(3,478)	-	(1,056)	7,394
Balance at 31 December 2018	446,989	26,259	(3,478)	-	(43,311)	426,459

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	48,000	-	48,000
Building Improvements	429,960	(203,842)	226,118
Furniture and Equipment	277,288	(181,011)	96,277
Information and Communication	47,698	(34,570)	13,128
Leased Assets	61,544	(26,002)	35,542
Library Resources	40,315	(32,921)	7,394
Balance at 31 December 2018	904,805	(478,346)	426,459

The net carrying value of equipment held under a finance lease is \$35,542 (2017: \$46,738)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	48,000	-	-	-	-	48,000
Building Improvements	252,121	-	-	-	(13,142)	238,979
Furniture and Equipment	101,490	5,258	(1,078)	-	(11,545)	94,125
Information and Communication	10,208	7,837	(5,666)	-	(3,558)	8,821
Leased Assets	6,803	49,280	-	-	(9,345)	46,738
Library Resources	10,068	1,733	-	-	(1,475)	10,326
Balance at 31 December 2017	428,690	64,108	(6,744)	-	(39,065)	446,989

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	48,000	-	48,000
Building Improvements	429,961	(190,982)	238,979
Furniture and Equipment	263,818	(169,693)	94,125
Information and Communication	40,932	(32,111)	8,821
Leased Assets	57,123	(10,385)	46,738
Library Resources	55,305	(44,979)	10,326
Balance at 31 December 2017	895,139	(448,150)	446,989

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	8,835	9,705	9,705
Accruals	46,959	6,577	6,577
Employee Entitlements - salaries	68,122	47,405	47,405
Employee Entitlements - leave accrual	7,569	6,611	6,611
	<u>131,485</u>	<u>70,298</u>	<u>70,298</u>
Payables for Exchange Transactions	131,485	70,298	70,298
	<u>131,485</u>	<u>70,298</u>	<u>70,298</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	60,257	60,257	53,620
Increase to the Provision During the Year	16,883	-	6,637
Adjustment to the Provision	45,339	-	-
Provision at the End of the Year	<u>122,479</u>	<u>60,257</u>	<u>60,257</u>
Cyclical Maintenance - Current	50,727	9,091	9,091
Cyclical Maintenance - Term	71,752	51,166	51,166
	<u>122,479</u>	<u>60,257</u>	<u>60,257</u>

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	16,785	16,096	16,096
Later than One Year and no Later than Five Years	19,183	31,264	31,264
Later than Five Years	-	-	-
	<u>35,968</u>	<u>47,360</u>	<u>47,360</u>

16. Funds Held in Trust

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	250	260	260
	<u>250</u>	<u>260</u>	<u>260</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. Funds Held for Capital Works

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Pool Drainage	Completed	(1,150)	-	-	1,150	-
Roof Income	In progress	-	226,800	42,478	-	184,322
Totals		<u>(1,150)</u>	<u>226,800</u>	<u>42,478</u>	<u>1,150</u>	<u>184,322</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

184,322
<u>184,322</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Asbestos Remediation	Completed	598	-	598	-	-
Pool Drainage	In progress	-	15,440	16,590	-	(1,150)
Totals		<u>598</u>	<u>15,440</u>	<u>17,188</u>	<u>-</u>	<u>(1,150)</u>

18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,370	3,830
Full-time equivalent members	0.66	0.22
<i>Leadership Team</i>		
Remuneration	298,624	284,956
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	301,994	288,786
Total full-time equivalent personnel	3.66	3.22

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
110 - 120	-	-
100 - 110	-	-
	-	-

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. Contingencies

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

Ministry of Education has revised the Heat, Light and Water Allocation funding, approving a new allocation for 2019 and a back payment for 2018 totaling \$12,830.55 (GST inclusive) to cover additional costs due to the changes at the school.

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 not entered into any contract agreements for capital works, other than what is disclosed in Note 17.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

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

(a) operating lease of a photocopier, Laptop and Computers;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	2,236
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>2,236</u>

23. Managing Capital

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

24. Financial Instruments

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

Loans and Receivables

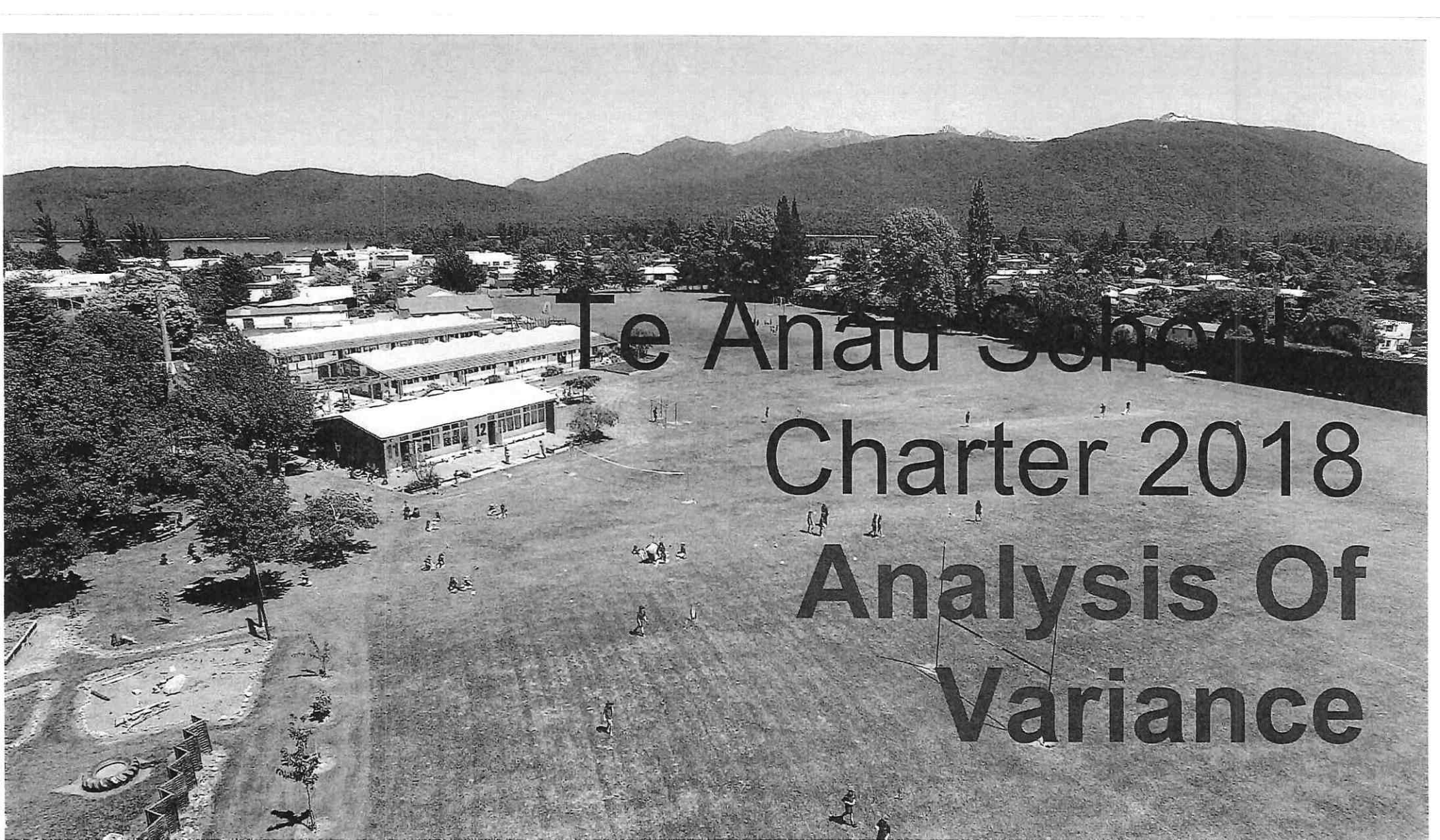
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	256,053	197,945	173,662
Receivables	85,587	51,662	51,662
Investments - Term Deposits	381,208	134,191	134,191
Total Loans and Receivables	<u>722,848</u>	<u>383,798</u>	<u>359,515</u>

Financial liabilities measured at amortised cost

Payables	131,485	70,298	70,298
Finance Leases	34,949	46,120	46,120
Total Financial Liabilities Measured at Amortised Cost	<u>166,434</u>	<u>116,418</u>	<u>116,418</u>

25. Events After Balance Date

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



**Te Anau Schools
Charter 2018
Analysis Of
Variance**

Te Anau School

Climbing our way to the top

STRATEGIC GOALS

The Te Anau School Board of Trustees along with Principal and staff will strive to help our akonga/learners climb their way to the top by:

- Appreciating the uniqueness of the area we live in
- Developing values and key competencies to help them thrive in today's world
- Developing sound core skills and knowledge across the curriculum
- Understanding New Zealand's bicultural status and the importance of the Treaty of Waitangi

EXCELLENCE IN LEARNING

Te Anau School will provide a range of opportunities to learn. Akonga/learners will strive for excellence in all areas of school life including Orbell's learning dispositions and our FIORDLAND values. Sustain a high level of teaching excellence through professional development and collaborations. For all akonga/learners to develop effective literacy and numeracy skills which equip them to climb their way to the top! Have smooth transitions to and from Te Anau School from early childhood and through to secondary school. Focus on hauora/wellbeing of akonga/learners including both the physical and emotional wellbeing.

MAXIMISING OUR ENVIRONMENT

Future proof our school buildings by working towards our Master Plan

- Plan, fundraise and build a new school hall
- Add classrooms spaces for our growing roll
- Maintain our school pool to allow akonga/learners to be prepared to live and play in the environment we are in

Enhance, maintain and expand our outdoor learning and playing environment

- Enhance play areas
- Plan and plant trees for a range of playing and learning
- Maintain and develop sporting areas

Interact with and care for our environment

Implement authentic sustainable practices across our school

To have a safe and well maintained learning environment to use and enjoy

To effectively manage Te Anau School's finances and resources

ENGAGING WITH OUR COMMUNITY

To foster a partnership with and maintain a strong communication with family, whanau and local community

Use bicultural terms and practices within our school

Seek funding from a wide range of sources including individuals, businesses, funding groups and school fundraising events

Accessing community learning opportunities

Engaging with our staff as a good employer

Collaborating with our PTA as a key stakeholder

To foster a partnership with family/whanau and local community

Listening to our student voice

Working in partnership with our Maori & Pacifica community in accordance with the Treaty of Waitangi

To celebrate and grow our positive culture

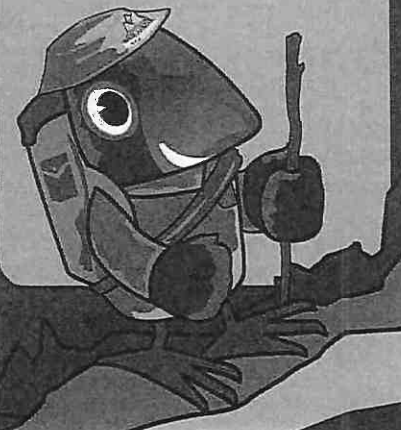
CONNECTING WITH OUR CHANGING WORLD

Adapt to new places, understand and appreciate various people and their cultures

Purposefully and safely use technology across the curriculum

Be curious, creative, critical and aware of our changing world

For all students to connect, interact and care for our local environment in a sustainable way



Thumbs Up: Can do attitude



Bucket Hat: Inquiring mind



Atlas: Connected to our world

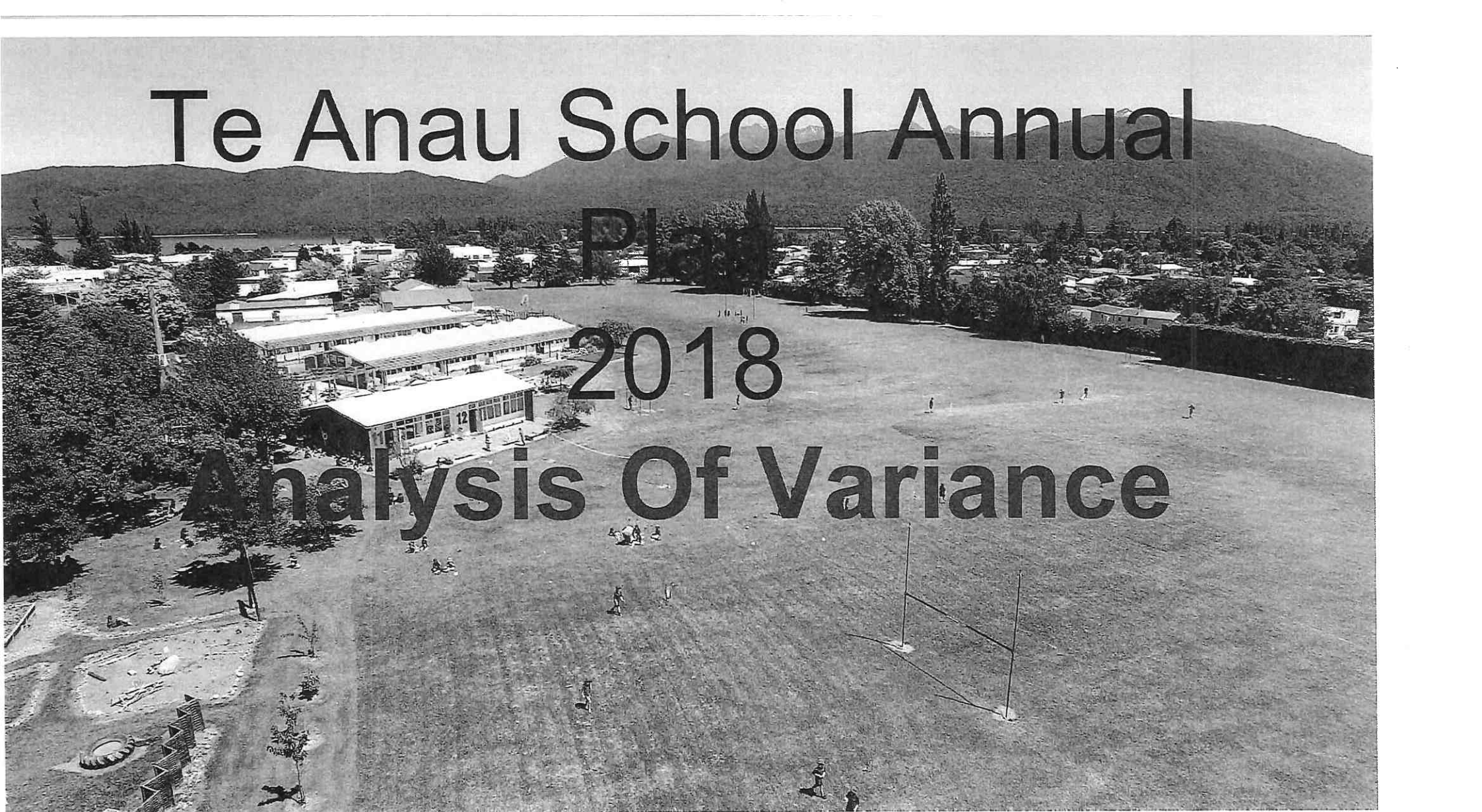


Keke: Live the FIORDLAND values



Cups & String: Effective communicators

Te Anau School Annual Plan 2018 Analysis Of Variance

An aerial black and white photograph of Te Anau School. The school buildings, including a large hall and a smaller structure, are situated on the left side of the frame. A large, open grassy field occupies the center and right, with several people scattered across it. In the background, a residential area with houses and trees is visible, followed by a range of hills under a clear sky. The text 'Te Anau School Annual Plan 2018 Analysis Of Variance' is overlaid in a large, bold, sans-serif font across the center of the image.

2018 Annual Plan

	Actions	Completed Actions
Excellence in Learning	Continue using Te Anau School's model of raising achievement through teacher inquiry, regular staff meetings around our target, inquiry buddies and funding and time allowances for targets	<p>This is an area where we made large gains in 2018. Below are comments throughout the year that were made to the Te Anau School Board of Trustees via the Principal's Report.</p> <p>February We have set two targets this year which will use our model of teacher inquiry. Our targets this year are based on Year 4 and 5 Girls' Maths and Boys writing. Staff are currently getting to know their class's target children. We will meet as a whole staff next week to look at next steps for these children.</p> <p>March Target Children have been selected. Teachers have inquired into what is going on for these children and forming next steps to be taken. Teachers have been buddied up with a teacher who is teaching a similar year level as themselves. They are currently having release time to observe each other teaching their target children to help have a shared understanding of our target children.</p> <p>May As you are aware we have a focus on maths this year for our target and professional learning and development. Classes are now well under way in this process. Teachers have completed 'Vision Days' with their buddy teachers. These release days helped the teachers identify the needs of their students and helped shape our PLD plan. After observations and Vision Days areas of need that were identified included: A narrowing of the curriculum that focussed on 'number' (Addition, subtraction, multiplication, division) and less teaching of 'strand' (measurement, geometry, statistics etc). More so these areas were being taught in isolation. A disparity between assessment practices across the school Gaps in Number knowledge particularly with place value The high amount of 'teacher talk' during mathematics lessons. A lack of focus on problem solving when teaching mathematics This information has helped us form our next steps. These include: Staff meeting (Monday May 7) based on assessment practises across the school including 'GloSS' and 'JAM' testing. PLD day (Monday May 14) with Averil Lee from the University of Otago - This day is focussing on using problem solving to teach across the maths curriculum, fraction teaching, talk moves (a strategy to get children talking more) and teaching with a broad range of levels in a group. Staff meeting (Tuesday May 29) based on our teaching of Place Value Readings from ERO and the International Bureau of Education Mid year achievement information will be shared at our August 7 Board Meeting</p> <p>September We have recently had two staff meetings regarding professional development in mathematics including our target students: On September 3rd Averil Lee from the University of Otago worked with our teachers on the progressions of learning in mathematics. This has lead to a very clear progression of learning mathematics at Te Anau School. On September 10th Moretta Excell worked with staff on the latest research regarding the teaching of basic facts. We discussed and refined how we teach basic facts including our Mad Maths Minute programme. Our Teacher Aides were included in this meeting.</p> <p>October This week and last, teachers are meeting with their 'critical friend' to work with their target students. During this day (Vision Day) teachers will discuss target students, complete testing and observe in two other classes around the school. The information from these days will be used at our staff meeting on Monday November 5 where we will celebrate and summarise our learning so far around maths at Te Anau School. We are planning a parent afternoon on November 13. This will include time to observe in classrooms followed by a parent session in our school hall run by Averil Lee from the University of Otago.</p>

Excellence in Learning (Continued)	Utilise FiNSCoI to collaborate with other professionals, moderate data and develop teacher skills and knowledge	<p>On February 5 all teachers from across the CoL met up for a teacher only day. The focus of the day was STEAM (science, technology, engineering, arts and maths) and how it can be integrated into the curriculum. It was a great way for the CoL to meet up and kick off our CoL journey.</p> <p>Our Within School positions (WIS) have been filled. The WIS teachers will work closely with our school targets around maths and writing. These also link into the FiNSCoI achievement targets. With these two roles appointed we will now see increased collaboration with dedicated time put aside for observations of teaching.</p>
	Adjust our appraisal system to incorporate the six newly developed standards from the Education Council while continuing to focus our appraisal system on development of teachers' expertise	<p>Our new appraisal system integrates the new Standards.</p> <p>On May 21 we held joint professional development with Mararoa School and Fiordland College. This professional development was based around the teaching professions new professional standards and code. This was a positive afternoon with lots of learning from our staff. Following on from the session the BoT can be confident that we are meeting all requirements in our appraisal system. Of the next few months we will however be streamlining some of our practises to simplify our systems.</p> <p>At our Week 10 staff meeting during Term 3 teachers met and discussed - 'what teaching looks like at Te Anau School' This will form part of our appraisal system to go alongside the six new standards in 2019.</p>
	Raise the level of engagement and achievement in Music and the Arts	Our school production was a huge success. Feedback from the community was extremely positive. All children took part and a range of students were given extra opportunities to shine.
	Develop extension programmes that will help meet the needs all of our students	<p>On Friday May 11 we began our 'Clubs' programme at school. This included a wide range of activities that the children have opted into. These clubs were run by a range of parents, community members and staff. Through this programme we extended children's interests and helped them develop their learning dispositions.</p> <p>During weeks 9 and 10 of Term 3 Year 5 and 6 student had the opportunity to take part in Canterbury University's 'Kiwi Competitions'. These competitions focused on English, Maths and Science and were available to children across New Zealand who chose to take part.</p>

Excellence in Learning (Continued)	Raise the level of engagement and achievement in Tikanga Maori and Te Reo Maori. Employ personnel to implement a regular Kapa Haka group. Develop staff knowledge of pronunciation of Te Reo Maori	<p>This goal is one where we have made steady progress throughout the year. By making strong connections with Oraka Aparima Runaka (Ngai Tahu Office) and employing a part time Tiikanga Maori / Kapa Haka Teacher we have laid a foundation for future growth as well.</p> <p>Joe Slade worked in all classes with a focus around raising a positive image of Tikanga and Te Reo. He used basic Te Reo, Waiata and Maori Kemu (Games) to achieve this.</p> <p>After working for ten weeks with each class Joe begun Kapa Haka lessons with children who chose to take part. These were successful lessons.</p> <p>Our Year Five students spent three days at Takutai o Te titi Marae in Colac Bay during Week 7 of Term 4. The children were immersed in Maori Culture growing in their use of the Reo (language) and understanding of Tikanga Maori.</p> <p>Both our Junior and Senior Kapa Haka groups performed at our final end of year assembly at the end of Week 6 of Term 4. This was very warmly received. During our Year Six Graduation on the last day of school the whole school sang two Christmas Waiata that they have learnt with Matua Joe this year.</p>
	Employ teachers into positions related to FiNSCoL and develop systems and processes for them to work within our school	Kate Excell and Diana McGlade were appointed into the Within School Positions at our school. They work alongside other FiNSCoL members to work towards meeting our shared goals.
	Work with Fiordland College to develop our transition process for our Year 6 students	Relationships have been maintained and grown with this goal during 2019. There were more planned actions by FiNSCoL however the end of the year came quickly and our focused workshop has been moved until Term 1 2019
	Build relationships with Te Anau's new ECE, The Blue Duck	<p>A positive relationship has been built with the Blue Duck</p> <p>Dawn Hansen is continued her close relationship with the local ECE centres. She has met with the staff from each centre and discussed ways that we can work together to help the transition to school. There has been a focus around levels and expectations of the students coming to school.</p>
	Employ teachers into positions related to FiNSCoL and develop systems and processes for them to work within our school	Kate Excell and Diana McGlade were appointed into the Within School Positions at our school. They work alongside other FiNSCoL members to work towards meeting our shared goals.

	Actions	Completed Actions
Maximising our Environment	Finalise and agree on the first steps of implementing our 20 year property plan	<p>During the April holidays Jono Hodson from Bonisch Consulting surveyed our school field to help in the process of the leveling of it.</p> <p>Rachel Williams, Kelly Clow and the principal are working on funding options for the first stages of our 20 year property plan.</p> <p>It is hoped to have our playing field project completed this Summer. (update - completed)</p> <p>On October 16 I met with Heather Wyllie from the Te Anau Police. Heather was interested in what our plans are in our 20YPP for car parking. I shared our plan with her and she is subsequently taking it to the SDC to show her support.</p> <p>We are gaining traction with these projects. We have done a lot of publicity about what we are doing. I spoke at Fiordland Rotary on the 6th of September, FRENZ of Fiordland (Probus) on the first of November. I also met with Hamish Walker, MP for Clutha Southland on Tuesday the 20th of November.</p>
	Investigate ways to enhance levels of shade around our school through plantings and shade sails	We have purchased some shade sails for our Outdoor Classroom. Three were purchased to best sit above the picnic tables in the area.
	With students investigate ways of reducing the production of rubbish throughout the school	<p>Debbie Taylor along with the Green Thumbs group have been streamlining our systems around our rubbish. They have helped put systems in place for our rubbish bins in classes. Each class now has a general rubbish bin, a recycling bin, a milk carton bin and a worm farm bin. They have also been making and selling reusable wax wraps to help lower the level of rubbish going into our bins and also the bins of the community.</p> <p>Our Green Thumbs group is investigating ways to reduce rubbish at our school.</p>

	Actions	Completed Actions
Engaging with our Community	Hold regular information afternoons/evenings with parents to inform about our learning at Te Anau School - English, Maths, ICT and orientation for new families	We had a reasonable turn out for our maths afternoon. We had very positive feedback from the people who attended. <ul style="list-style-type: none"> This area is going to be a main focus during 2019
	Evaluate our use of ICT to engage the community including our website, school app, interview booking process and social media	Shepcom was awarded the contract to update our school website. We are currently working with them to work through the finer details of how it will look.
	Continue to utilise community groups and businesses to enhance opportunities through sponsorship, sharing of resources and sharing of expertise	Real Journeys came on board this year sponsoring a teacher aide in our Foundation Room. The teacher aide worked for two hours a day with our youngest students building their foundation skills as they enter the school.
	Engage with our local Maori community to help enhance our Tikanga Maori and Te Reo programmes	On Thursday May 2nd we held a Maori Whanau Hui. Although the turnout was low we had a positive response from whanau in regards to what we have been doing. One of the main topics that came up was how parents can learn alongside their children. As Matua Joe was in town we introduced him to the families in attendance. He was warmly welcomed. Local weaver, Matua Des Cooper was heavily involved with Room 5's production item. This has been both with their presentation and their weaving skills.
	Incorporate Tikanga Maori and Te Reo Maori in daily life at Te Anau School including through classroom teaching, school planning, newsletters, school signage and documentation	This is ongoing. The title on our newsletter changed during the middle of Term 2 Overall this has improved greatly. Matua Joe has helped raise the level of Tikanga understanding and Te Reo use around Te Anau School. Our school should be proud of the achievement around this goal. We have four staff currently learning level 1 and 2 Te Reo through SIT. The course is being run at Flordland College by Sonny Tonihi and Joe Slade.

	Actions	Completed Actions
Connecting with our Changing World	Engage with and educate parents around the use of digital technologies	We had John Parsons speak to students and parents in May. He spoke to a parent group about safety on the internet and what can be done in the home.
	Continue to offer computer coding as an optional activity	This was offered through our 'Clubs' programme. With the introduction of the Digital Technologies curriculum this will become a fully integrated goal.
	Implement our Behavioral Plan which was written during 2017	Our new behavioural plan is now in action. In the foyer beside the food warmer you will see our house token system which links to our playground awards. The children have eagerly taken to the system. At times during 2018 we have had some challenging behaviours at school. To help with this in the future Mark Hunter will be released from the classroom for an extra 0.3FTE. A main focus of this time will be to grow positive culture and deal with any issues as they arrive.
	Have a regular Kapa Haka group and have waiata and haka that the whole school knows and can perform	Our Year 6 Graduation we will have a strong Tikanga Maori flavour with both Waiata choice and haka performances.

Student Achievement Targets 2018

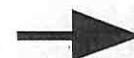
Strategic Goal:

Goal 1: **Excellence in Learning**



Objective:

For all students to develop effective literacy & numeracy skills which equip them to climb their way to the top



Annual Target:

To move 50% of our 'below' 2017 Year 3 and 4 Girl mathematicians to their expected curriculum level by the end of the 2018 (Year 4 - end of level 2 and Year 5 beginning of level 3)

2018 Baseline Data					Mid Year Data	End of Year Review
End of 2017 Data					All target Students still achieving below expected level but positive gains being made.	<ul style="list-style-type: none"> - 3 out of 6 year 4 students (50%) are achieving at their expected level - 3 out of 4 year 5 students (75%) are achieving at their expected level - 60% of our target students are achieving at their expected level.
	Well Below	Below	At	Above		
Year 4 Girls (2018)	5%	25%	55%	15%		
Year 5 Girls (2018)		26%	48%	26%		

- This target is to be focused on during the first 2 terms of 2018
- The target group is our Year 4 and 5 girls who are not achieving at their expected curriculum level - (Year 4 - end of level 2 and Year 5 beginning of level 3)
- This target has a mix of 'National Standards' wording and 'Curriculum Level' wording due to Government Policy at the time of writing.

Student Achievement Targets 2018 and Action Plan

Strategic Goal:

Goal 1: **Excellence in Learning**



Objective:

For all students to develop effective literacy & numeracy skills which equip them to climb their way to the top



Annual Target:

To move 50% of our 'below' Year 3 and 4 Girl mathematicians to their expected curriculum level by the end of the 2018 (Year 4 - end of level 2 and Year 5 beginning of level 3)

Action Plan	Led By	Budget / Finance	Timeline
Teachers will identify a group of 2-4 target children in their classrooms.	Teachers	\$5000 Target Funding	Terms 1 & 2
Planning of differentiated programme where appropriate.	Teachers	Nil	Terms 1 & 2
Run student centered inquiries in their daily teaching that focus on these target-students and their learning needs.	Teachers	Nil - Possible use of PLD Budget	All Year
Four staff meetings during the first two terms targeting girls mathematics - Looking into what has worked and what hasn't. Sharing ideas and knowledge.	Principal	Nil	Terms 1 & 2
Targeted Professional Development focussed on mathematics.	Lead Maths Teacher and Teachers	PLD Budget	Terms 1 & 2
Work as part of the Southland Mathematics PLD for lead teachers. 5.5 hours of PLD time will come to our school. The Numeracy Lead teacher (Moretta Excell) will also be involved in lead teacher meetings.	Lead Maths Teacher and Principal	Centralised Professional Development Budget	All Year
Peer observations of classroom teaching with critical friends. 'Vision Days' to work with critical friend around the development of target children.	Teachers	Release time for 'Vision Days'	All Year
Continue to clearly identify target students & show next teaching steps on classroom weekly planning.	Teachers	Nil	Terms 1 & 2
Regularly share data with the Board of Trustees in regard to the level of achievement against the target.	Principal	Nil	All Year
Evaluate the possibility of using ICAN sheets in mathematics.	Lead Maths Teacher		Term 2

Summary of Interventions for Maths Achievement Target

- Our target students were introduced to the Spring programme to improve their knowledge and confidence. Our teacher aides were trained in this programme that was taught daily for 20 minutes in small groups. Both teachers and teacher aides commented on the improvement in confidence with the students and the retention of knowledge improved as it was taught daily. It also used games as a way to maintain taught knowledge.
- Mixed ability groupings was introduced across the school. This has allowed for all students to learn off one another, sharing strategies and knowledge. Students from all levels benefit from mixed ability as the able students have to justify their thinking and explain why and the less able are able to learn from a peer.
- Student discourse (talk moves) was really pushed in maths teaching. Students had to explain why, make justifications, learning to share with peers and listen to others. There has been a noticeable improvement in the students sharing their knowledge.
- Numeracy progression frameworks for all domains of the numeracy strand from level 1 to 3 were developed for our school with the guidance from Averil Lee (Dunedin College of Education). This has helped staff to understand the achievement expectations at each level, and it was also used to help moderate for our best fit level at the end of the year.
- Basic facts having a game focus rather than pen and paper has allowed the students to learn without the stress of the timer.
- Vision days with a partner has allowed the staff to share knowledge, observe peers teaching and moderate together for next steps this has helped immensely.
- PLD with Averil Lee (Dunedin College of Education) as a whole staff including teacher aides has allowed us to grow together sharing resources for target students and whole class.

Student Achievement Targets 2018

Strategic Goal:

Goal 1: **Excellence in Learning**



Objective:

For all students to develop effective literacy & numeracy skills which equip them to climb their way to the top



Annual Target:

Maintain the achievement of the 13 children who moved from below the National Standard to at the National Standard in 2017 (Our 2017 Target)

2018 Baseline Data	Mid Year Data (Start of Intervention)	End of Year Review										
<p>Target students achievement at the end of 2017 (Number of Students)</p> <table><tr><td></td><td>Well Below</td><td>Below</td><td>At</td><td>Above</td></tr><tr><td>2017 Target Children</td><td></td><td>18</td><td>13</td><td></td></tr></table>		Well Below	Below	At	Above	2017 Target Children		18	13			<p>Maintained 'at' level - 7 Dropped back to 'below' - 3 Left our school - 3</p>
	Well Below	Below	At	Above								
2017 Target Children		18	13									

- This target is to be focused on during the second 2 terms of 2018 - As per our August BoT meeting we took our focus off this goal so that we could continue focussing on our Maths Target. The students were still highlighted by teachers but our focus stayed with our maths target.
- The target group is our children who we targeted in 2017 plus any others who are at risk of achieving below their expected curriculum level in writing
- This target has a mix of 'National Standards' wording and 'Curriculum Level' wording due to Government Policy at the time of writing.

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KIWISPORT FUNDING 2018

Kiwisport is a government funding initiative to support students' participation in organised sport.

During 2018 the school received a total of \$3408 (excluding GST)

The funding this year was spent on much needed sports equipment.



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INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TE ANAU SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Te Anau School (the School). The Auditor-General has appointed me, G N Thomas, using the staff and resources of BDO Invercargill, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 20, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 29 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.



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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.



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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 analysis of variance, kiwisport paragraph and BOT listing included on pages 21 to 34, and page 2 respectively 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.

G N Thomas
BDO Invercargill
On behalf of the Auditor-General
Invercargill, New Zealand