

# KAIKORAI SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

<b>Ministry Number:</b>	3753
<b>Principal:</b>	Simon Clarke
<b>School Address:</b>	22 Tyne Street, Roslyn, Dunedin 9010
<b>School Postal Address:</b>	22 Tyne Street, Roslyn, Dunedin 9010
<b>School Phone:</b>	06 4640065
<b>School Email:</b>	<a href="mailto:secretary@kaikorai.school.nz">secretary@kaikorai.school.nz</a>

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Dougal McGowan	Chair Person	Elected	CEO	May-22
Simon Clarke	Principal ex Officio			
Katie Devereux	Treasurer	Elected	Accountant	May-22
Sharon Fitzgerald	Secretary (Non Voting)			
Ros Allison	Parent Rep	Elected	Nurse	May-22
Malcolm Couling	Parent Rep	Elected	Lawyer	May-22
Davud Cooper	Parent Rep	Elected	Policy Advisor	May-22
Gene Ollerenshaw	Parent Rep	Elected	Management Advisor	May-19
Simon Hornal	Parent Rep	Elected		May-19
Felica Ward	Staff Rep	Elected	Teacher	May-22

**Accountant / Service Provider:** Moore Markhams Otago Ltd

# KAIKORAI SCHOOL

Annual Report - For the year ended 31 December 2019

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# Kaikorai 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.

  
\_\_\_\_\_  
Full Name of Board Chairperson  
\_\_\_\_\_  
Full Name of Principal  
\_\_\_\_\_  
Signature of Board Chairperson  
\_\_\_\_\_  
Signature of Principal

25 May 2020  
\_\_\_\_\_  
Date:

25 May 2020  
\_\_\_\_\_  
Date:

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

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	2,057,432	2,009,405	2,031,236
Locally Raised Funds	3	131,392	185,220	116,028
Interest income		26,173	17,000	22,770
		<u>2,214,997</u>	<u>2,211,625</u>	<u>2,170,034</u>
<b>Expenses</b>				
Locally Raised Funds	3	91,678	83,100	66,000
Learning Resources	4	1,615,025	1,660,950	1,564,194
Administration	5	85,880	77,700	73,930
Finance		1,877	-	3,304
Property	6	290,182	339,600	294,365
Depreciation	7	55,699	4,000	61,161
Loss on Disposal of Property, Plant and Equipment		1,352	-	34
		<u>2,141,693</u>	<u>2,165,350</u>	<u>2,062,988</u>
<b>Net Surplus / (Deficit) for the year</b>		73,304	46,275	107,046
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>73,304</u></u>	<u><u>46,275</u></u>	<u><u>107,046</u></u>

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

# Kaikorai School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		<u>1,131,102</u>	<u>1,131,102</u>	<u>1,024,056</u>
Total comprehensive revenue and expense for the year		73,304	46,275	107,046
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
<b>Equity at 31 December</b>	21	<u>1,204,406</u>	<u>1,177,377</u>	<u>1,131,102</u>
Retained Earnings		1,204,406	1,177,377	1,131,102
<b>Equity at 31 December</b>		<u>1,204,406</u>	<u>1,177,377</u>	<u>1,131,102</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.

# Kaikorai School

## Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	113,860	266,672	220,397
Accounts Receivable	9	103,738	133,060	133,060
GST Receivable		10,216	10,980	10,980
Inventories	10	2,626	3,034	3,034
Investments	11	869,634	587,214	587,214
		<u>1,100,074</u>	<u>1,000,960</u>	<u>954,685</u>
<b>Current Liabilities</b>				
Accounts Payable	13	115,779	95,038	95,038
Finance Lease Liability - Current Portion	14	9,219	14,648	14,648
Funds held in Trust	15	23,486	4,622	4,622
Funds held for Capital Works Projects	16	24,752	24,752	26,630
		<u>173,236</u>	<u>139,060</u>	<u>140,938</u>
<b>Working Capital Surplus/(Deficit)</b>		926,838	861,900	813,747
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	278,959	324,701	324,701
Intangible Assets	15	-	-	-
		<u>278,959</u>	<u>324,701</u>	<u>324,701</u>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	1,391	9,224	9,224
		<u>1,391</u>	<u>9,224</u>	<u>9,224</u>
<b>Net Assets</b>		<u>1,204,406</u>	<u>1,177,377</u>	<u>1,129,224</u>
<b>Equity</b>	21	<u>1,204,406</u>	<u>1,177,377</u>	<u>1,131,102</u>

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

# Kaikorai School

## Statement of Cash Flows

For the year ended 31 December 2019

	2019	2019	2018
Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>			
Government Grants	498,003	437,405	502,247
Locally Raised Funds	156,970	102,120	84,581
Goods and Services Tax (net)	764	-	739
Payments to Employees	(200,532)	(202,800)	(215,468)
Payments to Suppliers	(298,029)	(253,450)	(266,155)
Cyclical Maintenance Payments in the year	-	-	-
Interest Paid	(1,439)	17,000	(2,614)
Interest Received	25,703	-	28,268
Net cash from Operating Activities	181,440	100,275	131,598
<b>Cash flows from Investing Activities</b>			
Proceeds from Sale of PPE (and Intangibles)	(1,352)	-	(34)
Purchase of PPE (and Intangibles)	(8,311)	-	(45,490)
Purchase of Investments	(282,420)	-	(52,525)
Net cash from Investing Activities	(292,083)	-	(98,049)
<b>Cash flows from Financing Activities</b>			
Finance Lease Payments	(14,758)	-	(13,587)
Funds Administered on Behalf of Third Parties	18,864	-	(118,639)
Funds Held for Capital Works Projects	-	-	(1,878)
Net cash from Financing Activities	4,106	-	(134,104)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(106,537)</b>	<b>100,275</b>	<b>(100,555)</b>
Cash and cash equivalents at the beginning of the year	8	220,397	320,952
<b>Cash and cash equivalents at the end of the year</b>	8	<b>113,860</b>	<b>220,397</b>

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..

# Kaikorai School

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Kaikorai 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 24.

###### *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*

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

##### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**Prior Year Policy**

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

**i) Inventories**

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

**j) Investments**

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

**Prior Year Policy**

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

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

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

### **k) Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$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	10–50 years
Furniture and equipment	10–25 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-6 years
Library resources	10 Years

### **l) Intangible Assets**

#### *Software costs*

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

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

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

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

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

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

#### *Non cash generating assets*

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

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

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

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

### **n) Accounts Payable**

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

### **o) Employee Entitlements**

#### *Short-term employee entitlements*

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

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

#### *Long-term employee entitlements*

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

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

### **p) 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.

### **q) Provision for Cyclical Maintenance**

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

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

**r) Financial Assets and Liabilities**

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

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.

**s) 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.

**t) 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.

**u) Budget Figures**

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

**v) 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	421,549	390,405	396,898
Teachers' Salaries Grants	1,397,117	1,400,000	1,336,397
Use of Land and Buildings Grants	174,331	172,000	171,614
Other MoE Grants	4,450	-	4,509
Other Government Grants	59,985	47,000	121,818
	2,057,432	2,009,405	2,031,236

## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	44,493	69,720	58,471
Activities	77,781	110,500	47,707
Trading	9,118	5,000	9,850
	131,392	185,220	116,028
<b>Expenses</b>			
Activities	24,768	24,000	22,585
Trading	7,135	4,000	8,197
Other Locally Raised Funds Expenditure	59,775	55,100	35,218
	91,678	83,100	66,000
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	39,714	102,120	50,028

## 4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	29,570	51,150	25,304
Information and Communication Technology	12,898	33,000	13,988
Library Resources	288	-	968
Employee Benefits - Salaries	1,558,628	1,562,800	1,511,634
Staff Development	13,641	14,000	12,300
	1,615,025	1,660,950	1,564,194

## 5. Administration

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Audit Fee	4,636	5,000	2,905
Board of Trustees Fees	4,165	6,000	3,995
Board of Trustees Expenses	7,608	5,450	4,939
Communication	1,956	2,500	2,468
Consumables	10,333	2,000	3,840
Other	12,887	11,250	8,237
Employee Benefits - Salaries	39,021	40,000	40,231
Insurance	4,781	5,000	4,592
Service Providers, Contractors and Consultancy	493	500	2,723
	<b>85,880</b>	<b>77,700</b>	<b>73,930</b>

## 6. Property

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Caretaking and Cleaning Consumables	4,654	4,500	4,877
Cyclical Maintenance Provision	-	50,000	-
Grounds	70,758	64,000	70,720
Heat, Light and Water	18,575	20,100	18,141
Rates	7,026	7,000	6,535
Repairs and Maintenance	13,558	20,000	20,533
Use of Land and Buildings	174,331	172,000	171,614
Security	1,280	2,000	1,945
	<b>290,182</b>	<b>339,600</b>	<b>294,365</b>

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

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
		<b>\$</b>	
Building Improvements - Crown	8,485	-	8,485
Furniture and Equipment	9,453	-	10,955
Information and Communication Technology	21,364	-	25,186
Leased Assets	13,307	-	13,447
Library Resources	3,090	4,000	3,088
	<b>55,699</b>	<b>4,000</b>	<b>61,161</b>

## 8. Cash and Cash Equivalents

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Cash on Hand	73	250	250
Bank Current Account	113,493	208,721	162,446
Bank Call Account	294	193	193
Short-term Bank Deposits	-	57,508	57,508
	<u>113,860</u>	<u>266,672</u>	<u>220,397</u>
Cash and cash equivalents for Cash Flow Statement	<u>113,860</u>	<u>266,672</u>	<u>220,397</u>

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

## 9. Accounts Receivable

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Receivables	3,178	28,906	28,906
Receivables from the Ministry of Education	-	16,469	16,469
Interest Receivable	5,672	5,202	5,202
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	94,888	82,483	82,483
	<u>103,738</u>	<u>133,060</u>	<u>133,060</u>
Receivables from Exchange Transactions	8,850	34,108	34,108
Receivables from Non-Exchange Transactions	94,888	98,952	98,952
	<u>103,738</u>	<u>133,060</u>	<u>133,060</u>

## 10. Inventories

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Stationery	315	527	527
School Uniforms	2,311	2,507	2,507
	<u>2,626</u>	<u>3,034</u>	<u>3,034</u>

## 11. Investments

The School's investment activities are classified as follows:

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
Current Asset			
Short-term Bank Deposits	869,634	587,214	587,214
	<u>869,634</u>	<u>587,214</u>	<u>587,214</u>
Total Investments	<u>869,634</u>	<u>587,214</u>	<u>587,214</u>



**12. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2019</b>	\$	\$	\$	\$	\$	\$
Building Improvements	188,204	-	-	-	(8,485)	<b>179,719</b>
Furniture and Equipment	36,321	5,911	(293)	-	(9,453)	<b>32,486</b>
Information and Communication	64,414	-	(1,059)	-	(21,364)	<b>41,991</b>
Leased Assets	21,763	1,496	-	-	(13,307)	<b>9,952</b>
Library Resources	13,999	3,902	-	-	(3,090)	<b>14,811</b>
<b>Balance at 31 December 2019</b>	<b>324,701</b>	<b>11,309</b>	<b>(1,352)</b>	<b>-</b>	<b>(55,699)</b>	<b>278,959</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2019</b>	\$	\$	\$
Building Improvements	286,519	(106,800)	<b>179,719</b>
Furniture and Equipment	369,172	(336,686)	<b>32,486</b>
Information and Communication	172,856	(130,865)	<b>41,991</b>
Leased Assets	57,755	(47,803)	<b>9,952</b>
Library Resources	93,659	(78,848)	<b>14,811</b>
<b>Balance at 31 December 2019</b>	<b>979,961</b>	<b>(701,002)</b>	<b>278,959</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2018</b>	\$	\$	\$	\$	\$	\$
Building Improvements	196,689	-	-	-	(8,485)	<b>188,204</b>
Furniture and Equipment	46,155	1,155	(34)	-	(10,955)	<b>36,321</b>
Information and Communication Technology	45,181	44,419	-	-	(25,186)	<b>64,414</b>
Leased Assets	30,141	5,069	-	-	(13,447)	<b>21,763</b>
Library Resources	14,596	2,491	-	-	(3,088)	<b>13,999</b>
<b>Balance at 31 December 2018</b>	<b>332,762</b>	<b>53,134</b>	<b>(34)</b>	<b>-</b>	<b>(61,161)</b>	<b>324,701</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2018</b>	\$	\$	\$
Building Improvements	286,519	(98,315)	<b>188,204</b>
Furniture and Equipment	376,566	(340,245)	<b>36,321</b>
Information and Communication Technology	188,983	(124,569)	<b>64,414</b>
Leased Assets	56,259	(34,496)	<b>21,763</b>
Library Resources	99,277	(85,278)	<b>13,999</b>
<b>Balance at 31 December 2018</b>	<b>1,007,604</b>	<b>(682,903)</b>	<b>324,701</b>

### 13. Accounts Payable

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Operating Creditors	16,106	7,632	7,632
Accruals	4,785	4,923	4,923
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	94,888	82,483	82,483
Employee Entitlements - Leave Accrual	-	-	-
	<u>115,779</u>	<u>95,038</u>	<u>95,038</u>
Payables for Exchange Transactions	115,779	95,038	95,038
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>115,779</u>	<u>95,038</u>	<u>95,038</u>

The carrying value of payables approximates their fair value.

### 14. Finance Lease Liability

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

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
No Later than One Year	9,720	-	16,493
Later than One Year and no Later than Five Years	1,481	-	9,632
	<u>11,201</u>	<u>-</u>	<u>26,125</u>

## 15. Funds held in Trust

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	23,486	4,622	4,622
	23,486	4,622	4,622

## 16. 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 \$
Classroom Upgrade	<i>in progress</i>	26,630		-	-	26,630
Rebuild	<i>in progress</i>	-	-	(1,878)	-	(1,878)
Totals		26,630	-	(1,878)	-	24,752

### Represented by:

Funds Held on Behalf of the Ministry of Education	26,630
Funds Due from the Ministry of Education	1,878
	24,752

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Classroom Upgrade	<i>in progress</i>	26,630	-	-	-	26,630
Totals		26,630	-	-	-	26,630

## 17. 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.

## 18. Remuneration

### *Key management personnel compensation*

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

	<b>2019 Actual \$</b>	<b>2018 Actual \$</b>
<i>Board Members</i>		
Remuneration	4,165	3,995
Full-time equivalent members	0.06	0.04
<i>Leadership Team</i>		
Remuneration	266,950	356,203
Full-time equivalent members	3.00	4.00
Total key management personnel remuneration	<u>271,115</u>	<u>360,198</u>
Total full-time equivalent personnel	<u>3.06</u>	<u>4.04</u>

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

### *Principal*

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

	<b>2019 Actual \$000</b>	<b>2018 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4

### *Other Employees*

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

<b>Remuneration \$000</b>	<b>2019 FTE Number</b>	<b>2018 FTE Number</b>
110 - 120	-	-
100 - 110	-	-
	<u>-</u>	<u>-</u>

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

## 19. 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.

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has not entered into any new contract agreements for capital works agreements:

(Capital commitments at 31 December 2018: nil)

### (b) Operating Commitments

As at 31 December 2019 the Board has not entered into any new contracts

## 21. 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.

## 22. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	113,860	266,672	220,397
Receivables	103,738	133,060	133,060
Investments - Term Deposits	869,634	587,214	587,214
<b>Total Financial assets measured at amortised cost</b>	<b>1,087,232</b>	<b>986,946</b>	<b>940,671</b>

### Financial liabilities measured at amortised cost

Payables	115,779	95,038	95,038
Borrowings - Loans	-	-	-
Finance Leases	10,610	23,872	23,872
Painting Contract Liability	-	-	-
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>126,389</b>	<b>118,910</b>	<b>118,910</b>

## 23. 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.

## 24. Adoption of PBE IFRS 9 Financial Instruments

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

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

- Note 11 Investments:

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

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

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Kaikorai School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe, 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 Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement 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 Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 25 May 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below, and we draw your attention to the possible effects of COVID-19. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements and the statement of service performance, 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 23 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

#### Basis of opinion

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

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

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

### **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



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

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

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



Philip Sinclair  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Dunedin, New Zealand

## Analysis of Variance – 2019 Kaikorai Expectations

Each year, the Kaikorai Primary School Board of Trustees set goals through the Charter that affect every aspect of the running of the school. These are reviewed annually in a variety of ways. Student achievement is the priority for the Kaikorai Primary School Board of Trustees and therefore greater importance is placed on its learning goals and these are reported on through the Analysis of Variance.

The Board sets measurable, but aspirational targets, as we wish to see all students achieve. We also recognise that academic achievement looks different for different students.

<b>Situation at start of 2019</b>	<b>Target for 2019</b>	<b>Outcome Achieved</b>	<b>Reason for variations and Evaluation</b>
<p style="text-align: center;"><b>Reading</b></p> <p>Above = 28%</p> <p>At = 61%</p> <p>Below = 10%</p> <p>Well Below = 1%</p> <p style="text-align: center;"><b>Planned actions taken to improve outcomes.</b></p> <ol style="list-style-type: none"> <li>1. The Year 5 and 6 students in the below category will receive support from the parent reading programme.</li> <li>2. Widen the Quick 60 reading programme to include Middles students</li> </ol>	<p style="text-align: center;"><b>Reading</b></p> <p>At or Above = 90%</p> <p>Below or Well Below = 10%</p>	<p style="text-align: center;"><b>Reading</b></p> <p>Above = 29%</p> <p>At = 61%</p> <p>Below = 9%</p> <p>Well Below = 1%</p>	<p>The school reached its aspirational goal of 90% in reading.</p> <p>The intervention and teaching programmes put in place have shown pleasing improvements and good overall results with 89% of the school reading at or above their chronological age. A 1% increase from the previous year.</p> <p>2015 = 85% At or Above</p> <p>2016 = 86% At or Above (1% improvement)</p> <p>2017 = 88% At or Above (2% improvement)</p> <p>2018 = 89% At or Above (1% improvement)</p> <p>2019 = 90% At or Above (1% improvement)</p> <p>The multi-layered support programmes benefiting the students to achieve this high rate of reading literacy.</p> <p>Syndicates continue to look collectively at the students who are not performing as expected, look for commonalities in problems and work collegially for solutions. This has resulted in</p>

<p>3. Continue reading recovery programme in Juniors.</p> <p>4. 2 Hours per week specialist teacher time for children who have not yet learnt phonetic blends etc</p>			<p>professional development, idea sharing and greater collegiality to improve our results.</p>
<p><b>Recommendation for 2020</b> –Parent Reading Programme to continue with regular reporting to the Board on student performance. Kristen Ferguson will continue her leadership of the reading and support programmes meaning that she is responsible for and delivering all the literacy support and extension programmes. The Quick 60 programme will run from Year 1-4 for students deemed at risk and will be run by one teacher aide for consistency.</p>			
<p style="text-align: center;"><b>Writing</b></p> <p>Above = 16%</p> <p>At = 63%</p> <p>Below = 19%</p> <p>Well Below = 2%</p> <p style="text-align: center;"><b>Planned actions taken to improve outcomes.</b></p> <ol style="list-style-type: none"> <li>1. The teacher intervention of a 0.6 employed teacher will continue.</li> <li>2. Four hours per week extension writing programme</li> </ol>	<p style="text-align: center;"><b>Writing</b></p> <p>At or Above = 90%</p> <p>Below or Well Below = 10%</p>	<p style="text-align: center;"><b>Writing</b></p> <p>Above = 14%</p> <p>At = 70%</p> <p>Below = 15%</p> <p>Well Below = 1%</p>	<p>2016 = 76% At or Above</p> <p>2017 = 79% At or Above</p> <p>2018 = 79% At or Above</p> <p>2019 = 84% At or Above</p> <p>The improvements over time continue in a positive direction. What is especially pleasing is the significant jump of 5% from those ‘at or above’ at the start of the year (79%) to those ‘at or above’ at the end of the year (84%). This may well be a one off improvement as we cannot identify any one intervention that has created this significant improvement.</p>
<p><b>Recommendation for 2020</b> –The writing programme needs to be reviewed and rewritten to capture the good practice that is happening in the classes and the overall school philosophy towards writing. Review the process for selection of students into the writing extension group.</p>			

The small group of Maori students who received support in 2019 will work with the Principal for 40 minutes a day to improve their writing. This will be done in conjunction with whanau and be based upon a high interest writing programme.

<p style="text-align: center;"><b>Mathematics</b></p> <p>Above = 17% At = 71% Below = 11% Well Below = 0%</p> <p style="text-align: center;"><b>Planned actions taken to improve outcomes.</b></p> <ol style="list-style-type: none"> <li>1. Teacher aide support in senior classroom</li> <li>2. Specialist teacher intervention for children who need help with basic facts in seniors.</li> <li>3. Run targeted math groups for children in the middle syndicate.</li> <li>4. Implemented Prime mathematics programme across Middles and Seniors</li> </ol>	<p style="text-align: center;"><b>Mathematics</b></p> <p>At or Above = 90% Below or Well Below = 10%</p> <p>Above = 25%</p>	<p style="text-align: center;"><b>Mathematics</b></p> <p>Above = 17% At = 69% Below = 13% Well Below = 1%</p>	<p>Prime Mathematics continues to be implemented across all senior and middle classrooms and for the first time across some students in Year 2. EASSTLE results have continued to show an overall improvement over time and the consistency across classes remains the same. Motivation levels have also improved.</p> <p>The specialist teacher programme continues to develop support for families to help their child improve their basic facts knowledge and the teacher aides continue to do a wonderful job both in class support in the senior rooms and also through the running of their targeted math groups for the Year 3/4s.</p> <p>The Board had set a goal of 25% of students achieving above in mathematics. This target was not achieved and we will review through our Learning Sprints how we accelerate At to Above students in mathematics.</p> <p>Our extension programme has been successful with 11 students from Kaikorai being selected to the Math Extension programme in Year 7 at Balmacewen. The next schools were 4 from George Street and 3 from Maori Hill.</p>
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**Recommendation for 2020** – Continue teacher aide support in senior classroom. The specialist teacher intervention will focus on Year 4 students which were over represented as below or well below in mathematics. This will be for 1 hour per day four days per week and have a wider focus than just basic facts. We will also continue to run targeted math groups for children at risk, delivered by the teacher aides.

Consolidate the success of the PRIME Mathematics programme into all middle and senior classes with appropriate PD. Develop new mathematics programme delivery guidelines based upon PRIME.

Continue the extension programme 4 days per week but review selection policy to decrease numbers to 15-20 vs 28 but also allow more incentives for children to join the group as the year goes on based upon their strengths and improvements so that they have something to aspire to.

<b>Maori Achievement Reading</b>	<b>Maori Achievement Writing</b>	<b>Maori Achievement Mathematics</b>	
<p style="text-align: center;"><b>2018 - 2019</b></p> <p>Above = 30% - 27%</p> <p>At = 40% - 45%</p> <p>Below = 25% - 23%</p> <p>Well Below = 5% - 5%</p>	<p style="text-align: center;"><b>2018 - 2019</b></p> <p>Above = 25% - 18%</p> <p>At = 45% - 41%</p> <p>Below = 20% - 32%</p> <p>Well Below = 10% - 9%</p>	<p style="text-align: center;"><b>2018 - 2019</b></p> <p>Above = 20% - 18%</p> <p>At = 50% - 59%</p> <p>Below = 25% - 18%</p> <p>Well Below = 5% - 5%</p>	<p>EASTTLE results which test students in Year 4-6 continue to show that Maori students at Kaikorai are able to perform to a high standard.</p> <p>A growing number of students in Year 1-3 and new Maori students to the school are not progressing as expected in writing especially. This group is increasing and lowering the overall % of achievement.</p> <p>Our reading results show that we are holding steady but still 13% worse than the rest of the cohort. Maths has made some significant improvements but is also over represented in the below and well below category.</p> <p>We have only had one Maori student who has been with us from the start go back an expectation in one area. Due to the small number of Maori students one child coming or going can make a significant change to the percentages.</p>

**Recommendation for 2020** –

The small group of Maori students who received support in 2019 will work with the Principal for 40 minutes a day to improve their writing. This will be done in conjunction with whanau and be based upon a high interest writing programme.

<p style="text-align: center;"><b>Pasifika Achievement Reading</b></p> <p style="text-align: center;"><b>2018 - 2019</b></p> <p>At or Above = 20%-66%</p> <p>Below/Well Below=80%-33%</p>	<p style="text-align: center;"><b>Pasifika Achievement Writing</b></p> <p style="text-align: center;"><b>2018 - 2019</b></p> <p>At or Above = 40%-50%</p> <p>Below/Well Below=60%-50%</p>	<p style="text-align: center;"><b>Pasifika Achievement Mathematics</b></p> <p style="text-align: center;"><b>2018 - 2019</b></p> <p>At/Above= 40% -66%</p> <p>Below or Well Below = 60%-33%</p>	<p>Due to the fact that Kaikorai Primary School has very few Pasifika student's privacy considerations prevent the school making further comment.</p> <p>Very small numbers so one child moving can inflate the percentages.</p>
<p><b>Recommendation for 2020</b> – .4 ESOL position allocated to a qualified teacher of ESOL.</p>			
<p style="text-align: center;"><b>Year 2 Literacy</b></p> <p>Above = 1.5%</p> <p>At = 71.5%</p> <p>Below = 27%</p> <p>Well Below = 0%</p> <p style="text-align: center;"><b>Planned actions taken to improve outcomes.</b></p> <ol style="list-style-type: none"> <li>1. 2 hour per week with a specialist writing teacher employed by the school to target students needs, set goals, and support classroom teacher.</li> <li>2. Regular monitoring and reporting to Board.</li> <li>3. Quick 60 programme</li> </ol>	<p style="text-align: center;"><b>Year 2 literacy</b></p> <p>At or Above = 85%</p> <p>Below or Well Below = 15%</p>	<p style="text-align: center;"><b>Year 2 Literacy</b></p> <p>At or Above = 87%</p> <p>Below or Well Below = 13%</p>	<p>We had a number of interventions working in 2019 to support at risk learners including a talk to learn group and alphabet group. The Quick 60 programme was also in use to provide support to more children.</p> <p>Students have made some significant improvements in literacy and this is due to a number of factors.</p> <ol style="list-style-type: none"> <li>1. Quality teaching in class</li> <li>2. Support for students identified as below expectation. This has included RTLB, quick 60, phonics, speech therapy</li> </ol>

**Recommendation for 2020** – Monitor the learning programme as the Year 1 results were better this year and we know from our experience that the interventions and programmes in place will ensure quality outcomes. This is no longer a Board priority for 2020.

Continue the moderation of students who are showing accelerated progress with middle teachers and vice versa to ensure that our data is accurate.



## **Kiwisport Statement**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$4,601(excluding GST).

The funding was spent on sports equipment, coaching of teams and swimming lessons.