

# REIGNIER CATHOLIC SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 2663

**Principal:** Anton Heyns

**School Address:** 99 Guppy Road, Greenmeadows, Napier

**School Postal Address:** 99 Guppy Road, Greenmeadows, Napier

**School Phone:** 06-844 2144

**School Email:** [admin@reignier.school.nz](mailto:admin@reignier.school.nz)

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term expired/expires
Patrick Jones	Chairperson	ex Officio	
Anton Heyns	Principal		
Sarah Pilcher	Proprietor's Rep		
Vanessa Rau	Proprietor's Rep		
Father Barry Scannell	Proprietor's Rep		
Maria Labat	Parent Rep		May 2019
Chris Marwick	Parent Rep		May 2019
Chris Fletcher-Jensen	Parent Rep		May 2019
Michael Johnson	Parent Rep		May 2019
Danielle Rogers	Parent Rep		May 2019
Sheryl Riceman	Staff Rep	Deputy Principal, Reignier School	May 2019
Andrea Dawson	Scribe	Teacher Aide, Reignier School	

**Accountant / Service Provider:** Brown Webb Richardson Chartered Accountants

# REIGNIER CATHOLIC SCHOOL

Annual Report - For the year ended 31 December 2018

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# Reignier Catholic 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.



Full Name of Board Chairperson



Full Name of Principal



Signature of Board Chairperson

31st May 2019

Date:



Signature of Principal

31st May 2019

Date:

# Reignier Catholic School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	1,133,885	1,369,466	1,196,245
Locally Raised Funds	3	414,361	386,576	451,388
Interest Earned		7,859	6,650	7,515
Gain on Sale of Property, Plant and Equipment		-	-	467
International Students	4	26,957	30,000	50,652
Other Revenue		220	-	200
		<u>1,583,281</u>	<u>1,792,692</u>	<u>1,706,467</u>
<b>Expenses</b>				
Locally Raised Funds	3	21,059	11,000	15,557
International Students	4	1,204	4,340	5,077
Learning Resources	5	1,051,611	1,282,943	1,070,646
Administration	6	93,187	96,591	89,602
Finance		2,131	-	1,896
Property	7	436,725	422,111	440,624
Depreciation	8	62,873	62,874	51,848
		<u>1,668,789</u>	<u>1,879,913</u>	<u>1,675,250</u>
<b>Net Surplus / (Deficit) for the year</b>		(85,508)	(87,221)	31,217
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(85,508)</u>	<u>(87,221)</u>	<u>31,217</u>

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

## Reignier Catholic School

# Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<b>392,575</b>	<b>400,373</b>	<b>361,358</b>
Total comprehensive revenue and expense for the year	(85,508)	(87,221)	31,217
Capital Contributions from the Ministry of Education	-	-	-
Contribution - Furniture and Equipment Grant	-	-	-
<b>Equity at 31 December</b>	<b>307,067</b>	<b>313,152</b>	<b>392,575</b>
Retained Earnings	307,067	313,152	392,575
Reserves	-	-	-

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

# Reignier Catholic School

## Statement of Financial Position

As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	9	229,690	226,950	311,173
Accounts Receivable	10	65,275	76,600	69,934
GST Receivable		7,269	8,100	8,985
Prepayments		3,034	2,500	2,729
Inventories	11	311	160	269
		<hr/>	<hr/>	<hr/>
		305,580	314,310	393,090
<b>Current Liabilities</b>				
Accounts Payable	13	77,576	78,485	81,892
Revenue Received in Advance	14	10,000	10,000	31,000
Provision for Cyclical Maintenance	15	107,961	103,000	69,207
Finance Lease Liability - Current Portion	16	5,364	-	6,914
		<hr/>	<hr/>	<hr/>
		200,901	191,485	189,013
<b>Working Capital Surplus/(Deficit)</b>		<hr/>	<hr/>	<hr/>
		104,680	122,825	204,077
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	218,084	323,627	230,361
		<hr/>	<hr/>	<hr/>
		218,084	323,627	230,361
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	8,301	17,000	32,339
Finance Lease Liability	16	7,396	7,500	9,524
		<hr/>	<hr/>	<hr/>
		15,697	24,500	41,863
<b>Net Assets</b>		<hr/>	<hr/>	<hr/>
		307,067	421,952	392,575
		<hr/>	<hr/>	<hr/>
<b>Equity</b>		<hr/>	<hr/>	<hr/>
		307,067	313,152	392,575

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

# Reignier Catholic School

## Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		294,149	303,826	319,401
Locally Raised Funds		83,142	385,776	123,954
International Students		5,957	-	31,652
Goods and Services Tax (net)		1,716	(1,668)	(3,575)
Payments to Employees		(221,144)	(200,657)	(191,452)
Payments to Suppliers		(195,023)	(511,019)	(209,863)
Cyclical Maintenance Payments in the year		-	(4,290)	
Interest Paid		(2,131)	-	(1,896)
Interest Received		6,125	4,850	6,990
Net cash from / (to) the Operating Activities		(27,211)	(23,182)	75,211
Purchase of PPE (and Intangibles)		(50,592)	(69,065)	(115,371)
Net cash from / (to) the Investing Activities		(50,596)	(66,523)	(115,371)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	
Finance Lease Payments		(3,677)	(2,900)	4,725
Net cash from Financing Activities		(3,677)	(2,900)	4,725
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(81,483)</b>	<b>(92,605)</b>	<b>(35,435)</b>
Cash and cash equivalents at the beginning of the year	9	311,173	319,555	346,608
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>229,690</b>	<b>226,950</b>	<b>311,173</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.

**Reignier Catholic School**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2018**

## **1. Statement of Accounting Policies**

### **a) Reporting Entity**

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

### **b) Basis of Preparation**

#### ***Reporting Period***

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

#### ***Basis of Preparation***

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

#### ***Financial Reporting Standards Applied***

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

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

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

#### ***Measurement Base***

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

#### ***Presentation Currency***

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

#### ***Specific Accounting Policies***

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

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

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

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

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

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



**Critical Judgements in applying accounting policies**

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

**Classification of leases**

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

**Recognition of grants**

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

**c) Revenue Recognition****Government Grants**

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

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

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

**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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

**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 Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**i) Inventories**

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

**j) Investments**

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

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.

**k) Property, Plant and Equipment**

Land and buildings owned by the Proprietor 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 Proprietor 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.

**Leased Assets**

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

**Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line

basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

## **l) Intangible Assets**

### *Software costs*

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

Computer software licences with individual values under \$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) 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.

## **n) 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.

## **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from international 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.

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

## **p) Provision for Cyclical Maintenance**

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building 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 provisions for cyclical maintenance represents the obligations the 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).

**q) 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.

**r) Goods and Services Tax (GST)**

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

**s) Budget Figures**

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

**t) Services received in-kind**

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

## 2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	261,479	249,091	294,514
Teachers' salaries grants	839,736	1,098,425	888,773
Other MoE Grants	32,669	21,950	12,958
	<b>1,133,885</b>	<b>1,369,466</b>	<b>1,196,245</b>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	36,134	16,500	95,562
Use of Land and Buildings grants	330,376	330,376	330,376
Activities	30,900	28,200	8,635
Trading	14,444	10,500	15,067
Other Revenue	2,506	1,000	1,748
	<b>414,361</b>	<b>386,576</b>	<b>451,388</b>
<b>Expenses</b>			
Activities	4,090	-	-
Trading	14,988	10,500	15,557
Transport (local)	1,981	500	-
	<b>21,059</b>	<b>11,000</b>	<b>15,557</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>393,302</b>	<b>375,576</b>	<b>435,831</b>

## 4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	1	1	4
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
International student fees	26,957	30,000	50,652
<b>Expenses</b>			
Other Expenses	1,204	4,340	5,077
	<b>1,204</b>	<b>4,340</b>	<b>5,077</b>
<i>Surplus/ (Deficit) for the year International Students'</i>	<b>25,752</b>	<b>25,660</b>	<b>45,575</b>

## 5. Learning Resources

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	25,141	21,664	31,915
Equipment repairs	-	-	2,744
Information and communication technology	13,112	14,200	14,508
Extra-curricular activities	30,150	23,443	10,036
Library resources	9,791	9,154	9,166
Employee benefits - salaries	968,621	1,209,362	999,433
Staff development	4,795	5,120	2,844
	<u>1,051,611</u>	<u>1,282,943</u>	<u>1,070,646</u>

## 6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,491	5,000	4,424
Board of Trustees Fees	6,550	5,000	4,910
Board of Trustees Expenses	1,581	3,800	1,768
Communication	2,957	2,500	2,536
Consumables	3,830	3,000	6,518
Operating Lease	5,128	8,500	1,362
Other	11,488	12,731	15,756
Employee Benefits - Salaries	46,729	45,000	43,068
Insurance	3,005	3,600	2,760
Service Providers, Contractors and Consultancy	7,429	7,460	6,500
	<u>93,187</u>	<u>96,591</u>	<u>89,602</u>

## 7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,860	5,440	5,340
Cyclical Maintenance Expense	14,716	14,260	14,719
Grounds	4,335	4,700	3,023
Heat, Light and Water	11,139	12,000	13,235
Rates	1,073	1,200	880
Repairs and Maintenance	13,147	6,135	23,770
Use of Land and Buildings	330,376	330,376	330,376
Security	7,262	3,000	9,135
Employee Benefits - Salaries	48,816	45,000	40,146
	<u>436,725</u>	<u>422,111</u>	<u>440,624</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. Rateable value is used as an estimate of property value.

## 8. Depreciation

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Buildings	14,593	15,000	9,781
Building Improvements	-	-	-
Computer Software	1,791	1,690	1,791
Information and Communication Technology	33,231	33,400	27,955
Chairs	3,059	3,100	3,050
Desks/Tables	2,275	2,200	1,495
Other Equipment	1,306	1,250	889
Resource Unit	3,517	3,520	3,560
Maintenance Equipment	367	360	367
Library Resources	2,679	2,300	2,736
Whiteboards	-	-	7
Sports Equipment	-	-	-
Musical Equipment	54	54	217
	<u>62,873</u>	<u>62,874</u>	<u>51,848</u>

## 9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Bank Current Account	70	2,000	26,213
Business Advance Call Account	1,211	1,050	61,294
Short-term Bank Deposits	229,623	225,000	223,666
Credit Card	(1,213)	(1,100)	-
Cash and cash equivalents for Cash Flow Statement	<u>229,690</u>	<u>226,950</u>	<u>311,173</u>

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

## 10. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Receivables	11,509	12,300	10,446
Provision for Uncollectibility	(5,079)	-	(5,079)
Interest Receivable	4,580	4,300	2,846
Teacher Salaries Grant Receivable	54,265	60,000	61,721
	<u>65,275</u>	<u>76,600</u>	<u>69,934</u>
Receivables from Exchange Transactions	11,010	16,600	8,213
Receivables from Non-Exchange Transactions	54,265	60,000	61,721
	<u>65,275</u>	<u>76,600</u>	<u>69,934</u>

## 11. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Stationery	311	160	269
	<u>311</u>	<u>160</u>	<u>269</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings - School	93,720	26,225	-	-	(14,593)	105,352
Computer Software	1,940	-	-	-	(1,791)	149
Information and communication technology	68,874	11,363	-	-	(33,231)	47,006
Chairs	18,203	726	-	-	(3,059)	15,870
Desks/Tables	7,653	9,973	-	-	(2,275)	15,351
Other Equipment	6,655	-	-	-	(1,306)	5,349
Resource Unit	13,350	-	-	-	(3,517)	9,833
Maintenance Equipment	773	-	-	-	(367)	406
Library resources	19,137	2,309	-	-	(2,679)	18,767
Whiteboards	-	-	-	-	-	-
Sports Equipment	-	-	-	-	-	-
Musical Equipment	56	-	-	-	(54)	2
<b>Balance at 31 December 2018</b>	<b>230,361</b>	<b>50,596</b>	<b>-</b>	<b>-</b>	<b>(62,873)</b>	<b>218,084</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings - School	214,878	(109,522)	105,356
Computer Software	9,057	(8,908)	149
Information and communication technology	262,558	(215,559)	46,999
Chairs	61,934	(46,061)	15,873
Desks/Tables	58,877	(43,514)	15,362
Other Equipment	35,387	(30,036)	5,351
Resource Unit	52,247	(42,409)	9,838
Maintenance Equipment	5,202	(4,797)	405
Library resources	72,623	(53,873)	18,750
Whiteboards	29,424	(29,424)	-
Sports Equipment	13,772	(13,772)	-
Musical Equipment	9,100	(9,100)	-
<b>Balance at 31 December 2018</b>	<b>825,059</b>	<b>(606,975)</b>	<b>218,084</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings - School	30,941	72,560	-	-	(9,781)	93,720
Computer Software	3,731	-	-	-	(1,791)	1,940
Information and communication technology	62,130	34,698	-	-	(27,955)	68,873
Chairs	21,252	1	-	-	(3,050)	18,203
Desks/Tables	9,148	-	-	-	(1,495)	7,653
Other Equipment	2,437	5,107	-	-	(889)	6,655
Resource Unit	16,909	-	-	-	(3,560)	13,349
Maintenance Equipment	1,139	-	-	-	(367)	772
Library resources	18,404	3,472	-	-	(2,736)	19,140
Whiteboards	7	-	-	-	(7)	-
Sports Equipment	-	-	-	-	-	-
Musical Equipment	273	-	-	-	(217)	56
<b>Balance at 31 December 2017</b>	<b>166,371</b>	<b>115,838</b>	<b>-</b>	<b>-</b>	<b>(51,848)</b>	<b>230,361</b>



	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2017</b>			
Land - School	-	-	-
Buildings - School	188,654	(94,934)	93,720
Building improvements - Crown	-	-	-
Computer Software	9,057	(7,117)	1,940
Information and communication technology	255,946	(187,072)	68,874
Chairs	61,209	(43,006)	18,203
Desks/Tables	48,904	(41,251)	7,653
Other Equipment	35,388	(28,733)	6,655
Resource Unit	52,250	(38,900)	13,350
Maintenance Equipment	5,202	(4,429)	773
Library resources	70,338	(51,201)	19,137
Whiteboards	29,424	(29,424)	-
Sports Equipment	13,771	(13,771)	-
Musical Equipment	9,100	(9,044)	56
<b>Balance at 31 December 2017</b>	<b>779,243</b>	<b>(548,882)</b>	<b>230,361</b>

### 13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	2,748	3,300	2,894
Accruals	7,475	7,485	7,475
Employee Entitlements - salaries	54,265	53,900	61,721
Employee Entitlements - leave accrual	13,087	13,800	9,802
	<b>77,576</b>	<b>78,485</b>	<b>81,892</b>
Payables for Exchange Transactions	77,576	78,485	81,892
	<b>77,576</b>	<b>78,485</b>	<b>81,892</b>

### 14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
International Student Fees	10,000	10,000	31,000
	<b>10,000</b>	<b>10,000</b>	<b>31,000</b>

### 15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	101,546	101,546	86,827
Increase/ (decrease) to the Provision During the Year	15,716	14,260	14,719
Use of the Provision During the Year	(1,000)	2,231	-
Provision at the End of the Year	<b>116,262</b>	<b>118,037</b>	<b>101,546</b>
Cyclical Maintenance - Current	107,961	103,000	69,207
Cyclical Maintenance - Term	8,301	17,000	32,339
	<b>116,262</b>	<b>120,000</b>	<b>101,546</b>

## 16. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	5,891		8,690
Later than One Year and no Later than Five Years	7,396		10,929
Later than Five Years	-		-
	<u>13,287</u>	<u>-</u>	<u>19,619</u>

## 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.

The Proprietor of the School (Catholic Diocese of Palmerston North) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(d). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

## 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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	6,550	4,910
Full-time equivalent members	0.19	0.17
<i>Leadership Team</i>		
Remuneration	187,414	288,038
Full-time equivalent members	2	4
Total key management personnel remuneration	<u>193,964</u>	<u>292,948</u>
Total full-time equivalent personnel	<u>2.19</u>	<u>4.32</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>2018 Actual \$000</b>	<b>2017 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	80 - 90	120 - 130
Benefits and Other Emoluments	-	3 - 4
Termination Benefits	-	-

#### *Other Employees*

No other employees received total remuneration over \$100,000 (2017: Nil).

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

### **19. Contingencies**

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

### **20. Commitments**

#### **(a) Capital Commitments**

As at 31 December 2018 the Board has not entered into any capital commitments.  
(Capital Commitments as at 31 December 2017: Nil).

#### **(b) Operating Commitments**

As at 31 December 2018 the Board has not entered into any operating commitments (2017: Nil).

### **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.

# Analysis of Variance Reporting



<b>School Name:</b>	Reignier Catholic School	<b>School Number:</b>	2663
<b>Strategic Aim:</b>	Excellence and equity in the achievement in literacy		
<b>Annual Aim:</b>	To increase the number of students achieving at or above the curriculum level in Reading		
<b>Target:</b>	To accelerate progress for the actual and estimated 26 students across the school not achieving the curriculum level in Reading so that 11 targeted students will be at curriculum level by the end of 2019		
<b>Baseline Data:</b>	<p>At end of 2018</p> <ul style="list-style-type: none"> <li>• 87% (174/200) of students are working at, above or well above the curriculum level in Reading</li> <li>• 13% (26/200) students were working below the curriculum level in Reading</li> <li>• 83% (79/95) boys were working at or above the curriculum level in Reading compared with 84% (88/104) of girls</li> <li>• 96% (26/27) of Maori students were achieving at or above the curriculum level in 2018</li> <li>• 53% (10/19) of students did not meet the curriculum level after one year at school</li> </ul>		

# Analysis of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Student entry data entered on achievement maps and wall maps at the beginning of the year and monitored by Literacy Curriculum team – The 26 targeted will be especially identified and tracked</p> <p>Wall maps used in Curriculum meetings to discuss and monitor progress which leads to collaborative practice sharing</p> <p>Tataiako strategies for teachers developed in Cultural Diversity Inquiry at the beginning of the year – Teachers connecting with whanau and students setting goals with whanau</p> <p>Professional readings shared in team meetings and reflected on</p> <p>Classroom data collated, analysed and reported to the BOT on each term</p> <p>Small literacy groups in the junior school</p> <p>Specific identified flexible grouping</p> <p>Deliberate targeted phonics teaching</p> <p>Professional development provided for identified needs</p> <p>Connection with parents strengthened through blogs, reading starter packs</p> <p>Reading Recovery programme identifies at risk readers at 6</p> <p>Special needs are identified and</p>	<p>Overall we have 87% at or above the curriculum level in reading which equates to 174/200 students. 13% (26) are below and 1% (2) are well below.</p> <p>96% (26/27) of our Maori students are reading at curriculum level and 100% of our pasifika students are reading at curriculum level .</p> <p>Of the 10 students below in reading after 1 year at school at the end of 2018, we now have 7 of those students below after 2 years at school. 3 have shown accelerated progress and are now at curriculum level .</p> <p>Of the actual and estimated 26 children that were below at the end of 2017 we have made accelerated progress for 11 of them who are now at curriculum level which means we have met our target.</p>	<p>We continue to believe that improvement in the After 1 Year at school cohort attributed to Junior school collaborative teaching. Because of this approach, learners progress were forever being discussed by teachers, groups changing more often which supported progress, planning for needs was collaborative and specific.</p> <p>Connecting with learners and their whanau has continued to be a specific strategy to enhance progress in reading for all our students, but specifically for our Maori students. Parents are highly involved in their children's learning.</p> <p>Tracking of identified students are used in Curriculum meetings to discuss and monitor progress which leads to collaborative practice sharing. Being specific around the data has improved teachers focus on shifting particular students. The conversations around the data walls have been robust and increase the urgency to move not just a cohort but individuals. Our data still shows a number of pupils not achieving curriculum level after 1 year at school. We are</p>	<p>Continue the collaborative teaching and planning approach within the Junior School</p> <p>Visible learning across all curriculum areas will continue to be a major focus for next year</p> <p>Set targets focused on numbers of students again, rather than cohorts or percentages</p> <p>Teachers scheduled to visit other schools with identified, proven strategies for teaching reading</p> <p>Set timelines for showing progress</p>

# Analysis of Variance Reporting



external resourcing will be accessed, e.g. Teacher aides, RTLB, RT Lit Review of the changes made and the impact of those changes presented to the BOT with final year's data Visible Learning strategies will be continued and progressions negotiated with students Teachers reviewing visible learning practice through their Teaching As Inquiry and reflecting on and evaluating the effect of changes made

confident that the data over time indicates that this is not a considerable issue, and that most students are at standard by after 3 years at school. However, these students will continue to be a particular focus in the targets set for 2019.

Think aloud strategies which encourage and enable students to articulate and understand the strategies they are using when reading provide a framework for self-regulation of improvement across the school. These strategies have been trialled extensively throughout TAs this year and have shown significant improvement in student engagement and understanding of what they need to learn. Reciprocal Reading, buddy reading across year groups have been a part of this strategy.

## Planning for next year:

**Identify specific children to shift. Target them specifically with identified strategies. Continue Visible Learning within the reading programme so learners have a greater sense of where they are and what they need to do to improve.**



# Analysis of Variance Reporting



<b>School Name:</b>	Reignier Catholic School	<b>School Number:</b>	2663
<b>Strategic Aim:</b>	Excellence and equity in the achievement in literacy		
<b>Annual Aim:</b>	To increase the number of students achieving at or above the curriculum level in Writing		
<b>Target:</b>	<ul style="list-style-type: none"> <li>To accelerate progress for our whole school cohort so that 11 of the 47 students currently below will have reached curriculum level in 2019</li> <li>To accelerate progress for our 2018 year 4 students so that year 4/5 students who are below will be achieving the curriculum level in Writing at the end of year 5 in 2019</li> </ul>		
<b>Baseline Data:</b>	<p>At end of 2018</p> <ul style="list-style-type: none"> <li>83% (152/199) of students are working at, above or well above the curriculum level in Writing. 23% (47) are still below.</li> <li>72% (69/95) of boys were working at or above curriculum level in Writing compared with 88% (92/104) of girls</li> <li>88% (24/27) of Maori students were achieving at or above the curriculum level in 2018</li> <li>33% (19/57) students were below in writing at year 4/5 level at school in 2018</li> <li>16% (8/50) students were below in Writing after 1 year at school in 2018</li> </ul>		

# Analysis of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Collate and analyse beginning of the year data</p> <p>Teachers identify needs within classrooms through their class descriptions and achievement maps</p> <p>Self Identified goals for every student are negotiated and set</p> <p>Ensure a purpose for writing is established</p> <p>Classroom programmes are modified according to needs</p> <p>Special needs are identified and teacher aide resourcing is allocated. External agency assistance is sought for identified students</p> <p>Regular communication with parents is achieved through blogs, eportfolios, student led sharing sessions, parent/teacher interviews and twice yearly reports</p> <p>Progress and achievement is monitored regularly. Formal assessment data is collated each term, analysed and reported to the BOT</p>	<p>Of the identified 11 students we were wanting to get to standard by the end of 2018 we got 9 to curriculum level . One child went from well below to curriculum level, showing significant accelerated achievement.</p> <p>Of the 5 Year 3 students identified at the end of 2017, 3 of the 5 showed accelerated progress to be working at curriculum level by the end of the year.</p> <p>Overall we have 83% (47/199) at or above the curriculum level in writing compared with 81% last year. 23% are below and 4% are well below. Compared with last year the percentage of students below or well has increased from 18% to 24%.The number of students well below has reduced by 1.</p> <p>The number of Maori students below standard has dropped by half.</p> <p>The number of boys achieving below has dropped by 8. Some of these were outgoing Year 6 students.</p> <p>Although we have shifted many of our target pupils, we continue to have a</p>	<p>The visible learning strategies put in place in classrooms have continued to produce good results. This year the focus has shifted slightly to Reading, which may have been the cause for achievement results to have slipped a little.</p> <p>Teacher professional development in Visible learning strategies continue to have helped teachers to focus on developing a more facilitating role and encouraging students to question more, and drive the learning</p> <p>A review of the SENCO programme has increased the teachers ability to evaluate special needs programmes and identify the impact they have on individual learner's progress</p> <p>The senior school has introduced and implemented some collaborative teaching and learning structures, which have allowed teachers to have more meaningful conversations around classroom programmes, achievement data and strategies for helping individuals. It has also given the opportunity to utilise a multi</p>	<p>Continue the collaborative teaching approach across the whole school and develop across all areas of the curriculum</p> <p>Visible learning across all curriculum areas continues to be a major focus for next year</p> <p>Continue to be involved in the Taradale cluster group, sharing ideas etc.</p> <p>Continue to have robust discussion around data walls and student achievement</p> <p>Spelling programme review to continue- build data on changes made and impact of those changes – <b>Priority continuing</b></p> <p>Continue to write the targets to make deliberate shifts for numbers of students rather than percentages, identifying which children will show accelerated progress after strategies are put in place and then tracking those students throughout the year</p> <p>Apart from 6 children who are leaving the school teachers have identified 11 of the 39 students they would expect</p>



# Analysis of Variance Reporting



Professional readings sought by teachers to increase evidence based practice

Across school moderation and collaboration in written language through the Taradale Cluster group

Literacy Curriculum team continues to build data walls, track progress and build relationships with other schools

Professional development for individual teacher needs identified and sought

Teacher visits to other schools who have identified excellent writing programmes **(Priority)**

Visible Learning strategies will be continued and progressions negotiated with students

similar number working below in Writing.

teacher structure to work with target groups.

to make accelerated progress in 2019. That includes 7 of the 15 Year 2 students currently below.

## Planning for next year:

**Set number targets for next year. Continue Visible Learning within the Writing programme so learners have a greater sense of where they are and what they need to do to improve. Continue to collaborate with other schools within our cluster to increase teacher capability and moderation of data. Get out into other schools to see what they are doing to reduce the tail successfully. Complete the spelling review and formulate an effective spelling programme across the school, incorporating our existing phonics programme.**

# Analysis of Variance Reporting



<b>School Name:</b>	Reignier Catholic School	<b>School Number:</b>	2663
<b>Strategic Aim:</b>	Excellence and equity in the achievement in Numeracy		
<b>Annual Aim:</b>	To increase the number of students achieving at or above the curriculum level in Mathematics		
<b>Target:</b>	<ul style="list-style-type: none"> <li>To accelerate progress in Maths across the whole school so that 16 of the 30 students who were below curriculum level are achieving at or above the curriculum level in Maths by the end of 2019</li> <li>To accelerate progress for our girls so that 7/20 remaining girls who are below will be achieving at or above the curriculum level by the end of 2019</li> </ul>		
<b>Baseline Data:</b>	<p>At end of 2018</p> <ul style="list-style-type: none"> <li>85% (169/199) of students are working at, above or well above the curriculum level in Maths</li> <li>84% (80/95) of boys were working at or above curriculum level in Maths compared with 85% (88/104) of girls.</li> <li>96% (26/27) of Maori students were achieving at or above the curriculum level in 2018</li> <li>21% (21/98) students are below in Maths after 3 years at school in 2018</li> </ul>		

# Analysis of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Continue to develop leadership in Maths for our DP's by them being involved in the Maths Leadership group through Advisors Plus</p> <p>Continue to use Advisors Plus professional learning model to provide professional development and learning for the teachers</p> <p>Each class to identify target groups and set their targets for progress and achievement across their class</p> <p>Readings and research will be used to develop best practice</p> <p>Coaching practices will continue to support:</p> <ul style="list-style-type: none"> <li>• developing observation and questioning skills to ensure consistent teacher implementation of new pedagogies</li> <li>• Effective tracking and review processes</li> </ul> <p>Data walls set up, tracked and analysed for progress</p>	<p>85% (170/199) of learners are at or above the curriculum level in Maths. The 5 well below standard in 2017 and 2018 continue to be well below the curriculum level. The number below standard has shifted from 35 in 2017 to 30 in 2018.</p> <p>Of the 16 students targeted to show accelerated progress over 2018 we only managed to shift 5 of them to the curriculum level.</p> <p>96% (26/27) of Maori students are achieving at or above the standard in maths. 30% are above the curriculum level.</p> <p>84.6% of girls are at or above standard. We have not achieved our target of moving 7 out of 20 girls below standard. 3 of the 20 showed accelerated progress.</p> <p>By end of year 4 the number of below students has decreased to 2 from 6 at the end of 2018.</p> <p>After 3 years at school the number of students below has reduced from 11 at end of 2017 to 7 at end of 2018.</p>	<p>Although we have not reached our targets and there has only been a small shift in the general data, Maths programmes continue to be robust and teachers work collaboratively to share responsibility for shifting students and shift has been shown in particular cohorts especially after 3 years at school and end of Year 4.</p> <p>The Maths curriculum team continue to have good discussions around Maths data.</p> <p>Actions have been carried out effectively.</p> <p>An emphasis on Visible learning strategies and teachers visiting each other's rooms, increasing collaborative planning, teaching and assessment practices have improved the ability to track and focus on individual students. One of the strategies identified for actioning, which didn't happen was the in depth analysis of collective PATs / knowledge and Gloss Tests, Jam to identify gaps in teaching and understanding so they can be targeted for further learning.</p>	<p>Continue to build teacher capability through the Leadership team working with the Maths Advisor – Advisors Plus</p> <p>Continue to incorporate Visible Learning strategies into the Maths programmes so students are further developing self-directed learning</p> <p>Set timelines for showing progress</p> <p>Apart from the 5 students who are leaving the school, teachers have identified 6 of the 26 children below they would expect to make accelerated progress in 2018.</p> <p>In depth analysis of collective PATs / knowledge and Gloss Tests, Jam to identify gaps in teaching and understanding so they can be targeted for further learning</p>

# Analysis of Variance Reporting



Greater student voice around learning goals, progress and achievement and programmes for learning

Major professional Learning focus is around Visible learning which will build on what teachers have been practising in Maths already

Visible Learning strategies will be continued and progressions negotiated with students

Planning for Next Year:

**Set targets for next year based on numbers. Continue Visible Learning within the Maths programme so learners have a greater sense of where they are and what they need to do to improve. Leaders continue to work within a PD Leaders cluster group. Continue to support teachers with in school PD 3 times during the year.**

### ***Kiwisport Funding***

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2018, the school received total Kiwisport funding of \$3,690.60 (excluding GST).

In 2018 Reignier spent money on supporting Kiwisport events eg Netball Skills. Sporting equipment to complement the interest and growth in those sports across the school following the coaching was purchased as well. Focus for this was the increase in gear for Netball, hockey, volleyball, cricket, football and softball. Significant gains in skill level and interest were made across the school.



## Board of Trustees Chairpersons Report 2018

Thank you again to Mrs Mellon and others for that wonderful display of the true spirit of Christmas. It is always one of the highlights of the year, we know how hard you all rehearse for it, and we thank you for your performance.

As traditional, in the last week I have received plenty of advice about my speech, primarily related to its length. The advice ranges from "I can't wait for you under one minute speech this year" to the "take as long as you need to say the things that need to be said, and if that's too long for some then so be it". However, the most poignant advice I received was from one young student who said "you don't know how long your speech is when you are sitting with a piece of itchy tinsel on your head, dad". So Miss Rose Jones, this one is for you.

So welcome to our 2018 prize giving everyone, some reflections and acknowledgements;

This year has been a "year of transition". 12 months ago we were farewelling Julia and embarking on the search for a new principal. Normally I save my thanks for the board members until the end of my speech but I'd like to acknowledge you here. The work, hours, thoughtfulness and contribution over the months of December through March this year was outstanding. They say choosing a principal is the hardest job you'll ever do as a trustee and I know we'd all agree with that now. Thanks you for stepping up, for supporting each other, and for representing this audience so well.

Sarah Pilcher, Vanessa Holman, Maria Labat, Chris Fletcher-Jensen, Chris Marwick, Sheryl Riceman

I'd also like to acknowledge new members who have filled vacancies since that time, Mike Johnson, Danielle Rogers and Fr Barry Scannel.

And yes, so on the first day of term two we welcomed two new senior staff members into our family. Firstly to Mel Davis in the role of Director Religious Studies, you were a familiar face to many of us, but in a role that was new to you. Thank you for the gifts you have brought to this role so far this year.

To Anton, it has been a highlight of our year to get to know you and to watch you go about your business. It's fair to say, that as hard as it might be for a community to get used to a new principal, I can guarantee you it's harder for the new principal to find their way. However, I was always so delighted throughout the year when during our catch ups you would say, wow, it's just amazing, I was told about it but I didn't really know about it until.....as I said to you when we appointed you, you will enjoy working here. But likewise, you have some very special gifts and talents, thank you for a great year and we look forward to what next year brings.

At this point I'd like to say a special thanks you to Sheryl Riceman who was our acting principal for term one. As well as this she carried much of her normal workload, ran the school with one less senior management member, and continued to play a role in the new principal appointment. Sheryl, I think probably only you know the full extent of the energy and commitment it took to do this, but nonetheless this school owes you a great deal of gratitude for your contributions throughout 2018.

To the wider teaching and support staff. I know you will reflect on 2018 as a huge year, one of lots of work and lots of change. In a small team, and a tight one at that, to welcome in new leadership, adjust to new ways of doing, have faith in new ideas, to simply get to know new people and styles, requires great maturity of character. The skills that you will have drawn on this year are far more than the classroom teacher based skills, we thank you for your acceptance, friendliness, inclusiveness, faithfulness, patience, and fun....

What you do in the classroom, and to support the classroom, makes you exceptional practitioners, how you approach your professional requirements and relationships outside of the classroom makes you exceptional people. Thank you for a huge 2018 and we hope you get a much deserved break.

The tinsel is starting to get itchy, so we almost there.....

Our school is looking amazing by the way. I'd like to say a massive thank you to the PTA for their fundraising abilities and for their generosity in contributing as much as they can to the activities that our children enjoy and particularly those big ticket items that otherwise we would have to go without, or would require the board to prioritise spending. To Duane and the team, thank you thank you thank you. And, keep it up. There is much we can do together.

We look ahead to 2019 with confidence, we have an ERO review and a CCR due but we will turn our attention to those in 2019.

The other night, was our year six leavers dinner. I sat next to a child who ate 22 chicken nuggets. That was impressive. Anyway, as traditional, the principal addressed the leavers. Anton said to me before he spoke, I write some things down but I tend just to start talking and see where it goes and I like to use analogies. So off he went, and things seemed to be going great, but I was struggling to follow, he seemed to be comparing the kids to pills. It wasn't until he said, and pills are protected by two shells so they can grow and become beautiful that I realised he was saying "Pearls"!!!! Accents was only one of the things we've had to each get used to this year.....

Sitting at school before term one started this year, and knowing the change and challenges that would come, you think about how you will know if things are going well, or not. And for me and probably like any parents, you always take your cues from how well as a group the children are in themselves and performing at school, the smiles on their faces, the strength of their song, the achievements in their classroom, their passion in church based and sporting activities, and yes; their appetites.

And I think on balance at 2018 we can be well satisfied. Tonight some children will receive prizes. But Anton was right when he talked to the year sixes, and he could have been talking about all of you children, you are all pearls, no one the same but all beautiful and shine in their own way. Thank you for what you have done this year, it makes everything that all of these people here tonight do for you worth it.

My head is itchy, my speech is done.

I will sign off now by wishing you all a blessed and delightful Christmas holiday. God bless you all.

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF REIGNIER SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Reignier School (the School). The Auditor-General has appointed me, Philip Pinckney, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, 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 17, 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 31 May 2019. This is the date at which our opinion is expressed.

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

#### **Basis for our opinion**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the Analysis of Variance, the Kiwisport statement, list of trustees, Board of Trustees Chairpersons report, and Statement of Responsibility which form part of the annual report, but does not include the financial statements, and our auditor's report thereon.

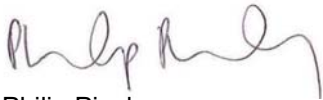
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Philip Pinckney  
Baker Tilly Staples Rodway Audit Limited  
On behalf of the Auditor-General  
Hastings, New Zealand