

# PILLANS POINT SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

<b>Ministry Number:</b>	1894
<b>Principal:</b>	Matt Simeon
<b>School Address:</b>	101 Maxwells Road, Pillans Point, Tauranga
<b>School Postal Address:</b>	101 Maxwells Road, Pillans Point, Tauranga
<b>School Phone:</b>	07 576 9407
<b>School Email:</b>	accounts@pillanspoint.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Scott Hamilton	Chair Person	Elected June 2019	June 2022
Matt Simeon	Principal		
Rachael Arthur	Parent Rep	Elected June 2019	June 2022
Anthony (Gus) Bishell	Parent Rep	Elected June 2019	June 2022
Catherine Connell	Parent Rep	Elected June 2019	June 2022
Shannon Hannah	Parent Rep	Elected June 2019	June 2022
Jess Holtom	Parent Rep	Elected June 2016	June 2019
Mel McDonald	Parent Rep	Elected June 2019	June 2022
Luke Stewart	Parent Rep	Elected June 2016	June 2019
Paul Stott	Parent Rep	Elected June 2016	April 2019
Christine Winstanley	Staff Rep	Elected June 2016	June 2019
Mikael Carter	Staff Rep	Elected June 2019	June 2022

# PILLANS POINT SCHOOL

Annual Report - For the year ended 31 December 2019

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# Pillans Point 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.

SCOTT HAMILTON

Full Name of Board Chairperson



Signature of Board Chairperson

Date:

7-9-2020

MATT SIMEON

Full Name of Principal



Signature of Principal

Date:

7-9-2020

# Pillans Point 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	3,865,726	3,488,819	3,420,461
Locally Raised Funds	3	278,529	178,619	271,615
Interest income		11,276	9,100	3,644
Gain on Sale of Property, Plant and Equipment		-		1,217
International Students	4	246,321	199,560	245,031
Other Revenue		1,131	-	-
		<u>4,402,984</u>	<u>3,876,098</u>	<u>3,941,968</u>
<b>Expenses</b>				
Locally Raised Funds	3	113,548	107,649	112,692
International Students	4	184,007	150,082	146,746
Learning Resources	5	2,780,131	2,374,965	2,533,399
Administration	6	289,147	261,388	263,918
Finance		7,441	7,200	11,979
Property	7	774,554	804,510	673,711
Depreciation	8	140,860	120,000	145,837
Loss on Disposal of Property, Plant and Equipment		3,264	-	1,169
		<u>4,292,951</u>	<u>3,825,795</u>	<u>3,889,451</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>110,033</b>	<b>50,304</b>	<b>52,517</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>110,033</u></u>	<u><u>50,304</u></u>	<u><u>52,517</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.

# Pillans Point 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>		897,944	845,426	845,426
Total comprehensive revenue and expense for the year		110,033	50,304	52,517
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		64,500	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
<b>Equity at 31 December</b>	25	1,072,477	895,730	897,944
Retained Earnings		1,072,477	895,730	897,944
Reserves		-	-	-
<b>Equity at 31 December</b>		1,072,477	895,730	897,944

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.

# Pillans Point 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	9	238,979	101,405	284,425
Accounts Receivable	10	246,945	195,000	184,228
GST Receivable		8,140	-	
Prepayments		16,114	20,000	31,014
Inventories	11	25,828	25,000	24,626
Investments	12	289,500	200,000	100,000
		<hr/> 825,507	<hr/> 541,405	<hr/> 624,292
<b>Current Liabilities</b>				
GST Payable		-	-	1,907
Accounts Payable	14	293,532	220,000	222,008
Borrowings - Due in one year	15	12,838	-	-
Revenue Received in Advance	16	221,391	160,000	164,869
Provision for Cyclical Maintenance	17	-	-	-
Painting Contract Liability - Current Portion	18	-	-	10,830
Finance Lease Liability - Current Portion	19	28,567	25,000	21,397
Funds held in Trust	20	3,580	3,600	5,920
		<hr/> 559,907	<hr/> 408,600	<hr/> 426,932
<b>Working Capital Surplus/(Deficit)</b>		265,599	132,805	197,360
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	892,291	792,926	747,250
		<hr/> 892,291	<hr/> 792,926	<hr/> 747,250
<b>Non-current Liabilities</b>				
Borrowings	15	38,231	-	-
Provision for Cyclical Maintenance	17	22,083	-	15,145
Finance Lease Liability	19	25,099	30,000	31,522
		<hr/> 85,413	<hr/> 30,000	<hr/> 46,667
<b>Net Assets</b>		<hr/> 1,072,477	<hr/> 895,730	<hr/> 897,944
<b>Equity</b>				
	25	<hr/> 1,072,477	<hr/> 895,730	<hr/> 897,944

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

**Pillans Point School**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		785,574	732,819	708,434
Locally Raised Funds		279,661	165,563	237,075
International Students		265,404	200,365	294,073
Goods and Services Tax (net)		(10,110)	(1,907)	6,199
Payments to Employees		(450,026)	(382,177)	(462,955)
Payments to Suppliers		(541,277)	(555,879)	(597,336)
Cyclical Maintenance Payments in the year		-	(15,145)	-
Interest Paid		(7,441)	(7,200)	(11,979)
Interest Received		9,504	9,802	2,942
<b>Net cash from Operating Activities</b>		<b>331,290</b>	<b>146,241</b>	<b>176,453</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	1,728
Purchase of PPE (and Intangibles)		(276,355)	(163,055)	(161,464)
Purchase of Investments		(189,500)	(100,000)	(100,000)
Proceeds from Sale of Investments		-	-	-
<b>Net cash from Investing Activities</b>		<b>(465,855)</b>	<b>(263,055)</b>	<b>(259,736)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		64,500	-	-
Finance Lease Payments		(13,278)	(539)	(32,037)
Painting contract payments		(10,830)	(10,830)	(4,636)
Loans Received/ Repayment of Loans		51,069	-	-
Funds Administered on Behalf of Third Parties		(2,340)	(2,320)	5,920
Funds Held for Capital Works Projects		-	-	(48,673)
<b>Net cash from Financing Activities</b>		<b>89,121</b>	<b>(13,689)</b>	<b>(79,426)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(45,444)</b>	<b>(130,503)</b>	<b>(162,709)</b>
Cash and cash equivalents at the beginning of the year	9	284,425	231,908	447,134
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>238,981</b>	<b>101,405</b>	<b>284,425</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.

# **Pillans Point School**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

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

##### **a) Reporting Entity**

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

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

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

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

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

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

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

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

###### ***Standard early adopted***

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

###### ***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 13.

### ***Critical Judgements in applying accounting policies***

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

#### ***Classification of leases***

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

#### ***Recognition of grants***

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

## **c) Revenue Recognition**

### ***Government Grants***

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

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

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

### ***Other Grants***

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

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

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**Prior Year Policy**

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

**i) 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	18-50 years
Furniture and equipment	5–15 years
Information and communication technology	5 years
Motor vehicles	5 years
Textbooks	8 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

## **l) Intangible Assets**

### *Software costs*

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

Computer software licences with individual values under \$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. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

### *Non cash generating assets*

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

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

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

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

## **n) Accounts Payable**

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

## **o) Employee Entitlements**

### *Short-term employee entitlements*

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

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

### *Long-term employee entitlements*

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

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

**p) Revenue Received in Advance**

Revenue received in advance relates to fees received from students where there are unfulfilled obligations for the School to provide services and goods 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.

**q) 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.

**r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts 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.

**s) 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).

**t) 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.

**u) 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.

**v) 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.

**w) Budget Figures**

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

**x) 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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	662,632	671,313	668,951
Teachers' Salaries Grants	2,523,868	2,160,800	2,229,874
Use of Land and Buildings Grants	558,833	595,200	482,154
Other MoE Grants	110,566	61,506	29,610
Other Government Grants	9,827	-	9,872
	<b>3,865,726</b>	<b>3,488,819</b>	<b>3,420,461</b>

## 3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	31,128	30,200	30,569
Activities	78,700	66,545	80,741
Trading	45,975	50,875	57,538
Fundraising	89,713	27,000	71,385
Other Revenue	33,013	4,000	31,382
	<b>278,529</b>	<b>178,619</b>	<b>271,615</b>
<b>Expenses</b>			
Activities	59,474	44,000	46,919
Trading	43,428	48,649	55,893
Fundraising (Costs of Raising Funds)	7,847	15,000	9,881
Transport (Local)	2,799	-	-
Other Locally Raised Funds Expenditure	-	-	-
	<b>113,548</b>	<b>107,649</b>	<b>112,692</b>
<b>Surplus/ (Deficit) for the year Locally raised funds</b>	<b>164,981</b>	<b>70,971</b>	<b>158,923</b>

#### 4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	22	0	15
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
International Student Fees	246,321	199,560	245,031
<b>Expenses</b>			
Advertising	18,968	12,000	14,792
Commissions	28,335	25,434	25,533
Recruitment	-	-	-
International Student Levy	10,591	5,971	3,713
Employee Benefit - Salaries	104,375	91,677	88,586
Other Expenses	21,738	15,000	14,123
	184,007	150,082	146,746
<i>Surplus/ (Deficit) for the year International Students'</i>	62,314	49,478	98,285

#### 5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	71,900	74,228	75,063
Information and Communication Technology	18,518	12,650	8,477
Library Resources	1,388	3,000	2,895
Employee Benefits - Salaries	2,668,090	2,260,088	2,418,420
Staff Development	20,235	25,000	28,544
	2,780,131	2,374,965	2,533,399

#### 6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	5,092	5,092	4,944
Board of Trustees Fees	2,280	3,640	2,200
Board of Trustees Expenses	1,647	2,500	2,104
Communication	17,155	18,000	16,878
Consumables	15,819	8,000	13,237
Other	58,589	57,800	40,999
Employee Benefits - Salaries	164,170	144,356	158,788
Insurance	11,317	10,000	10,569
Service Providers, Contractors and Consultancy	13,078	12,000	14,200
	289,147	261,388	263,918



## 7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,962	7,000	7,304
Consultancy and Contract Services	59,960	55,900	46,016
Cyclical Maintenance Provision	8,678	-	(39,805)
Grounds	15,792	11,380	8,141
Heat, Light and Water	33,551	39,300	35,305
Rates	12,777	13,030	10,469
Repairs and Maintenance	23,479	36,000	62,759
Use of Land and Buildings	558,833	595,200	482,154
Security	3,612	4,300	4,556
Employee Benefits - Salaries	50,909	42,400	56,812
	<u>774,554</u>	<u>804,510</u>	<u>673,711</u>

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

## 8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	12,281	11,600	12,281
Furniture and Equipment	52,502	43,100	47,030
Information and Communication Technology	45,380	43,200	53,075
Motor Vehicles	4,736	-	-
Textbooks	-	-	239
Leased Assets	23,456	19,700	30,707
Library Resources	2,505	2,400	2,505
	<u>140,860</u>	<u>120,000</u>	<u>145,837</u>

## 9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	50	50	-
Bank Current Account	238,929	101,355	284,425
Cash and cash equivalents for Cash Flow Statement	<u>238,979</u>	<u>101,405</u>	<u>284,425</u>

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

## 10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	55,911	35,000	27,618
Interest Receivable	2,474	-	702
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	188,560	160,000	155,908
	<u>246,945</u>	<u>195,000</u>	<u>184,228</u>
Receivables from Exchange Transactions	58,385	35,000	28,320
Receivables from Non-Exchange Transactions	188,560	160,000	155,908
	<u>246,945</u>	<u>195,000</u>	<u>184,228</u>

## 11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
School Uniforms	25,828	25,000	24,626
	<u>25,828</u>	<u>25,000</u>	<u>24,626</u>

## 12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	289,500	200,000	100,000
	<u>289,500</u>	<u>200,000</u>	<u>100,000</u>

## 13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Buildings	140,271	-	-	-	(12,281)	127,990
Furniture and Equipment	409,324	207,781	-	-	(52,502)	564,603
Information and Communication Technology	128,995	4,227	-	-	(45,380)	87,842
Motor Vehicles	-	45,153	-	-	(4,736)	40,417
Textbooks	-	-	-	-	-	-
Leased Assets	48,619	26,480	(3,264)	-	(23,456)	48,378
Library Resources	20,041	5,525	-	-	(2,505)	23,060
<b>Balance at 31 December 2019</b>	<u>747,250</u>	<u>289,165</u>	<u>(3,264)</u>	<u>-</u>	<u>(140,860)</u>	<u>892,291</u>

The net carrying value of equipment held under a finance lease is **\$48,378 (2018: \$48,618)**

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Buildings	342,159	(214,169)	<b>127,990</b>
Furniture and Equipment	931,677	(367,073)	<b>564,603</b>
Information and Communication Technology	381,356	(293,514)	<b>87,842</b>
Motor Vehicles	45,153	(4,736)	<b>40,417</b>
Textbooks	19,755	(19,755)	<b>-</b>
Leased Assets	99,833	(51,454)	<b>48,378</b>
Library Resources	123,508	(100,448)	<b>23,060</b>
<b>Balance at 31 December 2019</b>	<b>1,943,440</b>	<b>(1,051,149)</b>	<b>892,291</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
Buildings	152,552			-	(12,280)	<b>140,272</b>
Furniture and Equipment	360,303	96,679	(628)	-	(47,030)	<b>409,324</b>
Information and Communication Technology	118,687	63,382		-	(53,074)	<b>128,995</b>
Textbooks	239			-	(239)	<b>-</b>
Leased Assets	23,718	56,661	(1,053)	-	(30,707)	<b>48,618</b>
Library Resources	17,528	5,017		-	(2,505)	<b>20,041</b>
<b>Balance at 31 December 2018</b>	<b>673,027</b>	<b>221,739</b>	<b>(1,681)</b>	<b>-</b>	<b>(145,835)</b>	<b>747,250</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Buildings	342,159	(201,888)	<b>140,271</b>
Furniture and Equipment	788,859	(379,535)	<b>409,324</b>
Information and Communication Technology	384,477	(255,482)	<b>128,995</b>
Textbooks	19,755	(19,755)	<b>-</b>
Leased Assets	87,379	(38,760)	<b>48,619</b>
Library Resources	126,694	(106,654)	<b>20,041</b>
<b>Balance at 31 December 2018</b>	<b>1,749,324</b>	<b>(1,002,074)</b>	<b>747,250</b>

#### 14. Accounts Payable

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	64,139	40,000	36,324
Accruals	20,178	20,000	25,320
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	209,215	160,000	160,365
Employee Entitlements - Leave Accrual	-	-	-
	<u>293,532</u>	<u>220,000</u>	<u>222,008</u>
Payables for Exchange Transactions	293,532	220,000	222,008
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>293,532</u>	<u>220,000</u>	<u>222,008</u>

The carrying value of payables approximates their fair value.

#### 15. Borrowings

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Due in One Year	12,838	-	-
Due Beyond One Year	38,231	-	-
	<u>51,069</u>	<u>-</u>	<u>-</u>

The school has borrowings at **31 December 2019** of **\$51,069 (31 December 2018 \$0)**. A loan of \$49,150 is from EECA for the purpose of upgrading all lighting to LED. The loan is unsecured, interest free and the loan is payable in equal instalments of **\$2,731**.

#### 16. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees	202,880	160,000	159,196
Other	18,510	-	5,674
	<u>221,391</u>	<u>160,000</u>	<u>164,869</u>

## 17. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	15,145	15,145	64,540
Increase/ (decrease) to the Provision During the Year	6,938	-	(49,395)
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	22,083	15,145	15,145
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	22,083	-	15,145
	22,083	-	15,145

## 18. Painting Contract Liability

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Current Liability	-	-	10,830
Non Current Liability	-	-	-
	-	-	10,830

In 2013 the Board signed an agreement with Programmed Property Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in **2013**, with regular maintenance in subsequent years. The agreement has an annual commitment of **\$10,830**. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

## 19. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	29,787	-	21,397
Later than One Year and no Later than Five Years	29,988	-	31,522
Later than Five Years	-	-	-
	59,775	-	52,919

## 20. Funds held in Trust

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	3,580	3,600	5,920
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	3,580	3,600	5,920

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

## 21. 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.

## 22. Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,280	2,200
Full-time equivalent members	0.11	0.18
<i>Leadership Team</i>		
Remuneration	713,283	703,099
Full-time equivalent members	7	7
Total key management personnel remuneration	715,563	705,299
Total full-time equivalent personnel	7.11	7.18

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

### Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### Other Employees

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

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

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

## **23. 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.

## **24. Commitments**

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

As at 31 December 2019 the Board has nil contract agreements for capital works.

(Capital commitments at 31 December 2018: \$nil)

## **25. 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.

## 26. Financial Instruments

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

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

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	238,979	101,405	284,425
Receivables	246,945	195,000	184,228
Investments - Term Deposits	289,500	200,000	100,000
Total Financial assets measured at amortised cost	<u>775,424</u>	<u>496,405</u>	<u>568,653</u>

### Financial liabilities measured at amortised cost

Payables	293,532	220,000	222,008
Borrowings - Loans	51,069	-	-
Finance Leases	53,667	55,000	52,919
Painting Contract Liability	-	-	10,830
Total Financial Liabilities Measured at Amortised Cost	<u>398,267</u>	<u>275,000</u>	<u>285,757</u>

## 27. 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 18 th 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.

## 28. 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 10 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 12 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



## **29. Failure to meet statutory reporting deadline**

The Board of Trustees did not comply with section 87A(1) of the Education Act 1989, which requires the Board to provide its unaudited financial statements to the Auditor-General by 31 March 2020 and section 87C(1) of the Education Act 1989, which requires the Board to provide its audited financial statements to the Ministry of Education by 31 May 2020. The Board was unable to meet the statutory deadlines because of delays caused by the response to the COVID-19 pandemic.

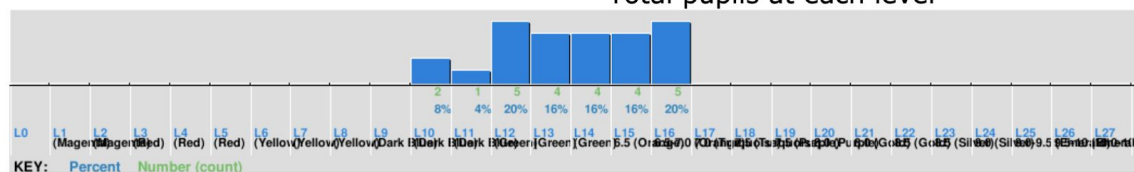
## Target 1

Deliver the Quick 60 intervention programme providing support for children identified as needing further help with their reading, spelling, and writing.

### Tui - Quick 60 Entry Data

	L0	L1 (Magenta)	L2 (Magenta)	L3 (Red)	L4 (Red)	L5 (Red)	L6 (Yellow)	L7 (Yellow)	L8 (Yellow)	L9 (Dark Blue)	L10 (Dark Blue)	L11 (Dark Blue)	L12 (Green)	L13 (Green)	L14 (Green)	L15 6.5 (Orange)	L16 6.5-7.0 (Orange)	L17 7.0 (Turquoise)	L18 7.5 (Turquoise)	L19 7.5 (Purple)	L20 8.0 (Purple)
Y2										8% (2)	4% (1)	20% (5)	16% (4)	16% (4)	16% (4)	20% (5)					
Total pupils										8%	4%	20%	16%	16%	16%	20%					

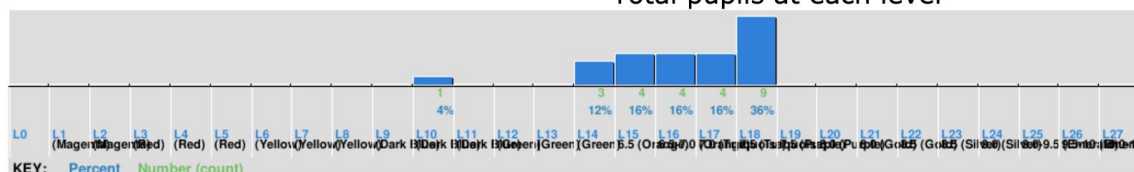
Total pupils at each level



### Tui - Quick 60 Exit Data

	L0	L1 (Magenta)	L2 (Magenta)	L3 (Red)	L4 (Red)	L5 (Red)	L6 (Yellow)	L7 (Yellow)	L8 (Yellow)	L9 (Dark Blue)	L10 (Dark Blue)	L11 (Dark Blue)	L12 (Green)	L13 (Green)	L14 (Green)	L15 6.5 (Orange)	L16 6.5-7.0 (Orange)	L17 7.0 (Turquoise)	L18 7.5 (Turquoise)	L19 7.5 (Purple)	L20 8.0 (Purple)
Y2										4% (1)					12% (3)	16% (4)	16% (4)	16% (4)	36% (9)		
Total pupils										4%					12%	16%	16%	16%	36%		

Total pupils at each level



Class reading level shift (11569)
Result
2
2
4
6
4
2
3
3
3
3
2
3
4
0
0
2
2
4
3
3
2
4
1
2

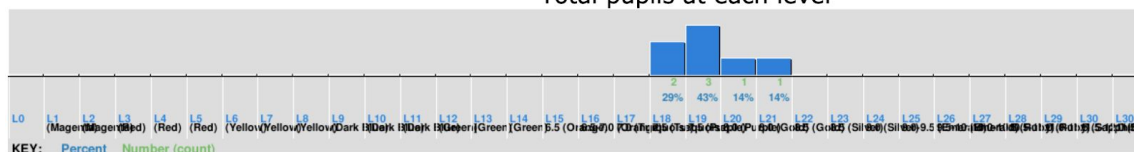
### Evaluation:

- The Tui students who participated in Quick 60 had an average increase of 3 Levels, during the 10 week programme. This is consistent with the 2017 & 2018 data.
- Pillans Point School has maintained the quantity and quality of the in school Quick 60 intervention programme for Tui Team

### Fantail - Quick 60 & Rainbow Reading Entry Data

	L0	L1 (Magenta)	L2 (Magenta)	L3 (Red)	L4 (Red)	L5 (Red)	L6 (Yellow)	L7 (Yellow)	L8 (Yellow)	L9 (Dark Blue)	L10 (Dark Blue)	L11 (Dark Blue)	L12 (Green)	L13 (Green)	L14 (Green)	L15 6.5 (Orange)	L16 6.5-7.0 (Orange)	L17 7.0 (Turquoise)	L18 7.5 (Turquoise)	L19 7.5 (Purple)	L20 8.0 (Purple)	L21 8.0 (Gold)	L22 8.5 (Gold)	L23 8.5 (Silver)
Y3																			33% (2)	50% (3)	17% (1)			
Y4																						100% (1)		
Total pupils																			29%	43%	14%	14%		

Total pupils at each level

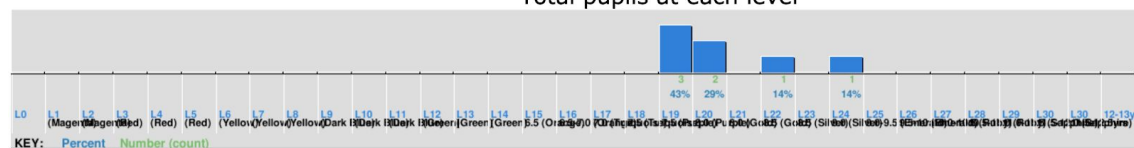


Class reading level shift (11569)
Result
1
1
3
2
1
1
0

## Fantail - Quick 60 & Rainbow Reading Exit Data

	L0	L1 (Magenta)	L2 (Magenta)	L3 (Red)	L4 (Red)	L5 (Red)	L6 (Yellow)	L7 (Yellow)	L8 (Yellow)	L9 (Dark Blue)	L10 (Dark Blue)	L11 (Dark Blue)	L12 (Green)	L13 (Green)	L14 (Green)	L15 6.5 (Orange)	L16 6.5-7.0 (Orange)	L17 7.0 (Turquoise)	L18 7.5 (Turquoise)	L19 7.5 (Purple)	L20 8.0 (Purple)	L21 8.0 (Gold)	L22 8.5 (Gold)	L23 8.5 (Silver)	L24 9.0 (Silver)
Y3																				50% (3)	33% (2)		17% (1)		
Y4																									100% (1)
Total pupils																				43 % (3)	29 % (2)		14 % (1)		14 % (1)

Total pupils at each level



### Evaluation:

- Due to a high needs student in Fantail Team in Term 1, 2, & 3, there was significant TA time used with this student. Unfortunately, this impacted on timetabling and the number of children able to access Quick 60 during 2019.
- This year Quick 60 and Rainbow Reading were both used to support learning.
- The children who received Quick 60, did not have the same accelerated growth as previous years with an average increase of 1.2
- The children who received Rainbow Reading also had an average increase of 1.2

### Areas to work on:

- Continue as per Tui Team e.g. identifying children who are 'ready' to make accelerated progress
- Ensure timetabling and learning support needs do not impact on moderate learners being able to access the Quick 60 intervention
- Build team leader understanding and knowledge of different interventions and their specific purpose
- Build teacher knowledge, capacity, and skills to deliver in class reading and spelling programmes that cater for the needs of moderate learners

## Target 2

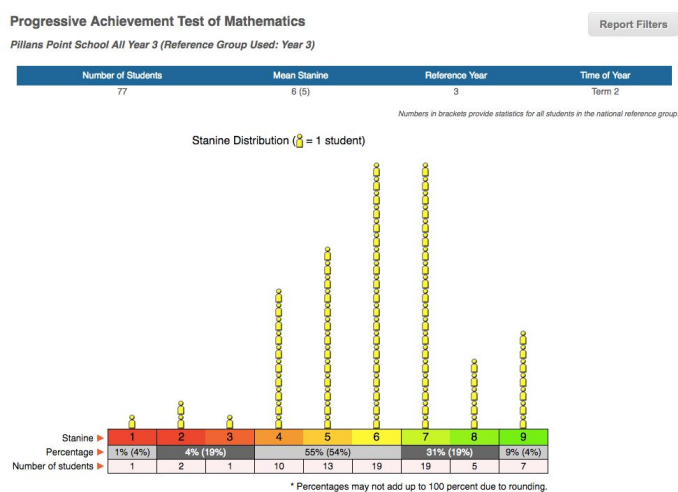
Track and monitor the impact over time of the Pr1me Maths Programme using our longest standing cohort involved in this initiative Y3's, 2017 - current Y5's, 2019.

The Y3 children in 2017 were the beginning group of children that PPS were able to track and monitor for progress and achievement over time in relation to their maths performance using PAT as a baseline tool.

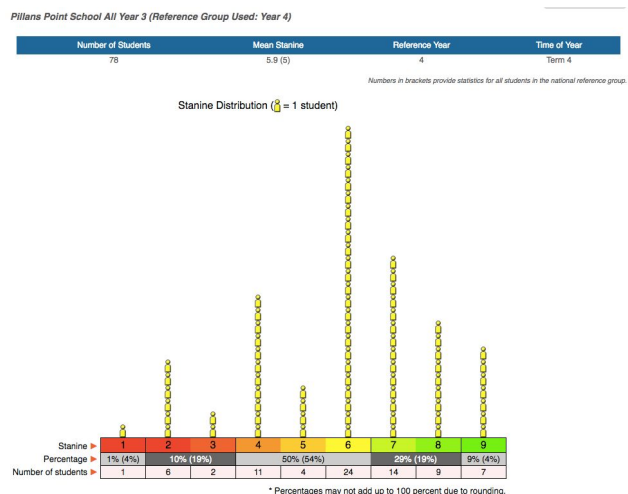
The current Y5 children have now completed three full years of Pr1me Maths.

## Outcomes:

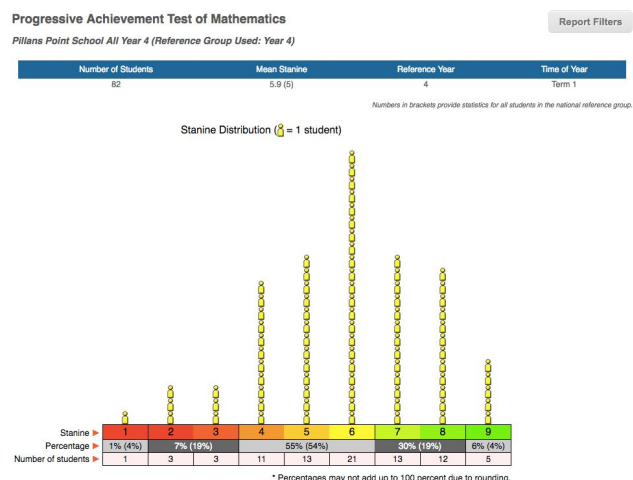
### Term 1, 2017



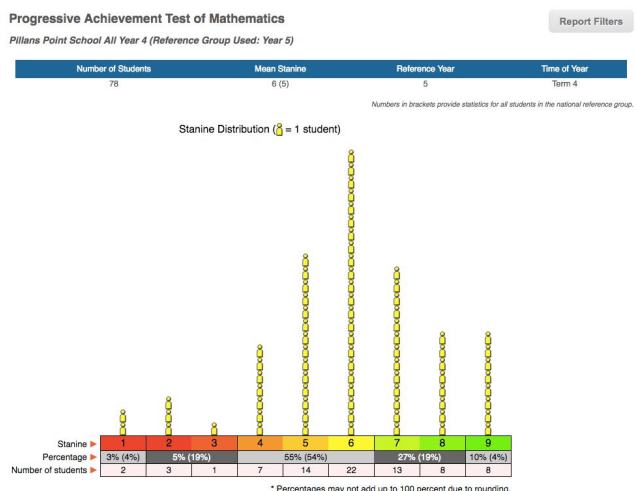
### Term 4, 2017



### Term 1, 2018



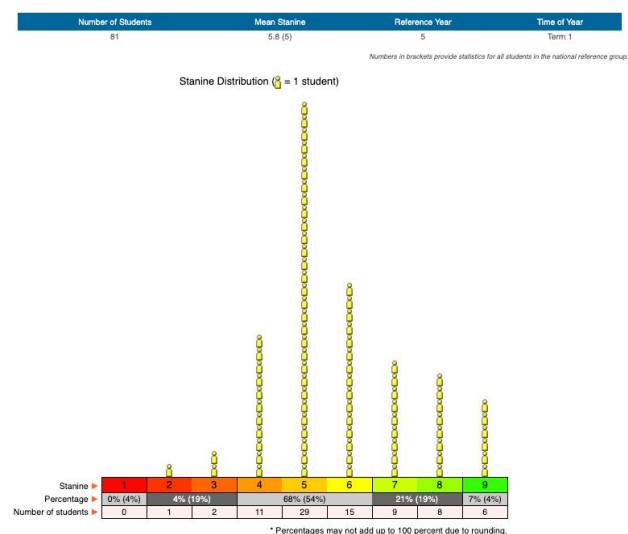
### Term 4, 2018



## Term 1, 2019

Progressive Achievement Test of Mathematics  
Pillans Point School All Test 2 (Reference Group Used: Year 5)

Report Filters



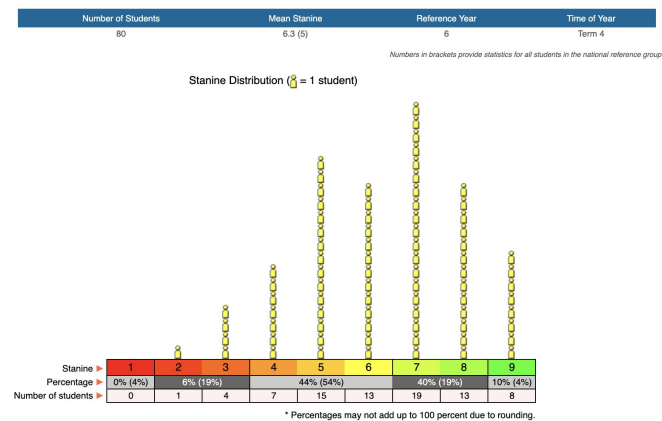
## Term 4, 2019

### Stanine Report

Progressive Achievement Test of Mathematics

Pillans Point School All Year 5 (Reference Group Used: Year 6)

Report Filters

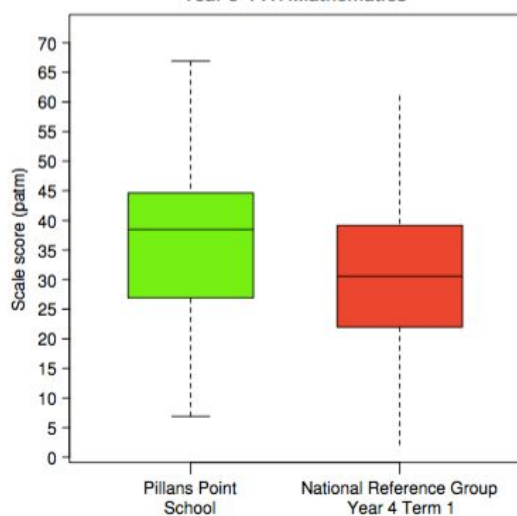


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Term 4 2019

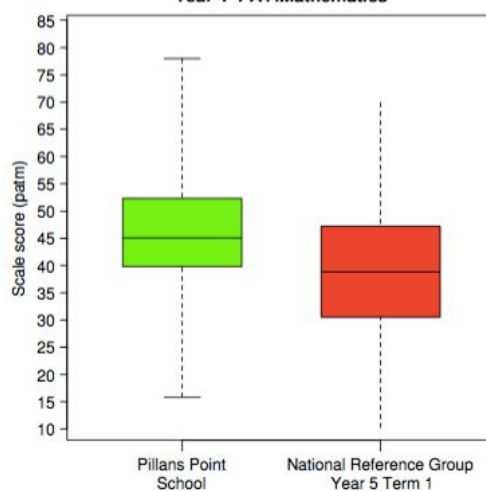
## Term 4, 2017

### Year 3 PAT:Mathematics



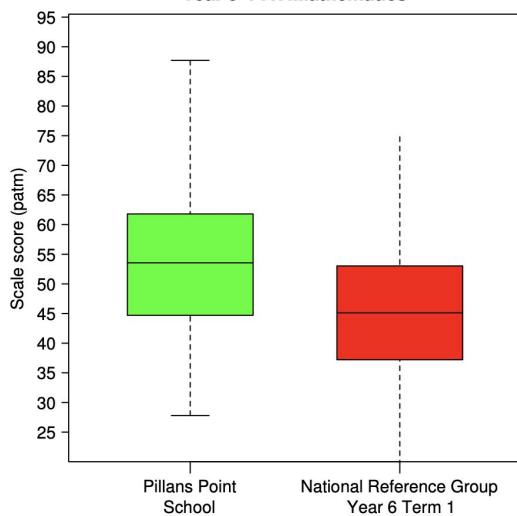
## Term 4, 2018

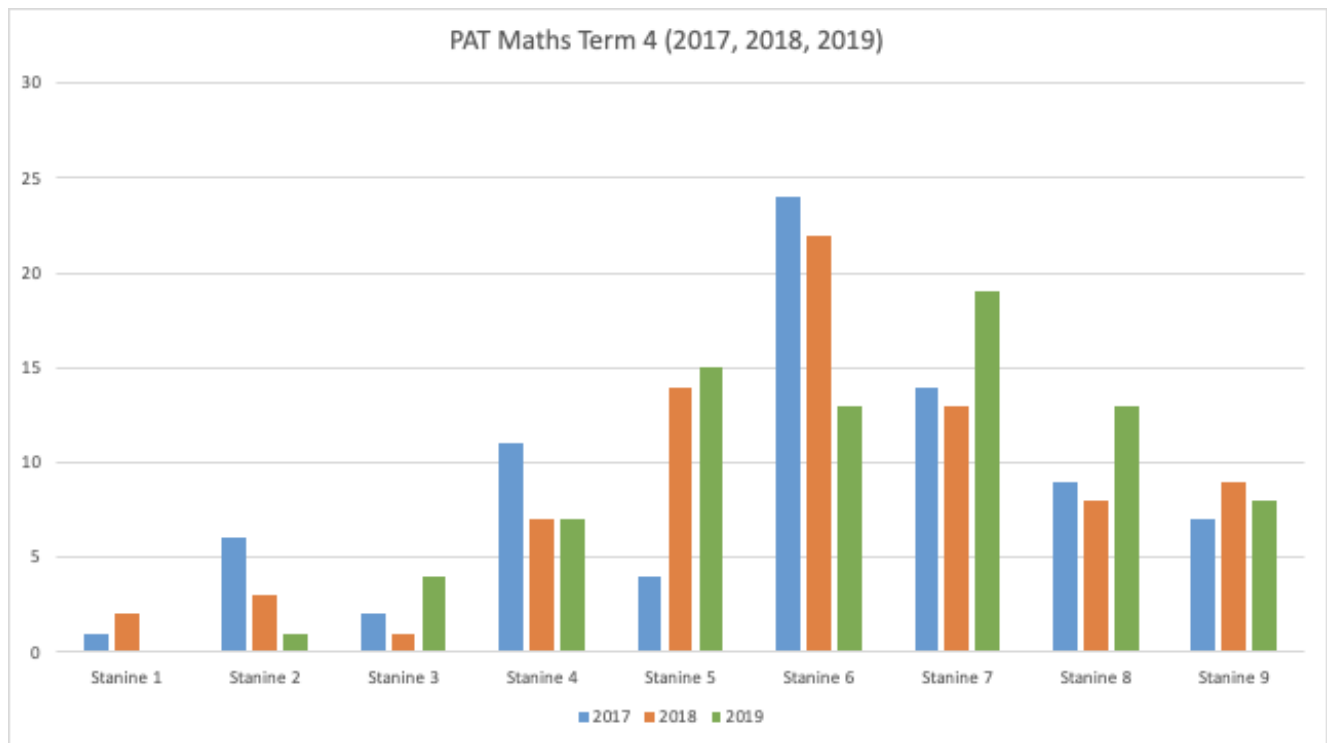
### Year 4 PAT:Mathematics



## Term 4, 2019

### Year 5 PAT:Mathematics





#### Evaluation:

- When comparing Term 4, 2017 with Term 4, 2019 there has been an increase of 11% of students working at stanine 5 or above.
- Pillans Point School Y5 students, sit 8.2 Mean Scale Score (patm) points above the Year 6, Term 1 reference group.
- Each year between 2017 - 2019, Pillans Point School Y5's have shown an increase of overall results. An excellent example of this is; in 2017 38% were working between stanine 7 - stanine 9. In 2019 50% of the cohort are working between stanine 7 - stanine 9.
- NB: Sarah Stock contacted NZCER about our current results as it appeared the increase seemed 'over exaggerated'. However, it was confirmed that the overall Pillans Point School results for the Y5 cohort are accurate. The PAT testing and moderation has remained consistent.

#### Areas to work on:

- 2019 has seen the development of a Pillans Point School Year 1 - Year 6 Maths overview. This overview was prodimately created to assist the Year 1 - 2 teachers with planning. Although it has been available, 2020 will see more attention and guidance given to the Kiwi and Tui Team teachers to explicitly align their teaching with the New Zealand Curriculum and Pr1me Maths scope and sequence.
- 2019 has also seen the development of formative assessment Maths Score Cards. These will be available for the Year 1 - Year 2 teachers in 2020. This will support teaching as indicated above.
- Now that most teachers are comfortable and understand the scope and sequence of Pr1me Maths, a focus for 2020 will be developing more practical, 'hands on' experiences for the children.
- Another area to work on, is extending children's knowledge and understanding of Financial Literacy
- Instant and accurate recall of basic facts will continue to be focus

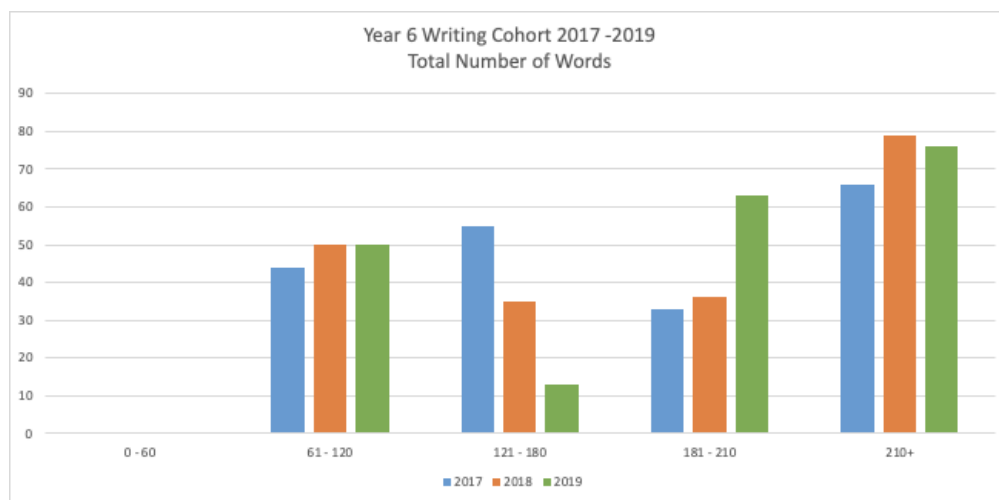
### Target 3

Track and monitor the impact over time of the Kahui Ako Writing PLD delivered by Write that Essay using the Kahui Ako target students who are Y6, 2019.

All Māori children and a random sample of other Y4 children in 2017 was selected by the Kahui Ako. Baseline data was gathered according to the composition skills outlined by Write that Essay. The purpose was to track and monitor this cohort until Y6 at Pillans Point School and then through to Year 10 if they attend Otumoetai Intermediate and Otumoetai College.

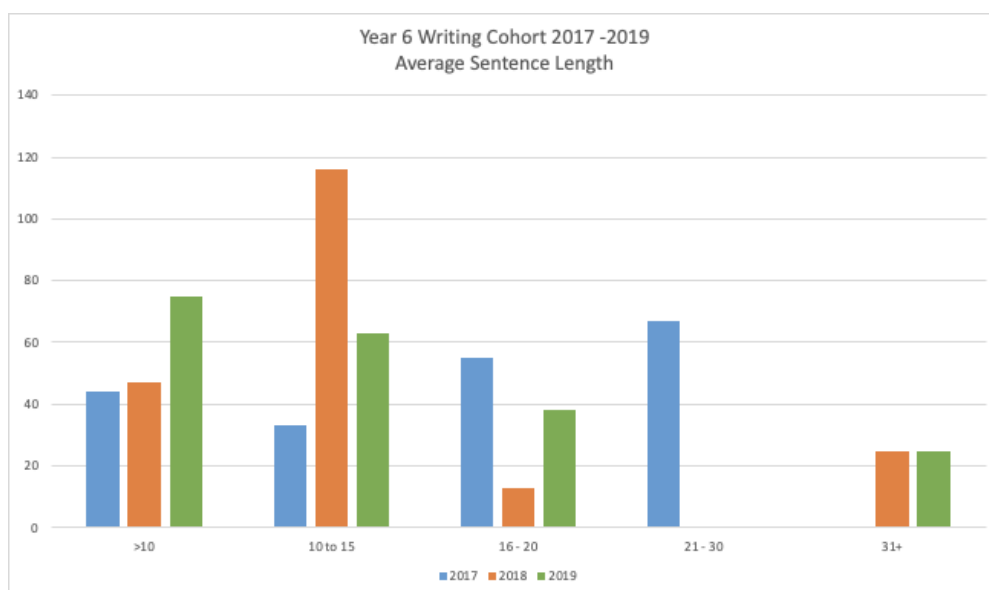
The current Y6 children have now been explicitly taught a variety of the composition skills according to our Pillans Point School Writing Overview for 3 years.

### Outcomes:



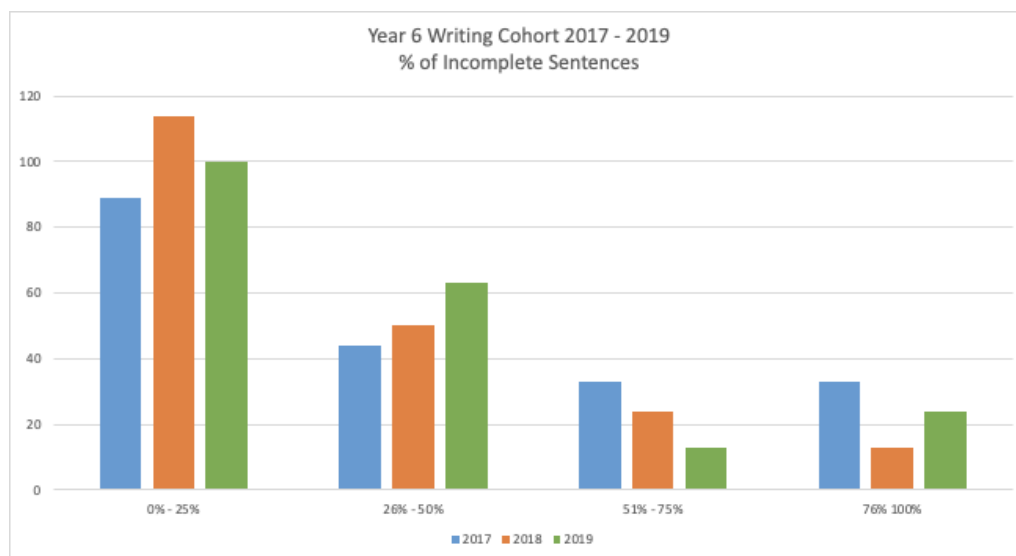
### Evaluation:

- Each year level has an indicator to reach e.g. by Y6 students should be able to write a 181 word piece of writing in a 20 minute timeframe. Writing stamina has increased by 19% between 2017 - 2019.
- On average the Kahui Ako has 61% of students within the Target. Pillans Point School has an average of 69% of students within the target range.



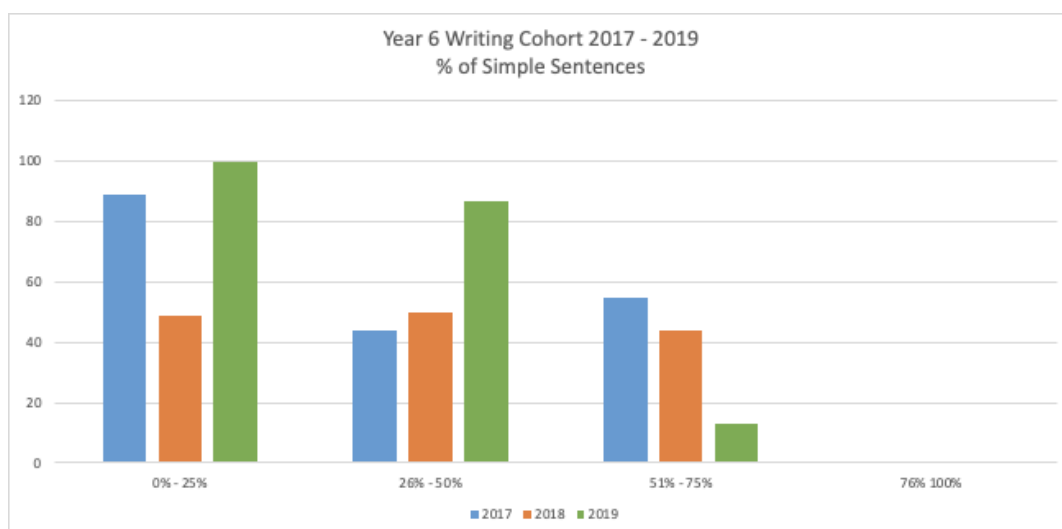
## Evaluation:

- The target range for sentence length for Y6 is between >10 - 15 words per sentence. Pillans Point School has 62% of students working within this range.
- During 2019 there was an increase of 13% of students using sentence lengths between 16-20 words per sentence. This is a reflection of capable writers having good control over sentence types and structures. These longer sentences were well written and followed the composition/sentence types taught in class. This level of writing is not expected until the end of Year 8.



## Evaluation:

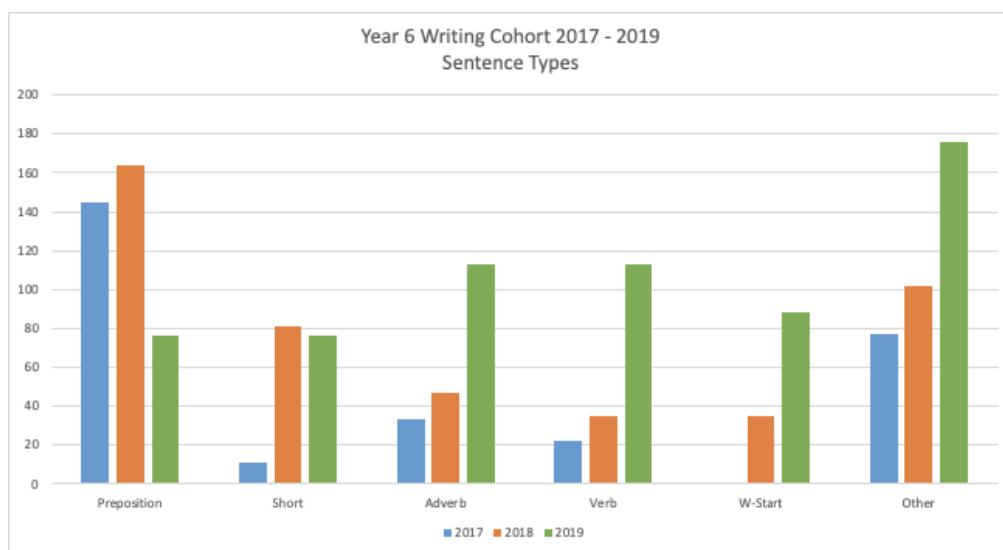
- In this writing sample, Pillans Point School had 50% of students writing 50% or more of their writing with incomplete sentences. This was below the average of the Kahui Ako, however no % was given.
- The Kahui Ako has indicated that this is a result of students attempting more complex sentence types and the use of direct speech within their samples. Most primary age children do not have the capacity/control to use direct speech correctly in writing, therefore making sentences incomplete.
- It has been recommended that direct speech is used sparingly, and that teachers explicitly instruct students when and how much is appropriate.





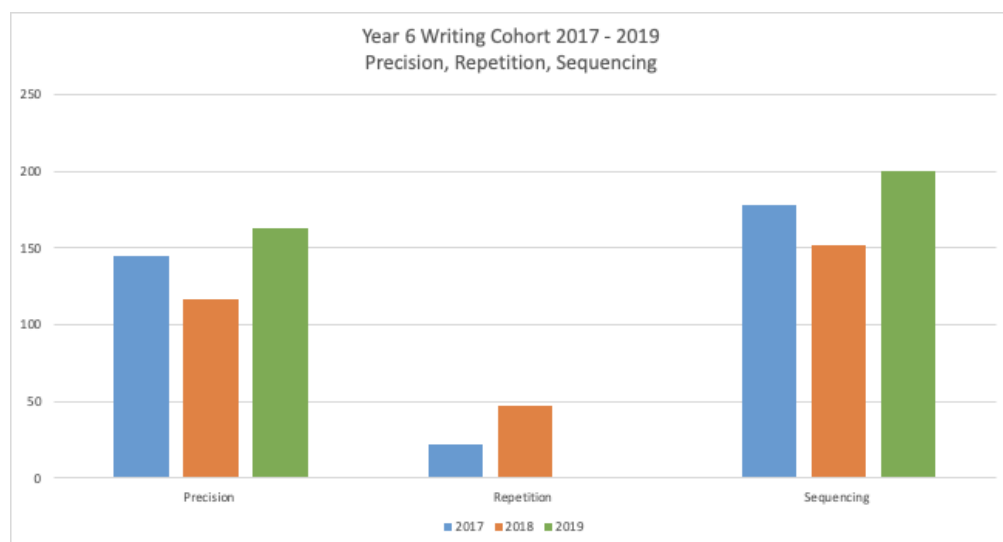
### Evaluation:

- The optimal percentage of Simple Sentences used in a piece of writing is less than 50%. In 2019, 88% of students are writing 50% or less of Simple Sentences within a piece of writing.
- Between 2017 - 2019 this is an increase of 38% of students working within the target range.
- Most students with above 50% of simple sentences were the same students that wrote incomplete sentences.



### Evaluation:

- There has been a decrease in the use of; Prepositional 21% (-59%) and Very Short 25% (-23%) sentences. This is due to an increase in other sentence types being used.
- There has been an increase in the use of; Adverb 54% (+34%), W-Start 38% (+18%), Red, White & Blue +21%, Power +4%, Explore the Subject +4%, Em-Dash +13%, & other 75% (+31%). Some of these sentence types were not used at all previously.
- The general trend shows that the three initially introduced sentence types (Very Short, Adverb & W-Start) are well embedded and used independently, with increased use of a wider variety of sentence types being used overall.



### Evaluation:

- 75% of all students demonstrated the use of precision in their writing
- All students wrote with the ability to elaborate on ideas without using repetition

- 96% of all students sequenced their writing in a logical and easy to follow manner
- Alongside the above data; 83% wrote an introduction, 71% wrote a conclusion, and 21% wrote using paragraphs.

**Areas to work on:**

- The Kahui Ako will move into a maintenance phase of writing. There have been 250 hours secured for lead teachers and induction of new staff in 2020.
- Pillans Point School will need to support teachers during the maintenance phase, it is well known that it takes on average 5 years for change to become the 'new norm'. Therefore, supporting both existing and new staff with maintaining explicit teaching of sentence composition will be ongoing.

## Target 4

What does progress and achievement look like for children at the end of their second year of schooling which aligns with Curriculum Level One. This is aligned with the school's decision to adopt more a developmental approach with New Entrant learners.

In 2017/2018, it was recognised that approximately 45% of children coming to school were not yet ready for formalised learning, especially reading. Considerable time through the Kahui Ako was spent developing teachers knowledge and understanding of Oral Language. This become a major literacy focus for Y1 and Y2 learners. 2018 was the first year that Pillans Point School fully invested itself in the learning through play theory regarding developmentally appropriate learning experiences.

It has been recognised that it is difficult to track progress in terms of developmental e.g. social, emotional, and ready for learning skills. Jo Brown and Sarah Stock trialled the 'Ready 4 Learning' framework, however, came to the conclusion that as a school this tool would potentially not align with the new Ministry of Education early screening tool that schools are currently waiting for. There is very little point, learning and up skilling in a new system, if there is the potential that in 6 months - 1 year the Ministry roll out changes.

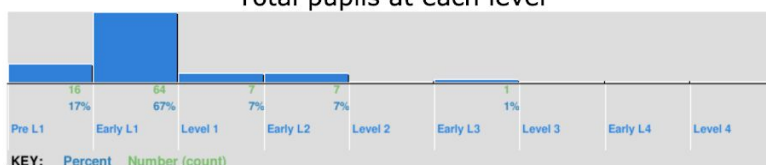
Therefore, reading data has been used as a benchmark.

## Outcomes:

### Year 1, 2018

	Pre L1	Early L1	Level 1	Early L2	Level 2	Early L3	Level 3	Early L4	Level 4	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y1</b>	17% (16)	67% (64)	7% (7)	7% (7)		1% (1)				0%	17% (16)	67% (64)	16% (15)	100%
<b>Total pupils</b>	17 % (16)	67 % (64)	7 % (7)	7 % (7)		1 % (1)				0%	17% (16)	67% (64)	16% (15)	(95)

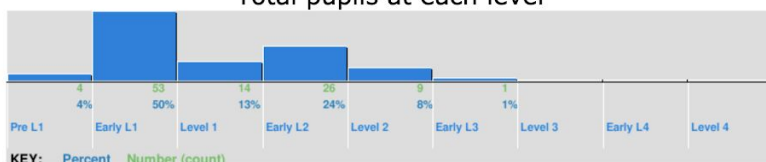
Total pupils at each level

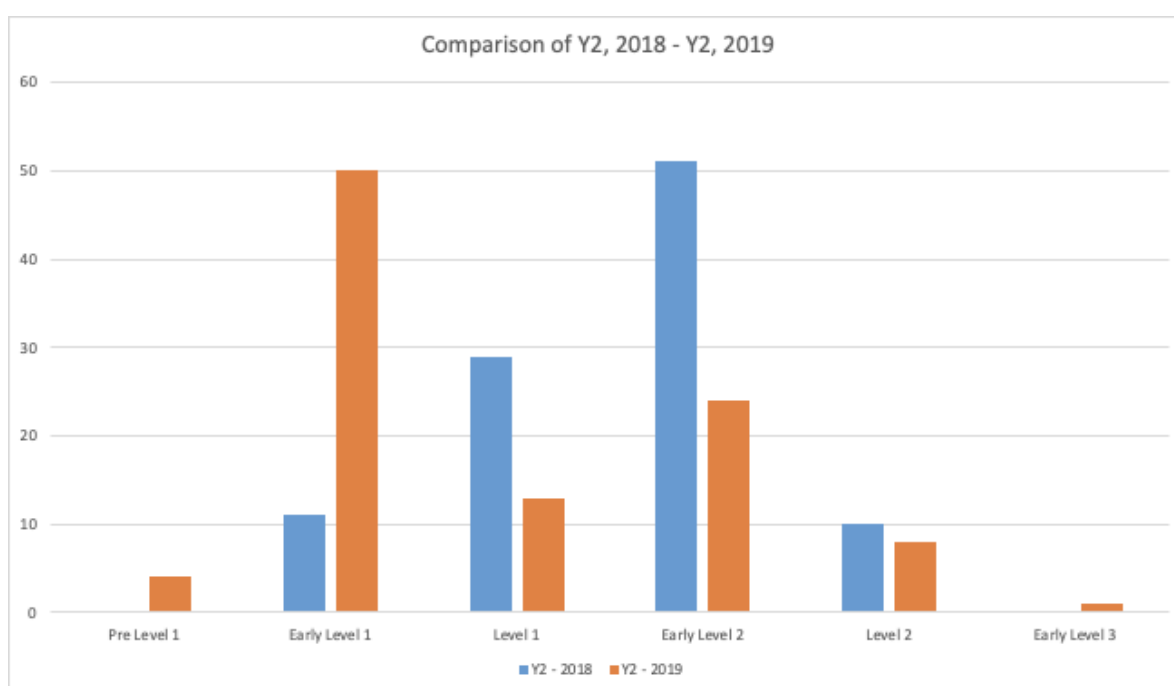
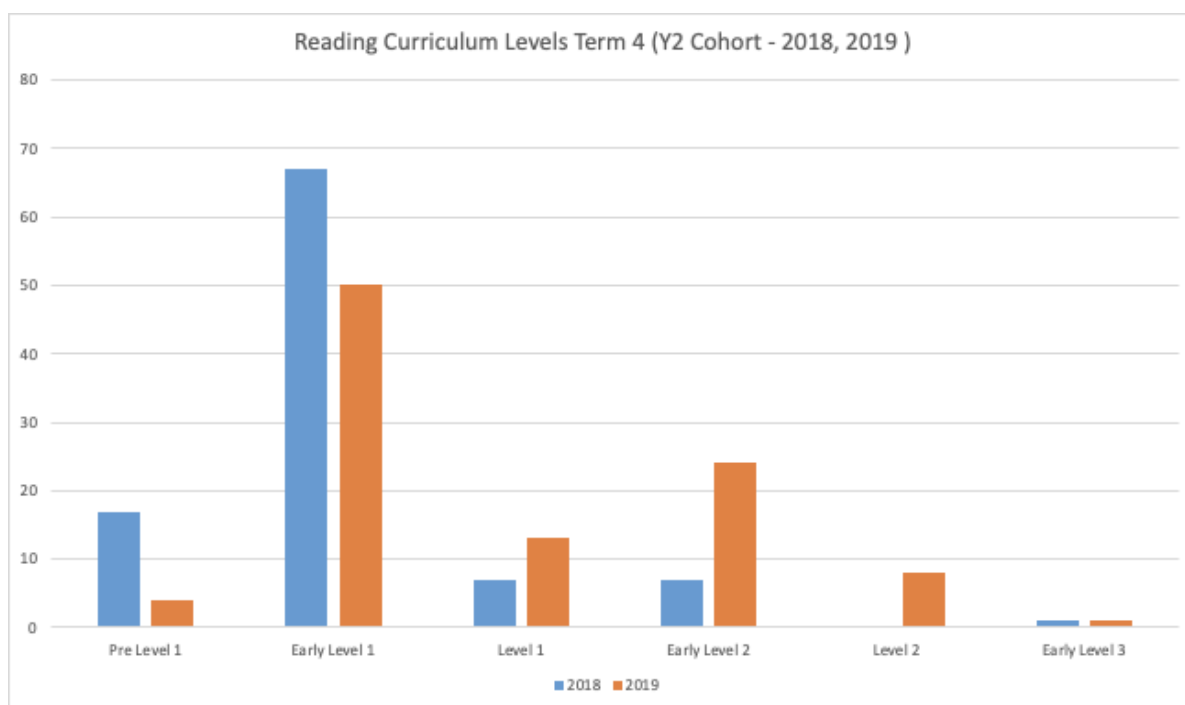


### Year 2, 2019

	Pre L1	Early L1	Level 1	Early L2	Level 2	Early L3	Level 3	Early L4	Level 4	Total Well Below	Total Below	Total At	Total Above	Total Pupils
<b>Y2</b>	4% (4)	50% (53)	13% (14)	24% (26)	8% (9)	1% (1)				0%	53% (57)	13% (14)	34% (36)	100%
<b>Total pupils</b>	4 % (4)	50 % (53)	13 % (14)	24 % (26)	8 % (9)	1 % (1)				0%	53% (57)	13% (14)	34% (36)	(107)

Total pupils at each level





### Evaluation:

- After two years at school, the Y2 2019 cohort has not tracked in a similar pattern to previous year groups.
- Although there has been a shift to the right, there are currently 54% of Y2's working below Level 1 of the curriculum.
- When compared with the Y2, 2018 cohort there is a significant difference. In Term 4, 2018 there were 11% of students working below the expected level.
- In 2017/2018 it was identified that 45% of these learners were not school ready. However, there is now 54% working below their expected curriculum level.

### Areas to work on:

- To continue tracking and monitoring the current Y2 cohort, whilst making comparisons with other cohorts e.g. cohort above and below, to determine if this is an anomaly.

- 2019 has seen the development of a curriculum statement that aligns with the Pillans Point School vision, mission, and values. This has highlighted the need for a balance of developmental and academic learning. 2020 will see teams develop curriculum according to the new statement and framework.
- Pillans Point School has contracted Learning Matters with the purpose of building teacher capacity (knowledge, understanding, & strategies) of approaches that are in line with current research in regards to the explicit teaching of reading and spelling. It is important to note that Tui Team spent considerable time filling gaps in phonological awareness with our current understanding and resourcing.
- To develop a Reading and Spelling Overview that supports the implementation of effective programmes that cater for all learners, and particularly the 30-40% of moderate learners who are not as able to access traditional strategies currently used.
- Ensure that the Fantail team is well structured and resourced regarding these moderate learners in 2020.

## **Pillans Point School**

### **Kiwisport Funding 2019**

Kiwisport is a Government funding initiative to support student participation in organized sport. In 2018 Pillans Point School received \$7,221.32 excl GST.

The funding was used to contribute to the cost of employing a Sports Coordinator.

The goal of this position is to support and encourage as many children as possible to participate in school sports. This is done by:

- Attending assemblies within the school, creating newsletters and updating social media to promote sports
- Liaising with parents regarding coaching, managing and umpiring
- Make regular contact with coaches and managers during the season
- Attending external meetings for the different sporting codes
- Make our students aware of external sporting opportunities

## Independent Auditor's Report

# To the Readers of Pillans Point School Financial Statements

## For the Year Ended 31 December 2019

The Auditor-General is the auditor of Pillans Point School (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) 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 23, 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 statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 9 September 2020. This is the date at which our opinion is expressed.

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

### Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 22 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

### Basis for our opinion

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

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### ACCOUNTANTS & ADVISORS

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William Buck Audit (NZ) Limited

## **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 information included on page 1 and on pages 24 to 36, 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.



**Richard Dey**  
**William Buck Audit (NZ) Limited**  
On behalf of the Auditor-General  
Tauranga, New Zealand