

Tamahere Model Country School

Annual Report

for the year ended 31 December 2018

School Directory:

Ministry Number: 1976
Principal: Waveney Parker
School Address: 37 Devine Road, Tamahere
School Postal Address: R D 3, Hamilton 3283
School Phone: 07 856 9238
School Email: reception@tamahere.school.nz

Members of the Board of Trustees:

Name	Position	How Position Gained
Karla Ward	Chairperson, Parent Rep	Elected
Waveney Parker	Principal	ex Officio
Allan Spice	Parent Rep	Elected
Jeremy Waters	Parent Rep	Elected
Gina Woodfield	Parent Rep	Elected
Angie Millar	Parent Rep	Elected
Ingrid ter Beek	Parent Rep	Elected
Vanessa Parker	Parent Rep	Elected
Kate Searancke	Parent Rep	Co-opted
Annette Howard	Staff Rep	Elected

Accountant / Service Provider:

Russell Wilkinson

Tamahere Model Country School

Annual Report

for the year ended 31 December 2018

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Tamahere Model Country 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.

Karla Jane Ward

Full Name of Board Chairperson

Leanne Rose Boyd

Full Name of Deputy Principal

KJW

Signature of Board Chairperson

J.R. Boyd

Signature of Deputy Principal

30/5/2019

Date

30/5/2019

Date

Tamahere Model Country School

Statement of Comprehensive Revenue and Expense

for the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government grants	2	2,924,540	2,765,973	2,878,540
Locally raised funds	3	475,700	354,709	730,745
International students	4	33,913	21,739	11,304
Interest earned		8,574	7,000	13,690
		<u>3,442,727</u>	<u>3,149,421</u>	<u>3,634,279</u>
Expenses				
Locally raised funds	3	244,196	123,213	198,047
International students	4	1,562	-	2,717
Learning resources	5	2,265,371	2,179,292	2,137,338
Administration	6	236,834	237,740	240,337
Finance costs		1,592	1,600	1,430
Property	7	694,607	577,762	595,295
Depreciation	8	77,724	74,900	60,886
Loss on disposal of property, plant and equipment		925	-	476
Amortisation of intangible assets		1,000	-	1,000
		<u>3,523,811</u>	<u>3,194,507</u>	<u>3,237,526</u>
Net Surplus / (Deficit) for the year		<u>(81,084)</u>	<u>(45,086)</u>	<u>396,753</u>
Other comprehensive revenue and expenses		-	-	-
Total comprehensive revenue and expense for the year		<u><u>(81,084)</u></u>	<u><u>(45,086)</u></u>	<u><u>396,753</u></u>

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

Tamahere Model Country School

Statement of Changes in Net Assets / Equity

for the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	<u>1,547,653</u>	<u>1,547,653</u>	<u>1,150,900</u>
Total comprehensive revenue and expense for the year	(81,084)	(45,086)	396,753
Capital contributions from the Ministry of Education:			
Contribution - furniture and equipment grant	5,235	-	-
Equity at 31 December	<u><u>1,471,804</u></u>	<u><u>1,502,567</u></u>	<u><u>1,547,653</u></u>
 Retained Earnings	 1,471,804	 1,502,567	 1,547,653
Equity at 31 December	<u><u>1,471,804</u></u>	<u><u>1,502,567</u></u>	<u><u>1,547,653</u></u>

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

Tamahere Model Country School

Statement of Financial Position

as at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and cash equivalents	9	303,323	163,158	370,427
Accounts receivable	10	198,307	158,320	158,320
GST receivable		18,455	23,108	33,373
Prepayments		29,354	18,450	18,450
Inventories	11	85,711	59,095	59,095
Investments	12	-	102,000	102,000
		<u>635,150</u>	<u>524,131</u>	<u>741,665</u>
Current Liabilities				
Accounts payable	14	234,692	168,050	246,751
Revenue received in advance	15	43,020	-	33,361
Provision for cyclical maintenance	16	-	-	-
Funds held for capital works projects	17	20,206	-	19,571
Finance lease liability - current portion	18	<u>9,035</u>	<u>7,786</u>	<u>9,276</u>
		<u>306,953</u>	<u>175,836</u>	<u>308,959</u>
Working Capital Surplus		328,197	348,295	432,706
Non Current Assets				
Property, plant and equipment	13	1,247,839	1,256,636	1,146,325
Capital work in progress - Storage facility		<u>-</u>	<u>-</u>	<u>62,211</u>
		<u>1,247,839</u>	<u>1,256,636</u>	<u>1,208,536</u>
Intangible Assets				
Right of use (TCC)	19	37,500	38,500	38,500
Non Current Liabilities				
Provision for cyclical maintenance	16	137,680	137,680	121,120
Finance lease liability	18	<u>4,052</u>	<u>3,184</u>	<u>10,969</u>
		<u>141,732</u>	<u>140,864</u>	<u>132,089</u>
Net Assets		<u><u>1,471,804</u></u>	<u><u>1,502,567</u></u>	<u><u>1,547,653</u></u>
Equity		<u><u>1,471,804</u></u>	<u><u>1,502,567</u></u>	<u><u>1,547,653</u></u>

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

Tamahere Model Country School

Statement of Cash Flows

for the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government grants		594,610	622,073	723,269
Locally raised funds		470,460	343,087	705,133
International Students		34,090	-	21,739
Goods and Services Tax (net)		14,918	10,265	(10,242)
Payments to employees		(460,134)	(522,887)	(494,596)
Payments to suppliers		(711,463)	(520,261)	(471,198)
Interest paid		(1,592)	-	(1,430)
Interest received		9,247	7,000	13,120
Net cash from / (to) the operating activities		(49,864)	(60,723)	485,795
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(115,214)	(123,000)	(733,668)
Purchase of investments		-	-	(102,000)
Proceeds from sale of investments		102,000	-	-
Net cash from / (to) the investing activities		(13,214)	(123,000)	(835,668)
Cash flows from Financing Activities				
Furniture and equipment grant		5,235	-	-
Finance lease payments		(9,896)	(3,975)	(6,329)
Funds held for capital works projects		635	(19,571)	(80,262)
Net cash from Financing Activities		(4,026)	(23,546)	(86,591)
Net increase/(decrease) in cash and cash equivalents		(67,104)	(207,269)	(436,464)
Cash and cash equivalents at the beginning of the year	9	370,427	370,427	806,891
Cash and cash equivalents at the end of the year	9	303,323	163,158	370,427

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 Statement of Cash Flows should be read in conjunction with the accompanying notes.

Tamahere Model Country School

Notes to the Financial Statements

for the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting entity

Tamahere Model Country 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 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.

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

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 lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of 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

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 operating or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 18.

Recognition of grants

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

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 rights to the funding, which is in the year that the funding is received.

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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 the amounts due. The amount that is uncollectable (the provision for uncollectability) 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 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.

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

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

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 \$500 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 - Crown	40 years
Furniture and equipment	10 years
Information and communication technology	3 years
Other equipment	10-40 years
Library resources	12.5% diminishing value

l) Intangible Assets

"Right of Use"

The "Right of Use" intangible asset represents the purchase consideration for use of the Tamahere Hall applies over the fixed contract period. The asset is amortised evenly over this period.

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 and annual leave earned but not yet taken at balance date.

p) Revenue Received in Advance

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

q) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside the 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 10-year property plan (10YPP).

r) Financial Assets and Liabilities

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

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

s) 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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) 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.

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
2. Government grants			
Operational grants	548,600	534,424	539,330
Teachers' salaries grants	1,929,099	1,780,000	1,798,193
Use of land and buildings grants	373,331	357,000	357,436
Other MOE grants	73,510	94,549	183,581
	<u>2,924,540</u>	<u>2,765,973</u>	<u>2,878,540</u>

3. Locally raised funds

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

Revenue

Donations	107,085	131,920	119,788
Fundraising	43,557	9,200	333,666
Other revenue	41,535	16,192	30,376
Activities	93,173	24,325	78,165
Trading	57,170	38,500	44,287
After school care	133,180	134,572	124,463
	<u>475,700</u>	<u>354,709</u>	<u>730,745</u>

Expenses

Fundraising (costs of raising funds)	19,727	-	8,333
Activities	101,636	24,325	71,410
Trading	42,412	-	33,298
After school care	80,421	98,888	85,006
	<u>244,196</u>	<u>123,213</u>	<u>198,047</u>

Surplus (deficit) for the year locally raised funds

	<u>231,504</u>	<u>231,496</u>	<u>532,698</u>
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4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International student roll	3	2	1
Revenue			
International student fees	33,913	21,739	11,304
Expenses			
Commissions	1,562	-	2,717
Surplus (deficit) for the year international students	<u>32,351</u>	<u>21,739</u>	<u>8,587</u>

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
5. Learning resources			
Curricular	80,860	63,828	66,262
Information and communication technology	10,587	19,685	10,445
Library resources	2,343	4,700	2,250
Employee benefits - salaries	2,139,189	2,023,639	2,011,201
Staff development	32,392	67,440	47,180
	<u>2,265,371</u>	<u>2,179,292</u>	<u>2,137,338</u>
6. Administration			
Audit fees	5,053	5,000	4,618
Board of Trustees fees	3,303	4,650	2,239
Board of Trustees expenses	4,060	7,450	7,661
Communication	4,564	4,095	4,805
Consumables	28,335	30,000	28,055
Operating lease	143	1,400	2,223
Other	24,142	32,249	27,253
Employee benefits - salaries	149,556	136,896	146,973
Insurance	13,578	12,000	12,726
Service providers, contractors, consultancy	4,100	4,000	3,784
	<u>236,834</u>	<u>237,740</u>	<u>240,337</u>
7. Property			
Caretaking and cleaning consumables	61,056	56,848	59,353
Cyclical maintenance expense	16,560	16,560	16,560
Grounds	52,113	19,515	35,220
Heat, light, and water	71,340	34,100	40,840
Rates	265	1,000	368
Repairs and maintenance	39,633	33,797	29,266
Use of land and buildings	373,331	357,000	357,436
Security	6,552	6,730	10,578
Employee benefits - salaries	73,757	52,212	45,674
	<u>694,607</u>	<u>577,762</u>	<u>595,295</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			
Building improvements - Crown	24,620	15,000	10,445
Furniture & equipment	11,978	15,500	12,205
Information and communication	12,150	15,000	13,248
Leased assets	9,474	10,000	6,214
Library resources	3,246	3,900	3,350
Other fixed assets	16,256	15,500	15,424
	<u>77,724</u>	<u>74,900</u>	<u>60,886</u>
9. Cash and Cash Equivalents			
Current account	113,201	119,845	119,845
Call accounts	187,021	39,854	247,123
Omni accounts	3,001	3,339	3,339
Petty cash	100	120	120
Cash and cash equivalents for Statement of Cash Flows	<u>303,323</u>	<u>163,158</u>	<u>370,427</u>

The carrying value of short term deposits with maturity dates of 90 days or less approximates their fair value. Of the \$303,323 Cash and Cash Equivalents, \$20,206 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
10. Accounts Receivable			
Receivables	51,076	37,916	37,916
Interest receivable	13	686	686
Banking staffing underuse	-	15,686	15,686
Teacher salaries grant receivable	147,218	104,032	104,032
	<u>198,307</u>	<u>158,320</u>	<u>158,320</u>
Receivables from exchange transactions	51,089	38,602	38,602
Receivables from non-exchange transactions	147,218	119,718	119,718
	<u>198,307</u>	<u>158,320</u>	<u>158,320</u>

11. Inventories

Uniforms	84,616	58,024	58,024
Stationery	1,095	1,071	1,071
	<u>85,711</u>	<u>59,095</u>	<u>59,095</u>

12. Investments

The School's investment activities are classified as follows:

Current Asset:

Short term bank deposits	-	102,000	102,000
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13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building improvements - Crown	790,608	99,380	-	-	(24,620)	865,368
Furniture & equipment	47,541	21,264	-	-	(11,978)	56,827
Information & communication	20,838	7,949	-	-	(12,150)	16,637
Leased assets	20,180	2,738	-	-	(9,474)	13,444
Library resources	23,452	3,438	(925)	-	(3,246)	22,719
Other fixed assets	81,321	45,394	-	-	(16,256)	110,459
Landscaping and site improvements	162,385	-	-	-	-	162,385
Balance at 31 December 2018	<u>1,146,325</u>	<u>180,163</u>	<u>(925)</u>	<u>-</u>	<u>(77,724)</u>	<u>1,247,839</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018			
Building improvements - Crown	1,026,100	160,732	865,368
Furniture & equipment	273,348	216,521	56,827
Information & communication	237,026	220,389	16,637
Leased assets	30,822	17,378	13,444
Library resources	144,158	121,439	22,719
Other fixed assets	332,120	221,661	110,459
Landscaping and site improvements	162,385	-	162,385
Balance at 31 December 2018	<u>2,205,959</u>	<u>958,120</u>	<u>1,247,839</u>

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

13. Property, Plant and Equipment (Cont'd)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Building improvements - Crown	245,348	555,705	-	-	(10,445)	790,608
Classroom furniture & equipment	50,606	9,140	-	-	(12,205)	47,541
Information & communication	15,320	18,766	-	-	(13,248)	20,838
Leased assets	15,207	11,187	-	-	(6,214)	20,180
Library resources	20,056	7,222	(476)	-	(3,350)	23,452
Other fixed assets	95,315	1,430	-	-	(15,424)	81,321
Landscaping and site improvements	162,385	-	-	-	-	162,385
Balance at 31 December 2017	604,237	603,450	(476)	-	(60,886)	1,146,325

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017			
Building improvements - Crown	926,720	136,112	790,608
Furniture & equipment	252,084	204,543	47,541
Information & communication	229,077	208,239	20,838
Leased assets	28,084	7,904	20,180
Library resources	146,497	123,045	23,452
Other fixed assets	286,726	205,405	81,321
Landscaping and site improvements	162,385	-	162,385
Balance at 31 December 2017	2,031,573	885,248	1,146,325

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
14. Accounts Payable			
Operating creditors	80,363	59,138	137,839
Employee entitlements - salaries	150,472	105,271	105,271
Employee entitlements - leave accrual	3,857	3,641	3,641
	234,692	168,050	246,751
Payables for exchange transactions	234,692	168,050	246,751
Payables for non-exchange transactions - other	-	-	-
	234,692	168,050	246,751

The carrying value of payables approximates their fair value

15. Revenue received in Advance

Student fees	19,542	-	11,622
International student fees	23,478	-	21,739
	43,020	-	33,361

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
16. Provision for Cyclical Maintenance			
Provision at the start of the year	121,120	121,120	104,560
Increase to the provision during the year	16,560	16,560	16,560
Use of the provision during the year	-	-	-
Provision at the end of the year	137,680	137,680	121,120
Cyclical maintenance - current	-	-	-
Cyclical maintenance - term	137,680	137,680	121,120
	137,680	137,680	121,120

17. Funds Held for Capital Works Projects

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

2018	Opening Balances \$	Receipts from MOE \$	Payments \$	Closing Balances \$
Wastewater system (in progress)	169	-	-	169
Water Tanks (in progress)	11,588	-	-	11,588
Sewerage upgrade (in progress)	(2,347)	3,448	-	1,101
Special needs modification (in progress)	10,161	-	-	10,161
Electricity and resource upgrade (in progress)	-	21,018	23,831	(2,813)
	19,571	24,466	23,831	20,206
Represented by:				
Funds held on behalf of the Ministry of Education				20,206
Funds due from the Ministry of Education				-
				20,206

2017	Opening Balances \$	Receipts from MOE \$	Payments \$	Closing Balances \$
Wastewater system (in progress)	169	-	-	169
Water Tanks (in progress)	11,588	-	-	11,588
Sewerage upgrade (in progress)	15,291	-	17,638	(2,347)
Special needs modification (in progress)	57,257	-	47,096	10,161
	84,305	-	64,734	19,571

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
18. Finance Lease Liability			
The School has entered into finance lease agreements for teacher laptops. Minimum lease payments payable:			
Not later than one year	9,035	7,786	9,276
Later than one year and no later than five years	4,052	3,184	10,969
Later than five years	-	-	-
	13,087	10,970	20,245

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
19. Right of Use (Tamahere Community Centre)			
The school made a \$50,000 payment to Waikato District Council on 5 July 2006. The payment was for rights to use the Tamahere Community Centre for fifty years from the date of payment. The payment has been recognised as an asset on the balance sheet and is being amortised on a straight line basis over the life of the asset which is fifty years.			
Cost	50,000	50,000	50,000
Accumulated amortisation	12,500	11,500	11,500
Book value	37,500	38,500	38,500

20. 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 conditions 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.

21. Remuneration

Key management personnel compensation

Key management personnel of the School includes all Trustees of the Board, Principal, Deputy Principals and Heads of Department.

	2018	2017
	Actual	Actual
	\$	\$
Board Members		
Remuneration	3,303	2,239
Full time equivalent members	0.39	0.47
Leadership Team		
Remuneration	349,608	342,966
Full time equivalent members	3.00	3.00
Total key management personnel remuneration	352,911	345,205
Total full time equivalent personnel	3.39	3.47

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.

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

21. Remuneration (cont'd)

Principal

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

	2018	2017
	Actual	Actual
	\$000	\$000
Salaries and other short term employee benefits:		
Salary and other payments	140 - 150	140 - 150
Benefits and other emoluments	3 - 4	3 - 4
Termination benefits	Nil	Nil

Other Employees

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

Remuneration	2018	2017
\$000	FTE	FTE
100 - 110	2	2

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

22. Compensation and Other Benefits Upon Leaving

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

	2018	2017
	Actual	Actual
Total value	Nil	Nil
Number of people	Nil	Nil

23. Contingencies

There are no contingent liabilities (except as listed below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017 - nil).

Holidays Act Compliance - Schools Payroll

The Ministry of Education performs payroll processing on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

Tamahere Model Country School
Notes to the Financial Statements (cont'd)
for the year ended 31 December 2018

24. Commitments

(a) Capital Commitments

As at 31 December 2018 the school has entered into a contract agreement for \$126,155 for roofing renovations.
(Capital commitments at 31 December 2017 - \$120,000)

(b) Operating Commitments

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

	2018 Actual \$	2017 Actual \$
Cleaning contract	43,100	43,100
Tamahere Community Centre	3,822	3,822
	<u>46,922</u>	<u>46,922</u>

In addition the school has entered into a number of lease agreements to lease laptops for teachers under the Teachers for Laptops scheme and with Canon Finance to rent a photocopier. Lease payments are due as follows:

	2018 Actual \$	2017 Actual \$
No later than one year	6,045	551
Later than one year and no later than five years	18,135	-
Later than five years	-	-
	<u>24,180</u>	<u>551</u>

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 revenue 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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and receivables			
Cash and cash equivalents	303,323	163,158	370,427
Receivables	198,307	158,320	158,320
Investments - term deposits	-	102,000	102,000
Total cash and receivables	<u>501,630</u>	<u>423,478</u>	<u>630,747</u>
Financial liabilities measured at amortised cost			
Payables	234,692	168,050	246,751
Finance leases	13,087	10,970	20,245
Total financial liabilities measured at amortised cost	<u>247,779</u>	<u>179,020</u>	<u>266,996</u>

27. Events After Balance Date

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

Tamahere Model Country School

Kiwisport Note

for the year ended 31 December 2018

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2018 the school received total Kiwisport funding of \$6,201 excluding GST (2017 - \$6,015). This funding was spent on sports equipment, activities and transport.

<u>School Name:</u>	Tamahere Model Country School	<u>School Number:</u> 1976
<u>Strategic Aim:</u>	<ol style="list-style-type: none"> 1. To build staff capability and sustainability through living our Vision 2. To build student capacity, achievement, resilience & collaboration. Kia maia, kia manaaki, kia kotahi 3. To provide safe and inspiring facilities that will enhance learning and teaching 	
<u>Annual Aim:</u>	<ul style="list-style-type: none"> • To raise overall achievement in Literacy & Numeracy and all learning areas at Tamahere Model Country School. • To provide a range of quality inquiry teaching & learning experiences to inspire and raise achievement in all Learning Areas. Using student agency and integration • To provide quality of e-Learning as a way of improving deep and authentic learning practices across our school. • To embrace things Maori, for our Maori tamariki and all students. Teaching te reo Maori as a second language and celebrating tikanga Maori. * To be inclusive. 	
<u>Target:</u>	<p><u>Reading</u></p> <p><u>Target for improving student achievement</u></p> <p>Our overarching target is to move all children on the target list two phases or to At by the end of the year or their anniversary.</p> <p>Year 1- 10 students are in this cohort who are B or WB.</p> <p>Year 2- 23 students are in this cohort who are B or WB.</p> <p>Year 3- 9 students are in this cohort who are B or WB.</p>	

Year 4 – 12 students are in this cohort who are B or WB.
Year 5 – 6 students are in this cohort who are B or WB.
Year 6 – 12 students are in this cohort who are B or WB.

Maori Target 2018

There are 11 students we are targeting who are Maori. The target for these students is the same as the target for all students.

Year One- One student who is B or WB
Year Two-Two students who are B or WB
Year Three- One student who is B or WB
Year Four- One student who is B or WB
Year Five-Three students who are B or WB
Year Six- Three students who are B or WB

Writing

Target for improving student achievement

Our overarching target is to move all children on the target list two phases or to At by the end of the year or their anniversary.

Year 1-11 students are in this cohort who are B or WB.
Year 2- 16 students are in this cohort who are B or WB.
Year 3- 16 students are in this cohort who are B or WB.
Year 4 –16 students are in this cohort who are B or WB.
Year 5 –6 students are in this cohort who are B or WB.
Year 6 – 17 students are in this cohort who are B or WB.

Maori Target 2018

There are 12 students we are targeting who are Maori. The target for these students is the same as the target for all students.

Year One- One student who is B or WB

Year Two- Two students who are B or WB

Year Three- One student who is B or WB

Year Four- Three students who are B or WB

Year Five- One student who is B or WB

Year Six- Four students who are B or WB

Maths

Target for improving student achievement

Our overarching target is to move all children on the target list two phases or to At by the end of the year or their anniversary.

Year 1-8 students are in this cohort who are B or WB.

Year 2- 20 students are in this cohort who are B or WB.

Year 3- 23 students are in this cohort who are B or WB.

Year 4 –14 students are in this cohort who are B or WB.

Year 5 –14 students are in this cohort who are B or WB.

Year 6 – 18 students are in this cohort who are B or WB.

Maori Target 2018

There are 16 students we are targeting who are Maori. The target for these students is the same as the target for all students.

Year One- 1 student who is B or WB

Year Two- 2 students who are B or WB

Year Three- 2 students who are B or WB

Year Four- 3 students who are B or WB

	<p>Year Five-5 students who are B or WB Year Six- 3 students who are B or WB</p> <p>NOTE: During the year the numbers of students to report on has changed as some students left to attend new schools. These students are not included in the final data therefore, the numbers do not always correlate.</p>
<u>Baseline Data:</u>	<p>This was derived from the end of 2017 and the start of 2018 data. The data came from end of year reports as well as testing and observations from the start of 2018.</p>

<u>Actions</u> <u>What did we do?</u>	<u>Outcomes</u> <u>What happened?</u>	<u>Reasons for the variance</u> <u>Why did it happen?</u>	<u>Evaluation</u> <u>Where to next?</u>
<ul style="list-style-type: none"> Maths professional learning school wide. Every staff member as a whole staff and one to one have had in depth development. This will continue in some form for 2019 with Bruce Moody. Teaching, using best practice models and programmes to raise student achievement. Sharing & support across staff and across Syndicates. ICT Support. Teachers sharing ideas and resources at syndicate and full staff meetings. Analysis of data and professional discussions, full staff 	<p>This year we have recorded the results by showing for the whole syndicate group, the growth across all the three learning areas of Reading, Writing and Maths (see below).</p> <p>As the year has progressed we have added to this original target in response to needs. These results are not reported in in this document but in our school wide collation of data all results and actions have been recorded. The students who have not met the target of AT could have moved two phases but still do not meet the National Standards.</p> <p>Although we have many results to celebrate where student learning has</p>	<ul style="list-style-type: none"> This year we have been fortunate to have had the support of the MOE funded ALIM programme. This saw huge growth in a cohort of learners who were Funding support for special needs & abilities student opportunities. Teaching, using best practice models and programmes to raise student achievement. Programme focused on individual needs of children by providing specific feedback, feed forward formative assessment. Teacher modelling utilised. Specific monitoring of special needs and abilities. 	<p>ALIM will hopefully continue for 2019 in some form.</p> <p>Although we have many results to celebrate where student learning has accelerated, there are still issues with some students who have moved but still remain WELL BELOW or BELOW.</p> <p>Although these numbers are not excessive the targeted actions for 2019 will include:</p> <ul style="list-style-type: none"> ALIM Cross grouping for Mathematics STEPS for students with Dyslexia Off site tutoring for some students (parent funded) Alpha to Omega for students with Dyslexia Reading Recovery

<p>meetings & syndicates discussions.</p> <ul style="list-style-type: none"> • Parents were made aware of any students who were on the target list to enable them to also provide extra support. • Programme focused on individual learning and achievements of children and provides specific feedback and forward for both teacher and student. • Assessment of students using IKAN, GLOSS, Harvey Basic Facts tests and in-class work. • A focus on basic facts acquisition. • Teacher modelling is an essential component in this programme. • Children made aware and involved in the co-construction of learning intentions and success criteria. 	<p>accelerated, there are still issues with some students who have moved but still remain WELL BELOW or BELOW.</p>	<ul style="list-style-type: none"> • Small group sessions daily for target students. 	<ul style="list-style-type: none"> • Teacher Aide input for funded students (ORS, HLN, ETC.) • Teacher Aide support for students who need extra input who have moderate learning needs. • Applications will be made to RTLB and RTLIT for students with learning needs.
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<ul style="list-style-type: none"> • Use of quality appropriate and specific exemplars. • Analysis of data and professional discussions in staff meetings. • Level awareness and next steps learning is a key component. • Open discussions and moderation to support all and keep consistency. 		
<p><u>Planning for next year:</u></p> <p>We have just been awarded 60 hours of P.L.D. via the Ministry of Education. Our plans for this funding are:</p> <p><u>P.L.D. PLAN</u></p> <ol style="list-style-type: none"> 1. <u>Build on and embed strategies</u> and capabilities formed in 2018. Continue some sessions with Bruce Moody to complete the process of implementing the planning and mentoring. 2. <u>Data Driven</u>- Targeted learners tracked and monitored more effectively using a more streamlined and unified school wide approach (seed ideas already started using Clevedon School spreadsheet). 3. <u>School Wide Inquiry</u>- A unified school wide inquiry linked to student data. Teachers to develop their own class based inquiry as an extension of this. 4. <u>Accelerative Practices</u>- Embedded and extended. More tracking of data to show how effective these strategies are. 5. <u>Progressions</u>- Continue to build on these in Maths and Literacy. Embed and extend. 6. <u>Empowering Learners</u>- In order to develop... 		

- Student agency.
 - Passion learning.
 - Student voice. Looking at the way play based learning can become a part of our practice and research options that are 'best fit' for our students.
7. Well Being and Mindfulness- Linked to the key question of what do students and teachers need to make 'good' learning possible. How can we make the conditions for learning more powerful for students and teachers by attending to this area of learning?

Results For All Target Students 2018

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
	<u>End of 2017 Data (or start of 2018)</u>	<u>End of 2017 Data (or start of 2018)</u>	<u>End of 2017 Data (or start of 2018)</u>
<u>Year 5-6</u>	WELL BELOW 2 9%	WELL BELOW 1 3%	WELL BELOW 1 3%
	BELOW 21 91%	BELOW 28 97%	BELOW 35 97%
	AT 0 0%	AT 0 0%	AT 0 0%
	ABOVE	ABOVE	ABOVE

	0 0%	0 0%	0 0%
TOTAL:	23	29	36
Year 5-6	End of 2018 Data	End of 2018 Data	End of 2018 Data
	WELL BELOW 1 4%	WELL BELOW 5 17%	WELL BELOW 0 0%
	BELOW 4 17%	BELOW 15 52%	BELOW 11 31%
	AT 13 57%	AT 9 31%	AT 25 69%
	ABOVE 5 22%	ABOVE 0 0%	ABOVE 0 0%
TOTAL:	23 At or Above 79%	29 At or Above 31%	36 At or Above 69%
	The majority of students have moved considerably and have achieved the goal. Those who still need support range from moderate needs to some who require significant, ongoing	This is the area that we want to see an improvement. Nine students moved from Below to At, however there are still 20 students who need to accelerate their learning.	A large group of the students have moved considerably and have achieved the goal. Those who still need support range from moderate needs to some who require significant,

	interventions. Except for one student who has continuing very high needs that are being catered for, all the other students are one phase from being At.	Five students are Well Below- some of these students are two or three phases away from being At. All the others are only one phase from being At.	ongoing interventions. All the students Below are only one phase from being At.
	<u>End of 2017 Data (or start of 2018)</u>	<u>End of 2017 Data (or start of 2018)</u>	<u>End of 2017 Data (or start of 2018)</u>
<u>Year 3-4</u>	WELL BELOW 1 5%	WELL BELOW 2 5%	WELL BELOW 4 9%
	BELOW 20 91%	BELOW 36 92%	BELOW 42 91%
	AT 1 4%	AT 1 3%	AT 0 0%
	ABOVE 0 0%	ABOVE 0 0%	ABOVE 0 0%
TOTAL:	22	39	46
	<u>End of 2018 Data</u>	<u>End of 2018 Data</u>	<u>End of 2018 Data</u>

<u>Year 3-4</u>	WELL BELOW 1 4.5%	WELL BELOW 1 3%	WELL BELOW 2 4%
	BELOW 1 4.5%	BELOW 13 33%	BELOW 14 30%
	AT 20 91%	AT 25 64%	AT 21 46%
	ABOVE 0 0%	ABOVE 0 0%	ABOVE 9 20%
TOTAL:	22 At or Above 91%	39 At or Above 64%	46 At or Above 66%
	Stunning results in the Year 3-4 area. There are only two students left in this cohort who are Below or Well Below in reading that came from the original target group. One is a new student and one has significant special needs.	A good proportion of students have moved from Below to At. This is an encouraging sign however, there is still more work to do as there is a cohort of students still at the Below level. For the students who are Below, all of them (except those with very high special needs), are one phase away	A good proportion of students have moved from Below to At. This is an encouraging sign however, there is still more work to do as there is a cohort of students still at the Below level. For all but one of the students who are Below, all of them (except those with very high special needs), are one phase

			from being At.	away from being At. One Year Four is requiring significant acceleration in her learning to be At by the end of 2019.
	<u>End of 2017 Data (or start of 2018)</u>	<u>End of 2017 Data (or start of 2018)</u>	<u>End of 2017 Data (or start of 2018)</u>	<u>End of 2017 Data (or start of 2018)</u>
<u>Year 1-2</u>	WELL BELOW 5 15%	WELL BELOW 1 4%	WELL BELOW 1 4%	WELL BELOW 0 0%
	BELOW 28 85%	BELOW 24 96%	BELOW 24 96%	BELOW 26 100%
	AT 0 0%	AT 0 0%	AT 0 0%	AT 0 0%
	ABOVE 0 0%	ABOVE 0 0%	ABOVE 0 0%	ABOVE 0 0%
TOTAL:	33	25	25	26
	<u>End of 2018 Data</u>	<u>End of 2018 Data</u>	<u>End of 2018 Data</u>	<u>End of 2018 Data</u>
<u>Year 1-2</u>	WELL BELOW 0 0%	WELL BELOW 0 0%	WELL BELOW 0 0%	WELL BELOW 0 0%

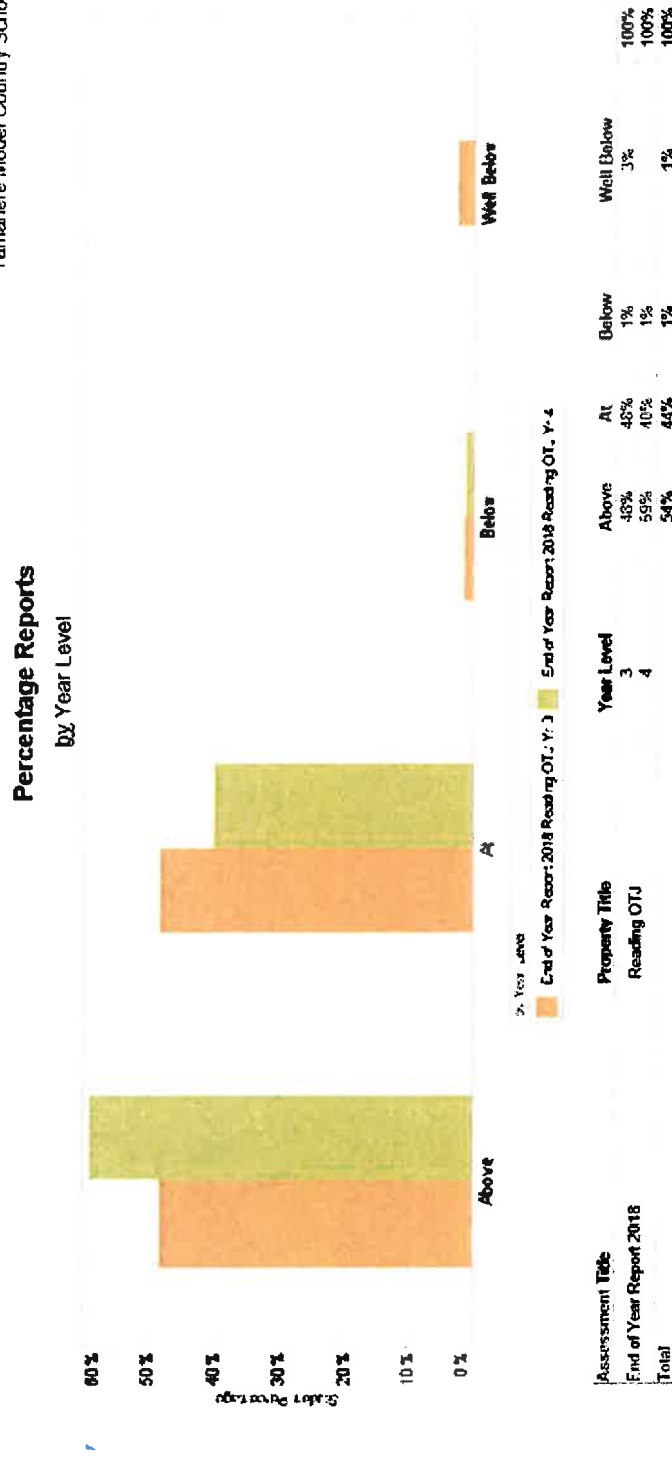
	BELOW 3 9%		BELOW 9 36%	BELOW 11 42%
	AT 18 55%		AT 16 64%	AT 15 58%
	ABOVE 12 36%		ABOVE 0 0%	ABOVE 0 0%
TOTAL:	33 At or Above 91%		25 At or Above 64%	26 At or Above 58%
	Stunning results in the Year 1-2 area. There are only three students left in this cohort who are Below or Well Below in reading that came from the original target group. Two have significant special needs.		A good proportion of students have moved from Below to At. This is an encouraging sign however, there is still more work to do as there is a cohort of students still at the Below level. There are four students who are more than one phase away from being At, these are our high special needs students. The rest are all one phase away from being At.	A good proportion of students have moved from Below to At. This is an encouraging sign however, there is still more work to do as there is a cohort of students still at the Below level. For the exception of one high needs student, the rest of the students are one phase from being At.

Notes:

11 students have moved from Below to At right across all three domains of Reading, Writing and Maths. This is a significant result for these students and demonstrates that the accelerative practices worked.

Reading Results Year Three and Four

Tamahere Model Country School

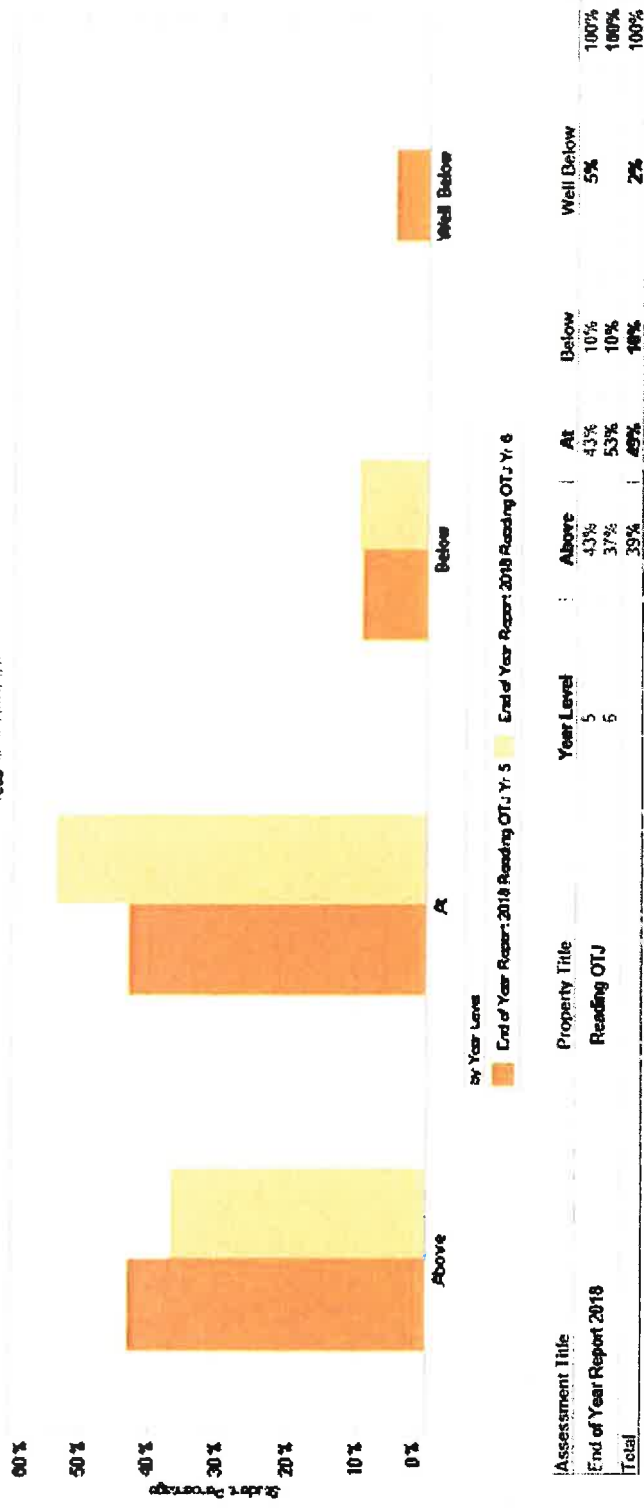


Year Five and Six

Tamahere Model Country School

Assessment Visualisation

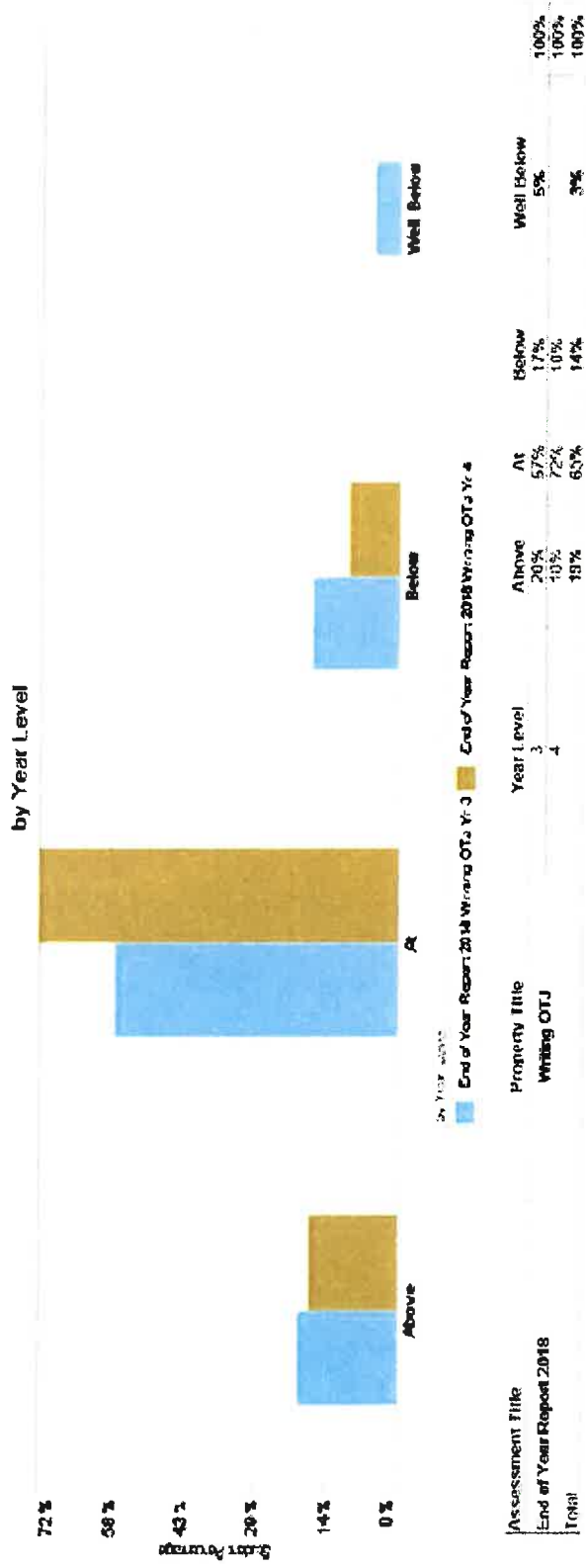
by Year Level



Writing Results
Year Three and Four

Tamahere Model Country School

Percentage Reports
by Year Level

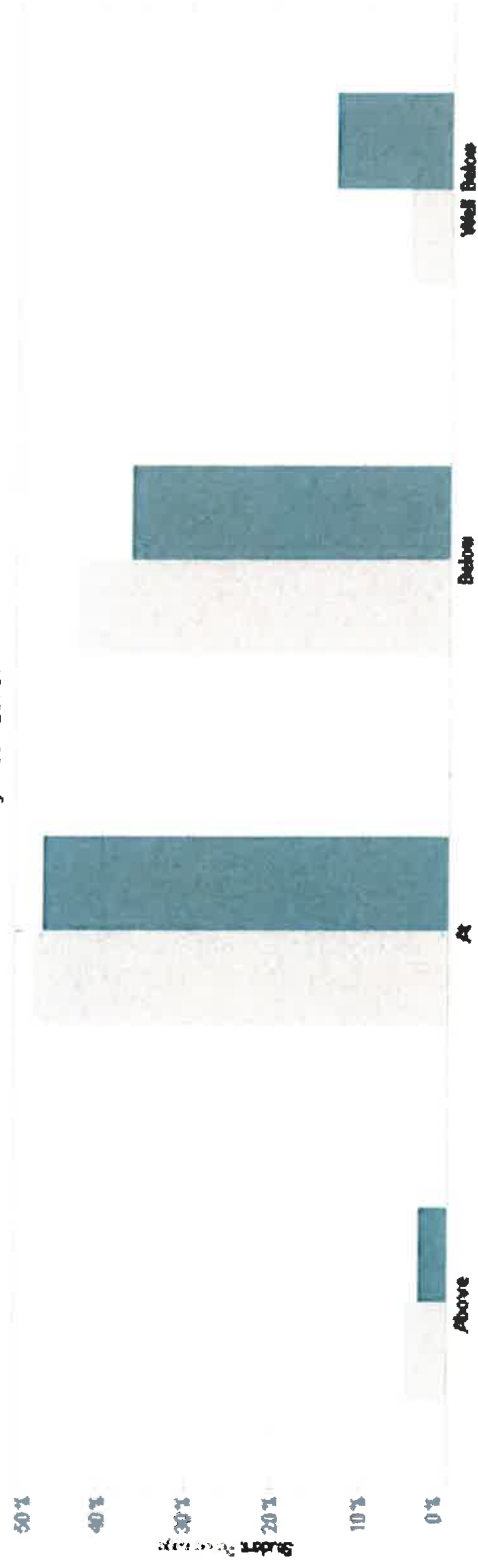


Year Five and Six

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Assessment Visualisation

by Year Level

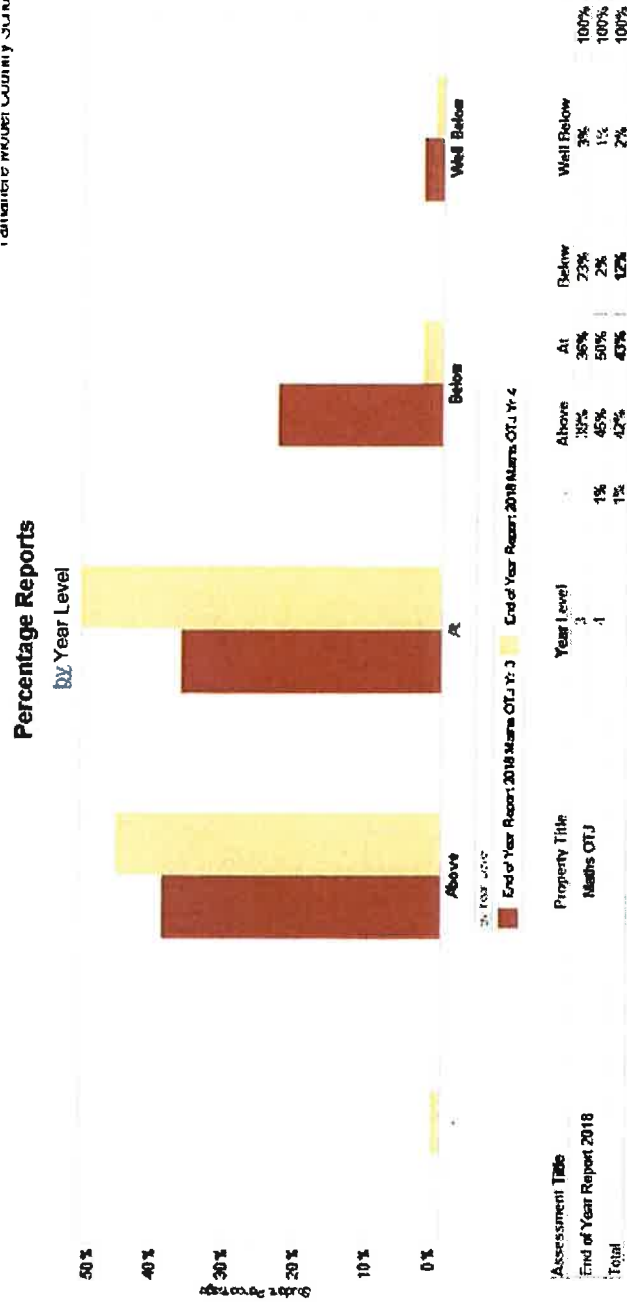


End of Year Report 2018 Writing OTJ Yr 5 End of Year Report 2018 Writing OTJ Yr 6

Assessment Title	Property Title	Year Level	At	Above	Below	Well Below
End of Year Report 2018	Willing OTJ	5	48%	5%	43%	5%
		6	47%	4%	37%	13%
Total			47%	4%	35%	10%
						100%

Maths Results **Year Three and Four**

1 CHATHAM & HENDERSON COUNCIL JUNIOR SCHOOL



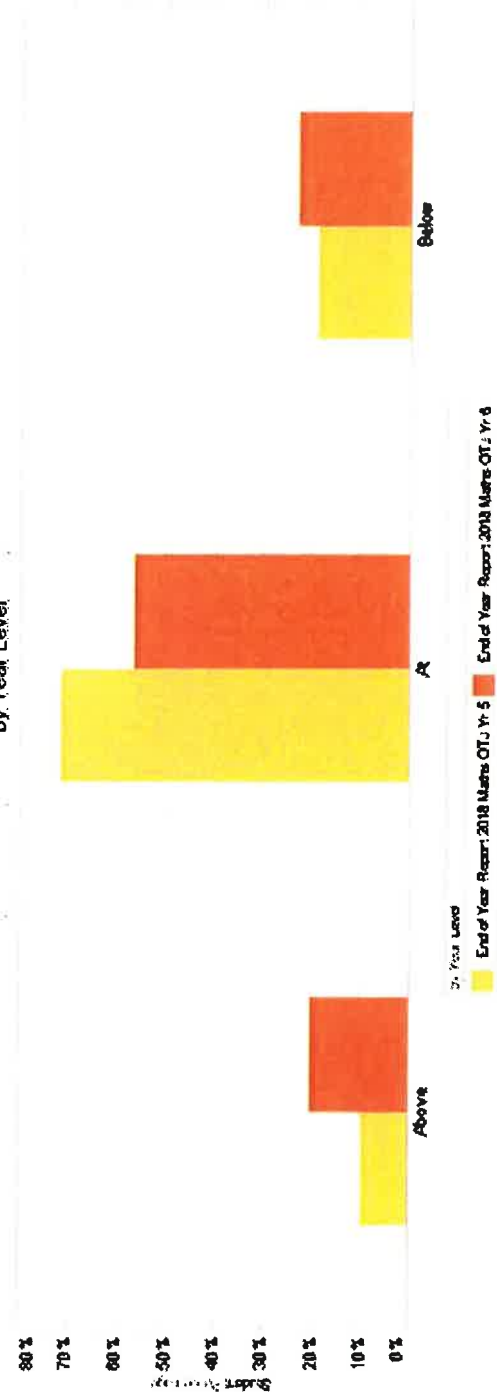
Assessment Title	Property Title	Year Level	Above	At	Below	Well Below
End of Year Report 2018	Maths OTJ	3	38%	23%	3%	100%
Total		4	45%	2%	1%	100%

Year Five and Six

Tamere Model Country School

Assessment Visualisation

by Year Level



Assessment Title	Property Title	Year Level	Above	At	Below
End of Year Report 2018	Maths OTJ	5	10%	71%	19%
Total		6	16%	63%	21%

Maori Target Students 2018

- Red indicates O.T.J. at the end of 2017 or start of 2018
- Black indicates O.T.J. at the end of 2018
- Highlighted boxes show the areas the student was BELOW to start 2018.

Name	Year Level			
<u>BK</u>	5	Above	At	BELOW At At or Above in all areas
<u>DF</u>	3	BELOW At	BELOW Below	BELOW Below
<u>DH</u>	4	At	At	BELOW Below
<u>EC</u>	5	Below	Below	BELOW Below 2019 further interventions needed in all areas. One phase from being AT.
<u>GT</u>	4	Above	At	BELOW Above At or Above in all areas
<u>HZ</u>	3	BELOW At	Above	BELOW Below
<u>HK</u>	2	WB Above	BELOW Below	BELOW At
<u>MS</u>	5	Above	At	BELOW At At or Above in all areas

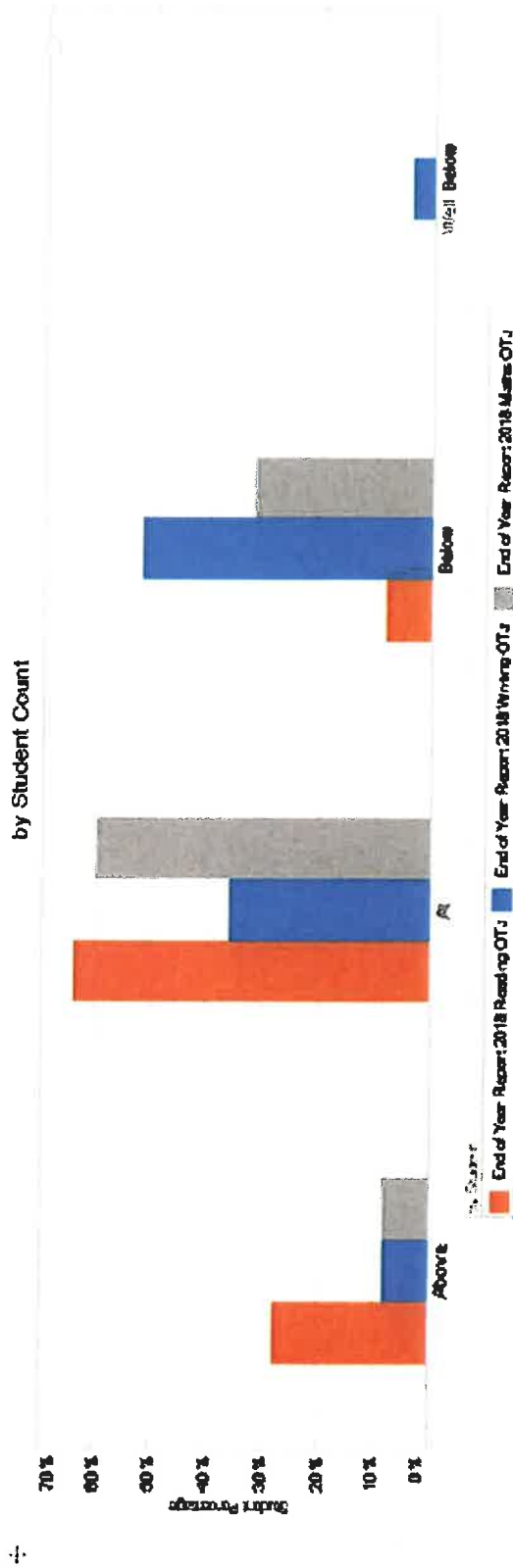
<u>MR</u>	6	<u>BELOW</u> Below	<u>WB Well Below</u>	<u>WB Below</u>	2019 further interventions needed in all areas.
<u>MT</u>	6	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW At</u>	
<u>MJ</u>	4	<u>At</u>	<u>At</u>	<u>BELOW At</u>	At or Above in all areas
<u>MRO</u>	5	Above	<u>At</u>	<u>BELOW At</u>	At or Above in all areas
<u>PB</u>	4	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW At</u>	
<u>RP</u>	5	Above	Above	<u>BELOW At</u>	At or Above in all areas
<u>RB</u>	6	<u>BELOW At</u>	<u>At</u>	<u>At</u>	At or Above in all areas
<u>RD</u>	5	<u>BELOW At</u>	<u>Below</u>	<u>BELOW At</u>	
<u>RK</u>	1	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW At</u>	
<u>SC</u>	4	<u>At</u>	<u>BELOW Below</u>	<u>At</u>	
<u>SA</u>	6	Above	<u>BELOW</u> <u>At</u>	Above	At or Above in all areas
<u>SG</u>	6	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW</u> Below	
<u>SJ</u>	4	<u>BELOW At</u>	<u>BELOW Below</u>	<u>BELOW At</u>	

<u>TP</u>	2	<u>WB</u> <u>At</u>	<u>BELOW</u> <u>At</u>	<u>BELOW</u> Below	
<u>TI</u>	6	<u>At</u>	<u>BELOW</u> Below	<u>BELOW</u> <u>At</u>	
<u>WC</u>	4	<u>At</u>	<u>BELOW</u> Below	<u>BELOW</u> <u>At</u>	
<u>WJ</u>	2	<u>BELOW</u> <u>At</u>	<u>BELOW</u> Below	<u>BELOW</u> Below	
		13 BELOW OR WELL BELOW at the start of 2018	14 BELOW OR WELL BELOW at the start of 2018	22 BELOW OR WELL BELOW at the start of 2018	
		1 ABOVE 7.5% 11 AT 85% (At or Above= 92.5%) 1 BELOW 7.5% at the end of 2018	0 ABOVE 0% 2 AT 14% (At or Above= 14%) 12 B/WB 86% at the end of 2018	1 ABOVE 5% 13 AT 59% (At or Above= 64%) 8 BELOW 36% at the end of 2018	

This graph shows the results for all Maori Target students and includes results for areas some students may not have been a target learner for.

Maori Results for all Maori Targeted Learners for Reading, Writing and Maths **Percentage Reports**

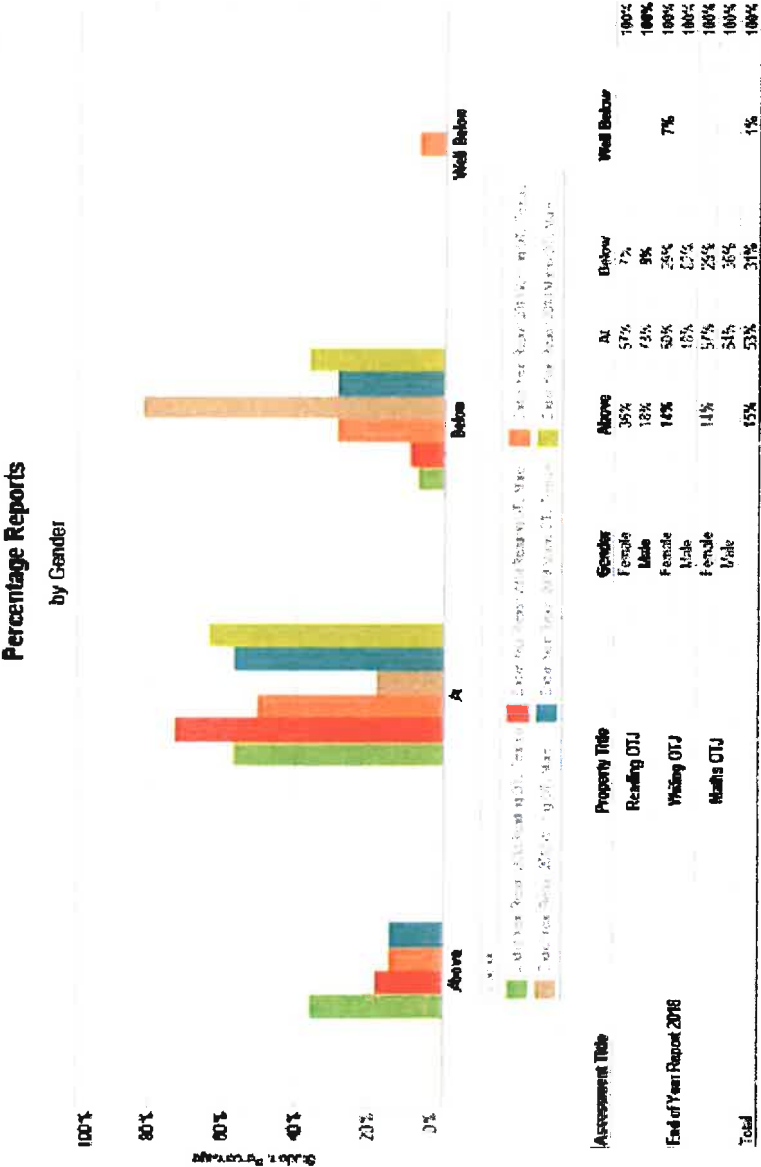
Groups involved in this report:
 2018 Maori Targeted Learners



Assessment Title	Property Title	Above	At	Below	Well Below	Total
End of Year Report 2018	Reading OTJ	28%	6%	8%	4%	100%
	Writing OTJ	8%	36%	52%	4%	100%
	Maths OTJ	53%	50%	31%	1%	100%
Total		15%	53%	31%	1%	100%

The results shown in these graphs may differ from the results shown in the table above. This is due to the fact that Maori students who were targets were not BELOW in all three areas (Reading, Writing and Maths) at the start of the year. The graphs above show results for all three areas.

Maori by Gender



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF TAMAHERE MODEL COUNTRY SCHOOL'S
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Tamahere Model Country School (the School). The Auditor-General has appointed me, Richard Currie, using the staff and resources of Crowe Horwath New Zealand Audit Partnership, 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 19, 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 30 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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance report and Kiwisport Statement 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 Currie
Crowe Horwath New Zealand Audit Partnership
On behalf of the Auditor-General
Auckland, New Zealand