

OPOHO SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 3790

Principal: Jennifer Clarke

School Address: 96 Signal Hill Road, Opoho, Dunedin 9010

School Postal Address: 96 Signal Hill Road, Opoho, Dunedin 9010

School Phone: 03 4738019

School Email: opohoschool@xtra.co.nz

Members of the Board of Trustees

Name	Position	How Position Gained
Otto Hyink	Chair Person	Elected
Jennifer Clarke	Principal ex Officio	
Robert Fagerlund	Treasurer	Elected
Helen Zonnereld	Secretary Minute	
Leah Garthwaite	Parent Rep	Elected
Gerald Davies	Parent Rep	Elected
Sam Whata	Parent Rep	Elected
Carolyn Bayne	Staff Rep	

Accountant / Service Provider: Markhams Otago

OPOHO SCHOOL

Annual Report - For the year ended 31 December 2018

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Opoho 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.

Otto Hyink

Full Name of Board Chairperson



Signature of Board Chairperson

23/5/2019

Date:

Jennifer Margaret Clarke

Full Name of Principal



Signature of Principal

23.5.19

Date:

Opoho School
Statement of Comprehensive Revenue and Expense
 For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,103,527	1,023,356	1,065,678
Locally Raised Funds	3	89,193	57,200	79,685
Interest Earned		13,746	8,000	18,660
International Students	4	20,966	-	5,191
		<u>1,227,432</u>	<u>1,088,556</u>	<u>1,169,214</u>
Expenses				
Locally Raised Funds	3	66,551	55,000	55,947
Learning Resources	5	777,620	694,995	729,417
Administration	6	61,500	69,050	61,859
Finance		1,898	-	1,046
Property	7	199,568	225,184	211,984
Depreciation	8	23,287	-	20,776
Loss on Disposal of Property, Plant and Equipment		-	-	1,343
		<u>1,130,424</u>	<u>1,044,229</u>	<u>1,082,372</u>
Net Surplus / (Deficit) for the year		97,008	44,327	86,842
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>97,008</u></u>	<u><u>44,327</u></u>	<u><u>86,842</u></u>

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

Opoho School
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	494,734	494,734	404,287
Total comprehensive revenue and expense for the year	97,008	44,327	86,842
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	8,400	-	3,605
Equity at 31 December	600,142	539,061	494,734
Retained Earnings	600,142	539,061	494,734
Reserves	-	-	-
Equity at 31 December	600,142	539,061	494,734

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



Opoho 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	110,727	97,435	53,108
Accounts Receivable	10	56,203	56,136	56,136
GST Receivable		1,293	951	951
Prepayments		1,715	1,691	1,691
Inventories	11	939	391	391
Investments	12	289,487	616,052	616,052
Funds held for Capital Works Projects		-	-	-
		<u>460,364</u>	<u>772,656</u>	<u>728,329</u>
Current Liabilities				
Accounts Payable	14	64,257	52,115	52,115
Revenue Received in Advance	15	3,855	2,949	2,949
Provision for Cyclical Maintenance	16	-	55,125	55,125
Finance Lease Liability - Current Portion	17	9,870	8,941	8,941
Funds held for Capital Works Projects	18	-	178,709	178,709
		<u>77,982</u>	<u>297,839</u>	<u>297,839</u>
Working Capital Surplus/(Deficit)		382,382	474,817	430,490
Non-current Assets				
Property, Plant and Equipment	13	279,229	91,404	91,404
		<u>279,229</u>	<u>91,404</u>	<u>91,404</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	51,900	10,500	10,500
Finance Lease Liability	17	9,569	16,660	16,660
		<u>61,469</u>	<u>27,160</u>	<u>27,160</u>
Net Assets		<u>600,142</u>	<u>539,061</u>	<u>494,734</u>
Equity		<u>600,142</u>	<u>539,061</u>	<u>494,734</u>

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



Opoho 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	272,794	214,922	266,535
Locally Raised Funds	87,367	57,200	86,206
International Students	20,966	-	5,191
Goods and Services Tax (net)	(342)	-	(653)
Payments to Employees	(133,754)	(48,650)	(128,799)
Payments to Suppliers	(149,151)	(180,145)	(126,602)
Cyclical Maintenance Payments in the year	-	(7,000)	-
Interest Paid	(1,516)	-	(634)
Interest Received	21,273	8,000	10,932
Net cash from / (to) the Operating Activities	117,637	44,327	112,176
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	-	-	(1,343)
Purchase of PPE (and Intangibles)	(206,949)	-	(22,690)
Purchase of Investments	326,565	-	(291,196)
Net cash from / (to) the Investing Activities	119,616	-	(315,229)
Cash flows from Financing Activities			
Furniture and Equipment Grant	8,400	-	3,605
Finance Lease Payments	(9,325)	-	1,654
Funds Held for Capital Works Projects	(178,709)	-	(16,883)
Net cash from Financing Activities	(179,634)	-	(11,624)
Net increase/(decrease) in cash and cash equivalents	57,619	44,327	(214,677)
Cash and cash equivalents at the beginning of the year	53,108	53,108	267,785
Cash and cash equivalents at the end of the year	110,727	97,435	53,108

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.



Opoho School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Opoho 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 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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



Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

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

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

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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



f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

j) Investments

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

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

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

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

k) Property, Plant and Equipment

Land and buildings owned by the 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 to Crown Owned Assets	10–20 years
Furniture and equipment	5-20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3-4 years
Library resources	10 years

l) 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 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.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students, grants and other where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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



p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the 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).

q) Financial Assets and Liabilities

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

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

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

r) Goods and Services Tax (GST)

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

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.

s) Budget Figures

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

t) Services received in-kind

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



2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	217,573	214,922	203,668
Teachers' salaries grants	663,386	650,000	634,637
Use of Land and Buildings grants	163,576	158,434	158,434
Other MoE Grants	2,809	-	2,169
Other government grants	56,183	-	66,770
	<u>1,103,527</u>	<u>1,023,356</u>	<u>1,065,678</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	26,236	23,200	22,971
Activities	18,995	-	20,348
Trading	525	-	349
Fundraising	2,829	2,000	-
Other Revenue	40,608	32,000	36,017
	<u>89,193</u>	<u>57,200</u>	<u>79,685</u>
Expenses			
Activities	34,947	19,000	29,252
Trading	396	-	333
Fundraising costs	2,793	-	-
Other Expenses	28,415	36,000	26,362
	<u>66,551</u>	<u>55,000</u>	<u>55,947</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>22,642</u>	<u>2,200</u>	<u>23,738</u>



4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	1	1	1
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
International student fees	20,966	-	5,191
Expenses			
	-	-	-
Surplus/ (Deficit) for the year International Students'	20,966	-	5,191

5. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	13,919	22,740	16,999
Equipment repairs	858	105	730
Information and communication technology	531	2,500	552
Library resources	204	1,000	74
Employee benefits - salaries	754,880	661,150	706,933
Staff development	7,228	7,500	4,129
	777,620	694,995	729,417

6. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	2,241	2,800	3,235
Board of Trustees Fees	2,910	4,500	2,910
Board of Trustees Expenses	1,546	3,000	832
Consumables	1,087	1,400	1,445
Operating Lease	1,449	7,800	6,918
Other	10,136	9,350	7,841
Employee Benefits - Salaries	38,808	36,000	35,360
Insurance	1,223	2,000	1,093
Service Providers, Contractors and Consultancy	2,100	2,200	2,225
	61,500	69,050	61,859



7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	18,252	19,750	18,011
Consultancy and Contract Services	570	1,000	687
Cyclical Maintenance Expense	(13,725)	7,000	9,375
Grounds	5,097	8,400	4,327
Heat, Light and Water	10,492	11,600	9,544
Rates	3,075	4,000	3,280
Repairs and Maintenance	8,779	11,000	4,330
Use of Land and Buildings	163,576	158,434	158,434
Employee Benefits - Salaries	3,452	4,000	3,996
	<u>199,568</u>	<u>225,184</u>	<u>211,984</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

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	4,303	-	4,347
Furniture and Equipment	3,698	-	3,403
Information and Communication Technology	3,820	-	4,726
Leased Assets	9,858	-	6,724
Library Resources	1,608	-	1,576
	<u>23,287</u>	<u>-</u>	<u>20,776</u>

9. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	100,665	87,392	43,065
Bank Call Account	10,062	10,043	10,043
Cash and cash equivalents for Cash Flow Statement	<u>110,727</u>	<u>97,435</u>	<u>53,108</u>

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



10. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,184	452	452
Receivables from the Ministry of Education	4,865	3,903	3,903
Interest Receivable	1,539	9,066	9,066
Teacher Salaries Grant Receivable	47,615	42,715	42,715
	<u>56,203</u>	<u>56,136</u>	<u>56,136</u>
Receivables from Exchange Transactions	3,723	9,518	9,518
Receivables from Non-Exchange Transactions	52,480	46,618	46,618
	<u>56,203</u>	<u>56,136</u>	<u>56,136</u>

11. Inventories

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	939	391	391
	<u>939</u>	<u>391</u>	<u>391</u>

12. Investments

The School's investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	289,487	616,052	616,052

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	30,907	200,224	-	-	(4,303)	226,828
Furniture and Equipment	13,707	4,613	-	-	(3,698)	14,622
Information and Communication Technology	13,411	1,197	-	-	(3,820)	10,788
Leased Assets	25,457	3,163	-	-	(9,858)	18,762
Library Resources	7,922	1,915	-	-	(1,608)	8,229
Balance at 31 December 2018	91,404	211,112	-	-	(23,287)	279,229

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	290,184	(63,356)	226,828
Furniture and Equipment	150,645	(136,023)	14,622
Information and Communication Technology	103,818	(93,030)	10,788
Leased Assets	36,931	(18,169)	18,762
Library Resources	42,853	(34,624)	8,229
Balance at 31 December 2018	624,431	(345,202)	279,229

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	35,254	-	-	-	(4,347)	30,907
Furniture and Equipment	17,110	-	-	-	(3,403)	13,707
Information and Communication Technology	5,470	12,666	-	-	(4,726)	13,411
Leased Assets	19,420	17,075	(4,313)	-	(6,724)	25,457
Library Resources	7,901	1,598	-	-	(1,576)	7,922
Balance at 31 December 2017	85,155	31,339	(4,313)	-	(20,776)	91,404

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	89,960	(59,053)	30,907
Furniture and Equipment	157,282	(143,575)	13,707
Information and Communication Technology	118,958	(105,547)	13,411
Leased Assets	33,768	(8,311)	25,457
Library Resources	41,438	(33,516)	7,922
Balance at 31 December 2017	441,406	(350,002)	91,404



14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	12,162	4,920	4,920
Accruals	4,480	4,480	4,480
Employee Entitlements - salaries	47,615	42,715	42,715
	<u>64,257</u>	<u>52,115</u>	<u>52,115</u>
 Payables for Exchange Transactions	 64,257	 52,115	 52,115
	<u>64,257</u>	<u>52,115</u>	<u>52,115</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Other	3,855	-	2,949
	<u>3,855</u>	<u>-</u>	<u>2,949</u>

16. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	65,625	65,625	56,250
Increase/ (decrease) to the Provision During the Year	(13,725)	-	9,375
Provision at the End of the Year	<u>51,900</u>	<u>65,625</u>	<u>65,625</u>
Cyclical Maintenance - Current	-	55,125	55,125
Cyclical Maintenance - Term	51,900	10,500	10,500
	<u>51,900</u>	<u>65,625</u>	<u>65,625</u>



17. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	9,947	-	14,132
Later than One Year and no Later than Five Years	12,317	-	19,130
Later than Five Years	-	-	-
	<u>22,264</u>	<u>-</u>	<u>33,262</u>

18. 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 \$	BOT Contributions	Closing Balances \$
MLE Project	<i>completed</i>	178,709	142,838	(521,770)	200,223	-
Totals		<u>178,709</u>	<u>142,838</u>	<u>(521,770)</u>	<u>200,223</u>	<u>-</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
MLE Project	<i>in progress</i>	195,593	-	(16,884)	-	178,709
Totals		<u>195,593</u>	<u>-</u>	<u>(16,884)</u>	<u>-</u>	<u>178,709</u>

19. 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.



20. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	2,910	2,910
Full-time equivalent members	0.08	0.12
<i>Leadership Team</i>		
Remuneration	290,226	272,635
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	293,136	275,545
Total full-time equivalent personnel	3.08	3.12

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

Principal

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

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

Other Employees

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

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

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

21. Contingencies

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



22. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has not entered into any contract agreements for capital works as.

(Capital commitments at 31 December 2017: \$178,709)

(b) Operating Commitments

As at 31 December 2018 the Board has not entered into any contracts.

	2018 Actual \$	2017 Actual \$
No later than One Year	-	66
Later than One Year and No Later than Five Years	-	-
	<u>-</u>	<u>66</u>

23. Managing Capital

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

24. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	110,727	97,435	53,108
Receivables	56,203	56,136	56,136
Investments - Term Deposits	289,487	616,052	616,052
Total Loans and Receivables	<u>456,417</u>	<u>769,623</u>	<u>725,296</u>

Financial liabilities measured at amortised cost

Payables	64,257	52,115	52,115
Finance Leases	19,439	25,601	25,601
Total Financial Liabilities Measured at Amortised Cost	<u>83,696</u>	<u>77,716</u>	<u>77,716</u>

25. Events After Balance Date

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





Opoho School 2018 Analysis of Variance



School Name:	Opoho School	School Number:	3790
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Strategic Aim:	Develop confident, life-long learners and be at the heart of the community.
Annual Aim:	<p>All children make at least one year's progress in reading, writing and mathematics to achieve at or beyond the expected level;</p> <p>Consistently apply the principles and philosophy of 'Play is the Way' in all classes as the primary behaviour education programme.</p> <p>To accelerate the achievement of a group of students at each year level (Year 2 & 5) who are yet to achieve the expected level in accordance with the NZ Curriculum in Reading and Writing to be achieving at least at 'Below' or 'At' the expected level.</p> <p>To provide enrichment & extension for a group of students at each year level (Year 4 - 6) who are working above the expected level in mathematics.</p>
Target:	Accelerate the achievement in all students in reading, and especially of groups of students at each year level who were not achieving at the expected level at the end of 2017.
Baseline Data:	<p>At the end of 2017 21% of students were working towards the expected level in reading; 27% in writing and 14.5% in mathematics.</p> <p>For reading, at the commencement of 2018 this included: 12 Year One students; 7 Year Two student; 6 Year Three students; 4 Year Four students; 1 Year Five students and 3 Year Six students</p>

Actions: <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Reading: All students participated in assessment tasks to identify specific areas of need related to literacy learning specific to reading.</p> <p>An analysis of data showed that some students appeared to need additional learning about phonics to support word analysis for decoding. Target groups were identified for additional support.</p> <p>An analysis of a number of phonics programmes had taken place at the start of 2017 – Agility with Sounds was implemented.</p> <p>Two programmes were selected to implement with specific groups of children.</p> <p>Professional learning about a new programme was undertaken by the relevant teachers and curriculum support personnel;</p> <p>Additional materials were purchased to enable the implementation of the phonics programmes in class as well as a withdrawal option.</p>	<p>Overall 91% of students made at least one year or more than one year’s progress (89% in 2017).</p> <p>27% of students made accelerated progress; 64% made expected progress and 9% made progress although not one year’s progress.</p> <p>Made accelerated progress: (B=Boy; G=Girl) At Year 6 - 4B; 5G At Year 5 – 1B; 0G At Year 4 – 4B; 4G At Year 3 – 5B; 3G At Year 2 – 6B; 6G At Year 1 – 1B; 0G</p> <p>92% 12/13 Maori students are working at or above the expected level (5/13 students made 1 years progress and 7/13 accelerated progress)</p> <p>50% 1/2 Pacifika students working at or above the expected level (2/2 students made 1 years progress or accelerated progress)</p> <p>50% 4/8 Asian students are working at or above the expected level</p>	<p>The Agility with Sounds (AWS) phonics programme includes structured teaching, word fluency cards, a ‘word chain’ app and AWS related texts. Considerable teacher, curriculum support personnel time, RTLB learning support funding, principal time, community support; and an allocation from the school’s SE grant for resources was applied to implement the programme.</p> <p>Some families sought training to support the programme at home.</p> <p>3 students (Y4, 5, 6) had a structured programme ‘Quick 60’ (resource from RTLit; funding from RTLB Learning support fund & school’s SE grant) to provide daily additional adult support to administer the programme in collaboration with the teacher.</p> <p>An online digital library ‘EPIC’ proved particularly popular with students, and teachers partly attribute high engagement in reading to the student agency afforded students to access ‘interest’ material for their reading work through this resource.</p> <p>Other resources utilised included: Rainbow Reading series;</p>	<p>The ‘Daily 5 Model’ of practice is to be implemented in all Year 4 – 6 classes in 2019.</p> <p>The importance of student agency as a means to increase engagement will also be maintained as critical for learning programmes.</p> <p>Professional learning for teachers new to ‘Daily 5’ and the AWS programme continues.</p> <p>The AWS programme and ensuring reading mileage is maintained for those learners striving to achieve at the expected level requires a high level of teacher or teacher aide interaction. Seeking adequate funding to maintain the level of support required will be ongoing.</p> <p>After undertaking a teaching inquiry related to using the Soryl Phonics programme in 2017 and additional professional learning opportunities undertaken by junior class teachers, its continued use is advocated in all junior classes.</p> <p>Additional individual instruction will be available for a minimum of four</p>

<p>New learning resources were purchased or borrowed to support reading programmes (RTLit: RTLB services; COEC).</p> <p>Support was sought from the RTLB service in the form of expert advice and /or learning support funding.</p>	<p>(8/8 students made 1 years progress or accelerated progress)</p> <p>Seven students (5B; 2G) participated in the Reading Recovery programme. 5/7 students made expected progress. 2/5 students will continue with the programme in 2019.</p> <p>Of the 11 Y1 students not at the expected level at the end of 2017, 6 progressed to be working at the expected level by the end of 2018.</p> <p>For a number of Y4 & 5 students, a relatively new phonics programme (Agility with Sounds [AWS]) was implemented.</p> <p>6 Year 4 students and 1 Year 5 students participated in the programme.</p> <p>3 Year 4 students progressed from L1 – to near the end of L2; 1 from L1 – to starting L3.</p> <p>2 progressed from L1 – to nearly the end of L3;</p> <p>1 Year 5 students from L2 to working in L3.</p>	<p>Fast Forward series ‘Toxic’ series Sunshine Online Classics</p> <p>The Y4 & 5 teacher utilised the outcomes of specific 2017 teaching inquiries and applied these during 2018. The relevant applications influenced teaching and learning in literacy using the ‘Daily 5 Model’ of practice (Boushey & Moser) a literacy structure that teaches independence and skills to foster a love of, and competencies in reading and writing;</p> <p>The phonics based programme ‘Agility with Sounds’ was implemented for a group of Year 4 & 5 students;</p> <p>Anecdotally, teachers note that some students are more confident about problem solving unknown words in reading and writing work, and this is evident in the analysis of probe reading assessments.</p> <p>The lack of progress for a few students is puzzling despite the individualised support each has had, although for some there are likely reasons that are documented.</p> <p>Teachers have hunches about why some students have not progressed as expected however with such a small</p>	<p>students during 2019 using the Reading recovery programme.</p> <p>Additional evaluation of reading programmes will be undertaken to determine the best intervention for those students not progressing as expected.</p> <p>Student progress will be monitored more frequently for those children not progressing as expected, and relevant interventions introduced as resources permit.</p>
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	<p>In the junior classes, the Yolanda Soryl phonics programme was implemented for all students. 'Early Words' component (of the Yolanda Soryl programme) was implemented for target children when resources (additional teaching time) were available.</p> <p>All students made gains, completing Early Words Level 1 or Level 2 as appropriate to the level of the student.</p>	<p>cohort these details may compromise the privacy of individual students so this information is available from the principal for the board and ERO as required.</p> <p>Various reading apps, increased reading resources both online and hard copy versions have been implemented to support learning in literary,</p> <p>Many online resources used in the junior classes are also available in hard copy.</p>	
<p>Writing: 2017 End of year National Standards data identified 26% of students not working at the expected level in writing;</p> <p>10 year 1 students</p>	<p>Overall for 2018, 74% of students achieved at or beyond the expected level; 11% of students made accelerated progress;</p>	<p>Teachers utilized a variety of tools to support all students, and particularly those who needed additional support in writing.</p>	<p>As in reading, the importance of student agency as a means to increase engagement will be maintained as critical for learning in the writing dimensions of literacy.</p>

<p>10 year 2 students 4 year 3 students 3 year 4 students; 4 year 5 students; 2 year 6 students</p>	<p>26% made progress although did not make one year's progress.</p> <p>77% 10/13 Maori students are working at or above the expected level</p> <p>50% 1/2 Pacifica students working at or above the expected level</p> <p>63% 5/8 Asian students are working at or above the expected level.</p> <p>The target groups for 2018 included some new students to Opoho School and new assessment data identified the following groups for additional attention to develop writing skills at or above the expected level in accordance with the NZC: 8 y2 students 10 y3 students 8 y4 students 2 y5 students 8 y6 students</p> <p>61% of the target group (y2-6) progressed to working at or above the expected level 5/8 y2 students; 7/10 y3 students; 3/8 y4 students; 1/2 year 5 students; 6/8 y6 students.</p> <p>17% made accelerated progress.</p>	<p>Storybird, Pobble 365, Wild Self, Clicker Docs, are some of the online tools used to engage and motivate students.</p> <p>Links were made between learning in reading to support learning in writing – for example Agility with Sounds.</p> <p>Voice to text apps proved valuable for students that have creative ideas for writing, yet find the mechanics of writing challenging.</p> <p>Teachers accessed up-to-date research and resources to support programmes – as an example http://success-for-boys.tki.org.nz/; “Mechanically Inclined” J Anderson; “I’ve Got Something to Say” G Loane; “The Writing Book” Sheena Cameron.</p> <p>Exemplars of writing or a ‘writing train’ (in junior classes) provided students with a tool to independently and collaboratively evaluate their work and set goals to improve their writing. Some teachers identified this as a significant element in building student agency and motivation.</p> <p>Anecdotal evidence suggests that engagement was higher to writing tasks when students were able to select the topic, so providing opportunities for this to occur were readily offered.</p>	<p>Agility with Sounds and Soryl Phonics programmes will be used to develop the knowledge of words to support learning in writing.</p> <p>The focus to using learning in science as a context for developing writing skills continues in 2019 (Refer 2017 – 2019 PLD Inquiry to lift student achievement in National Priority Areas) as teachers become more proficient at analyzing and interpreting data in science/writing).</p> <p>End of year assessment data and beginning of the year data will be used to identify target groups. Specific interventions will be developed in accordance with individual needs and available resources.</p> <p>Monitor closely those students who participate in withdrawal or in-class intervention groups and provide ongoing maintenance to sustain gains.</p> <p>e-asTtle will continue to be used as a useful assessment tool with related support materials for teachers to use.</p> <p>The school has sought to engage with MOE professional learning</p>
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		<p>Science as a context for writing is being used to strengthen specific skills in writing and the school is in the midst of a 2 year PLD teaching inquiry to improve teaching and learning in science and writing; and with a particular focus to raising the rate of progress for those students that have made less-than-expected progress to date.</p> <p>As in reading, there are a range of possible reasons why some students have not progressed as expected however with such a small cohort these details may compromise the privacy of individual students so this information is available from the principal for the board and ERO as required.</p>	<p>related to the Learning Progression Framework (LPF) and the Progress and Consistency Tool (PaCT) in 2019.</p>
<p>Mathematics: All students participated in a range of assessment tasks to identify specific areas of need related to numeracy and target groups were identified for additional in-class support.</p> <p>1 year 2 student, 4 y3 students, 5 year 4 students; 5 year 5 students and 5 year 6 students were identified as below or well below the expected level.</p>	<p>88% of students made at least one year's progress.</p> <p>Overall 16% of students made accelerated progress; 72% made expected progress (one year's progress) 12% did not make one year's progress.</p> <p>Of the 20 target students: 13 made 1 year's progress and 1 made accelerated progress. All y6 students made at least one year's progress.</p>	<p>A range of actions are identified as impacting the positive result in mathematics achievement: A strong lead teacher of mathematics provided regular updates about learning in mathematics and participated in professional learning through Stanford University (Jo Boaler), Bobbie Hunter M.I.C 360; Regular workshops for teachers were provided by the lead teacher to share learning about teaching mathematics; Using mixed ability groups 95% of the time;</p>	<p>More professional learning is planned about implementing mixed ability groups to facilitate learning in mathematics;</p> <p>Regular workshops will be provided by the lead teacher; New teachers will be supported to implement mixed ability groups, Talk Moves, and Mathematical mindset principles;</p> <p>Maths ladders will continue to be used to identify strengths and areas for development for individual</p>

<p>15 students (Year 4 - 6) working above the expected level in National Standards in mathematics were offered the opportunity to participate in Mathematics Achievement Challenges (MAC badges), Young Australian Maths Enrichment Programme and /or the Otago University Mathematics Department Problem Solving programme.</p> <p>Some students wanted to be challenged more in their mathematics learning.</p>	<p>Students participated in a survey aimed at evaluating interest levels, areas of particular interest in maths and how challenged students felt about their learning in mathematics.</p> <p>Students were registered to participate in the achievement challenges in areas of personal interest.</p> <p>Students worked to complete a total of 6 Investigations from the 11 'interest investigations available. Students were offered time and support to complete investigations and these needed to be "signed off" by the teacher. Badges and certificates were awarded on completion of the challenges, and were presented at school assemblies.</p> <p>7 children completed participation in the Otago University Mathematics Department Problem Solving</p>	<p>Facilitating rich mathematical problems based around big ideas; Continuing to embed 'Talk Moves' in all classes; Using a structured basic facts programme in all classes; Continuing to promote 'maths mindset' culture and attitudes; Teachers promoting a collaborative problem-solving culture to foster rich mathematical conversations. Using 'Maths Ladders' as an independent individualised learning tool.</p> <p>Ability to select topics of interest appealed to most learners although some found that specific personal preferences were not available.</p> <p>A number of students completed the problem solving programme, and on occasions accuracy was sacrificed for completing the problems quickly although this was evident for fewer students in 2018.</p> <p>One student gained a distinction in the Australian Maths Enrichment programme.</p>	<p>students, and as a tool for learning; Whānau value the structure of maths ladders for learning links (Learning Links is Opoho School's Home/School strategy)</p> <p>Parents and caregivers will be supported to understand the principles of the way learning in mathematics is facilitated at Opoho School.</p> <p>The structured basic facts programme implemented by the Lead Teacher (as part of a teaching inquiry) will be promoted for all classes.</p> <p>Extension opportunities for able learners will be provided by participating in the Mathematics Achievement challenges; Otago University Problem Solving programme; Math-o-lon competition provided by Numberworks (Otago) ePro8Challenge competition;</p> <p>Evaluate the need to make an application to Te Aho o Te Kura Pounamu (The Correspondence School) for either individual students or a group of students.</p>
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	<p>programme. All students found the work particularly challenging and did persevere to the tasks increased as time went by.</p> <p>At the end of the programme, 100% of the students felt very or highly challenged by the extension work. Some were keen to take on even more complex challenges as their work this year had further increased their confidence. Some acknowledged that complex problems take more time and multiple resolutions and strategies are valid. Perseverance to tasks seemed to have increased.</p>		
<p>Play is the Way</p> <p>Since 2016, student behaviour has been monitored with regard to three relevant indicators identified in the key competencies section of a student's achievement profile and an analysis was undertaken to offer a comparison between the end of 2016 with 2017, and 2017 and the end of 2018.</p> <p>At the end of 2017, approximately 12% of students often needed additional and disproportionate support to sustain positive social interactions, participate harmoniously in organized or free play, and/or</p>	<p>At the end of 2017, 12% of Year 2-6 students were identified as needing additional and disproportionate support to sustain positive social interactions, participate harmoniously in organized or free play, and/or collaborative learning tasks when things do not go as the most prefer.</p> <p>At the end of 2018, 21% of all Y2-6 students (27/124) had demonstrated some improvement in one or more of the key indicators.</p>	<p>All teachers at the school participated in the Play is the Way (PITW) training with programme director Wilson McCaskill either prior to 2018 or during 2018.</p> <p>In-school coaching offered teachers support to implement the programme.</p> <p>All teachers had the two manuals outlining the philosophy of PITW and the structured collaborative games.</p> <p>In-school professional learning aligned the PITW language with the school's behaviour plan, its restorative approach to approaching social conflict and PB4L goals.</p>	<p>The programme will continue to be used for its impact and effect to develop key competencies;</p> <p>3 – 4 sessions for all classes will be scheduled each week;</p> <p>Teachers new to the school and the programme will be offered PLD;</p> <p>Wilson McCaskill (Director) will work with all teachers in a mentoring role (as he did for junior class teachers in 2018 and senior class teachers in 2017);</p> <p>Student development with regard to critical key indicators of managing self will be monitored;</p>

<p>collaborative learning tasks when things do not go as the most prefer. This was a reduction from the 20% of students in this category at the end of 2016.</p>	<p>Of the 12% (end of 2017) 8/12 students made significant progress in their ability to sustain positive social interactions, participate harmoniously in organized and free play, or to work collaboratively, constructively and productively in learning tasks.</p> <p>Teachers had refined the rubric used to analyse the behaviours identified for action to ensure continuity across the levels within the school. The task also deepened the knowledge and understanding of the school goals for new teachers.</p> <p>Although not an exact science, the analysis of behaviour provides an indicator that more students were relating to peers in a more acceptable way, working more collaboratively than previously and taking greater responsibility for their own actions.</p> <p>The plan of action from 2017 was continued and strengthened with professional learning, commitment to implement the programme regularly, replenish resources and also gain student voice as an additional reflection tool.</p> <p>Student voice was added to the portfolio of reflections at the end of 2018. Insights included:</p>	<p>PITW sessions were planned for a minimum of 4 times per week for all classes.</p> <p>Teachers had the opportunity to be mentored by the Director of the P.I.T.W programme. Teachers taught lessons, were given feedback and were able to observe the expert working with children.</p> <p>Parents were encouraged to attend an information evening offered by the Director.</p> <p>Readings and reflections are provided in the school newsletter to offer information and suggestions to parents to advance continuity between home/school.</p>	<p>Analysis of student behaviour (PB4L) will continue.</p>
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	<p>Play is the Way..... Helps build teamwork and having a positive mental attitude; It develops trust, being competitive and is fun; It gives strategies for learning and builds communication skills; It's fun, challenging and needs teamwork; You can use it in everyday life; Makes me think of good strategies; It stretches your brain; You learn to be confident working with others; You learn to cooperate and work under pressure; It requires you to work together to complete the games;</p> <p>These and other student reflections endorse the value of the programme for the learning within the key competencies [the soft skills] that underpin all learning and living.</p>		
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General Information:

Opoho School is a Year 1 – 6 primary school. Most families live in the neighbourhood although some come from surrounding areas and other parts of Dunedin.

The number of students at the school at the end of 2018 was 170.

Gender representation: 43 % female and 57% male students;

Ethnic representation: 77% Pakeha / European 18% Maori and Pasifika 5% Asian

Year level distribution (at end of the year) NE – 14; Year 1 – 27; Year 2 – 24; Year 3 – 33; Year 4 – 31; Year 5 – 17; Year 6 – 24

There were seven full time classes.

Curriculum Support personnel provided assistance for students at all class levels. Additional curriculum support personnel hours were added during the year to support new entrants who have specific learning and/or behaviour needs, some of who needed support to keep safe in the school environment.

Special Needs Students:

Where individual privacy is not compromised, achievement for students identified with special needs is included in school-wide data. In progressive curriculum reports throughout the year to the Board of Trustees, the same criteria applies.

Individual learning programmes are developed for students needing additional learning support to access the curriculum. These are developed in collaboration with parents, guardians and caregivers, support personnel from Ministry of Education Learning Support team, relevant experts (e.g: Speech Language therapist, occupational therapist, music therapist, educational psychologists) and teachers, and when relevant, students.

A minimum of two meetings are held each year although more may occur as required.

Kiwisport Report:

80% of Year 2 – 6 students participated in organised sport (school teams). In 2018 the school received Kiwisport funding of \$2004 (\$1846 in 2017 & \$1780 in 2016). The funding was expended on sports equipment, coaching of teams and providing various programmes for students in years 3, 4, 5 & 6.

School goals included:

Teaching children a range of sporting skills through physical education programmes;

Facilitating team sports for netball, hockey, miniball, tee-ball, touch and futsal. The school fielded eight futsal teams for the spring season – a significant percentage of children for a relatively small school;

Engaging sports players and/or facilitators to introduce alternative sports to children e.g. through Discovery Time and the aquatics programme (during 2018 opportunities were in diving, life saving, snorkling, survival skills, raft building & kayaking), orienteering, rippa-rugby, mini marathon, golf, and football);

Providing opportunities for Opoho School teams to participate and compete in primary school tournaments/competitions (during 2018 opportunities were in athletics, cross country, cricket, table tennis, football, golf, netball, tennis and hockey).



Acknowledgements:

Opoho School Parent Teacher Association

Bendigo Valley Sports and Charity Foundation

Otago University College of Education

Canterbury University College of Education

Lion Foundation

Dunedin City Council Parks and Recreation Services

Opoho Presbyterian Church (use of hall)

Otago Community Trust

Football South

Life Education Trust

Toimata Foundation (Enviroschools)

Sport Otago & SPARC

Ministry of Social Development

Opoho SCHOOL
KIWISPORT
2018

Students participated in organised sport. In 2018 the school received Kiwisport funding of \$2004.00 (2018) The funding was spent on sports equipment, coaching of teams and providing a Aquatics Program for years 5 & 6.

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Opoho School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe Horwath, 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 Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 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 23 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 of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The

Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities 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, Kiwisport Report and the Board of Trustee listing but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Philip Sinclair

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Opoho School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe Horwath, 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 Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 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 23 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 of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The

Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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



Philip Sinclair

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