

FOXTON SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 2359

Principal: Tiwana Hibbs

School Address: 5 Park Street, Foxton

School Postal Address: Park Street, Foxton, 4814

School Phone: 06 363 8269

School Email: office@foxton.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/Expired
Terry Hapi	Chairperson	Elected	Cultural Advisor/Health Promotor	Jun 2022
Tiwana Hibbs	Principal	ex Officio		
Ani Skipper	Principal	ex Officio		
Tania Huxtable	Parent Rep	Elected	ECE Teacher Aid	Jun 2022
Vanessa Timutimu	Parent Rep	Elected	Cook	Jun 2022
Troy O'Carroll	Parent Rep	Elected	Unemployed	Jun 2022
Amber Ching	Parent Rep	Elected	Part time T/A	Jun 2022
Jeannie Barnett	Staff Rep	Elected	Teacher Aid	Jun 2022

Accountant / Service Provider: Education Services Ltd



FOXTON SCHOOL

Annual Report - For the year ended 31 December 2019

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Foxton School

Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Terry Whakataki Hapi
Full Name of Board Chairperson

Tiwana Hibbs
Full Name of Principal

[Signature]
Signature of Board Chairperson

[Signature]
Signature of Principal

15 May 2020
Date:

15 May 2020
Date:

Foxton School
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	906,514	858,546	898,902
Locally Raised Funds	3	26,554	15,950	37,901
Interest income		627	700	715
		<hr/>	<hr/>	<hr/>
		933,695	875,196	937,518
Expenses				
Locally Raised Funds	3	14,632	8,900	22,179
Learning Resources	4	595,522	541,796	590,095
Administration	5	115,464	124,850	109,866
Finance		480	250	251
Property	6	186,344	184,062	167,842
Depreciation	7	20,586	17,090	24,216
Loss on Disposal of Property, Plant and Equipment		2,954	-	-
		<hr/>	<hr/>	<hr/>
		935,982	876,948	914,449
Net Surplus / (Deficit) for the year		(2,287)	(1,752)	23,069
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(2,287)	(1,752)	23,069

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



Foxton School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>232,301</u>	<u>204,983</u>	<u>206,978</u>
Total comprehensive revenue and expense for the year		(2,287)	(1,752)	23,069
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		5,545	-	2,254
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	21	<u>235,559</u>	<u>203,231</u>	<u>232,301</u>
Retained Earnings		235,559	203,231	232,301
Equity at 31 December		<u>235,559</u>	<u>203,231</u>	<u>232,301</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Foxton School
Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	288,855	149,179	257,780
Accounts Receivable	9	27,602	60,864	37,363
GST Receivable		1,784	469	3,344
Prepayments		4,036	3,691	4,436
Inventories	10	393	352	1,008
		<u>322,670</u>	<u>214,555</u>	<u>303,931</u>
Current Liabilities				
Accounts Payable	12	47,977	54,781	52,229
Provision for Cyclical Maintenance	13	85,500	-	95,823
Finance Lease Liability - Current Portion	14	3,785	3,163	7,110
		<u>137,262</u>	<u>57,944</u>	<u>155,162</u>
Working Capital Surplus/(Deficit)		185,408	156,611	148,769
Non-current Assets				
Property, Plant and Equipment	11	86,943	60,082	94,730
		<u>86,943</u>	<u>60,082</u>	<u>94,730</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	29,884	13,462	2,560
Finance Lease Liability	14	6,908	-	8,638
		<u>36,792</u>	<u>13,462</u>	<u>11,198</u>
Net Assets		<u><u>235,559</u></u>	<u><u>203,231</u></u>	<u><u>232,301</u></u>
Equity		<u><u>235,559</u></u>	<u><u>203,231</u></u>	<u><u>232,301</u></u>

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



Foxton School
Statement of Cash Flows
For the year ended 31 December 2019

	2019	2019	2018
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	268,324	291,000	306,253
Locally Raised Funds	28,788	11,450	34,987
Goods and Services Tax (net)	1,560	-	(2,875)
Payments to Employees	(175,567)	(164,400)	(195,816)
Payments to Suppliers	(78,135)	(166,478)	(100,554)
Cyclical Maintenance Payments in the year	-	(24,000)	-
Interest Paid	(480)	(250)	(251)
Interest Received	636	700	714
Net cash from Operating Activities	45,126	(51,978)	42,458
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(14,282)	-	(12,849)
Net cash from Investing Activities	(14,282)	-	(12,849)
Cash flows from Financing Activities			
Furniture and Equipment Grant	5,545	-	2,254
Finance Lease Payments	(5,314)	(6,768)	(5,219)
Funds Held for Capital Works Projects	-	-	23,211
Net cash from Financing Activities	231	(6,768)	20,246
Net increase/(decrease) in cash and cash equivalents	31,075	(58,746)	49,855
Cash and cash equivalents at the beginning of the year	8	257,780	207,925
Cash and cash equivalents at the end of the year	8	288,855	149,179

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



Foxton School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 25.

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 11.

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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



j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$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.

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

Depreciation

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	18-40 years
Building Improvements	10 years
Furniture and Equipment	4-5 years
Information and Communication	4 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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



o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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



u) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

v) Goods and Services Tax (GST)

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

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	229,558	250,000	241,252
Teachers' Salaries Grants	430,317	428,246	460,184
Use of Land and Buildings Grants	145,631	140,162	136,017
Resource Teachers Learning and Behaviour Grants	329	2,500	1,383
Other MoE Grants	100,679	37,638	57,906
Other Government Grants	-	-	2,160
	<u>906,514</u>	<u>858,546</u>	<u>898,902</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	897	500	840
Bequests & Grants	409	4,000	9,837
Activities	489	1,800	1,503
Trading	852	1,000	881
Fundraising	9,509	1,750	13,900
Other Revenue	14,398	6,900	10,940
	<u>26,554</u>	<u>15,950</u>	<u>37,901</u>
Expenses			
Activities	2,079	4,000	3,445
Trading	1,900	1,000	404
Fundraising (Costs of Raising Funds)	9,513	3,500	13,588
Other Locally Raised Funds Expenditure	1,140	400	4,742
	<u>14,632</u>	<u>8,900</u>	<u>22,179</u>
<i>Surplus for the year Locally raised funds</i>	<u>11,922</u>	<u>7,050</u>	<u>15,722</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	13,971	23,050	13,275
Library Resources	100	300	124
Employee Benefits - Salaries	576,758	507,846	573,769
Staff Development	2,059	6,800	1,041
General	868	1,000	1,086
Ict	1,766	2,800	800
	<u>595,522</u>	<u>541,796</u>	<u>590,095</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,924	4,000	3,810
Board of Trustees Fees	3,720	4,050	3,075
Board of Trustees Expenses	3,656	6,750	3,266
Communication	3,976	5,500	5,246
Consumables	1,553	4,300	1,612
Operating Lease	-	1,500	1,336
Other	6,075	6,450	4,459
Employee Benefits - Salaries	82,112	82,300	76,460
Insurance	4,508	4,000	4,662
Service Providers, Contractors and Consultancy	5,940	6,000	5,940
	<u>115,464</u>	<u>124,850</u>	<u>109,866</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	4,748	5,950	6,072
Cyclical Maintenance Expense	17,001	12,500	3,067
Grounds	3,088	3,400	2,359
Heat, Light and Water	8,419	10,250	11,817
Rates	1,470	1,500	1,360
Repairs and Maintenance	4,062	7,800	5,823
Use of Land and Buildings	145,631	140,162	136,017
Security	1,925	2,500	1,327
	<u>186,344</u>	<u>184,062</u>	<u>167,842</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.

7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings	1,309	924	1,309
Building Improvements	729	514	729
Furniture and Equipment	6,329	5,951	8,433
Information and Communication Technology	4,634	5,240	7,425
Leased Assets	7,567	4,436	6,285
Library Resources	18	25	35
	<u>20,586</u>	<u>17,090</u>	<u>24,216</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	21	-	(5)
Bank Current Account	153,210	104,688	122,701
Bank Call Account	112,145	22,007	112,051
Short-term Bank Deposits	23,479	22,484	23,033
Cash equivalents for Cash Flow Statement	<u>288,855</u>	<u>149,179</u>	<u>257,780</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	-	2,234
Banking Staffing Underuse	-	32,634	-
Interest Receivable	28	36	37
Teacher Salaries Grant Receivable	27,574	28,194	35,092
	<u>27,602</u>	<u>60,864</u>	<u>37,363</u>
Receivables from Exchange Transactions	28	36	2,271
Receivables from Non-Exchange Transactions	27,574	60,828	35,092
	<u>27,602</u>	<u>60,864</u>	<u>37,363</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery Account	393	352	1,008
	<u>393</u>	<u>352</u>	<u>1,008</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Buildings	39,050	-	-	-	(1,309)	37,741
Building Improvements	3,532	-	-	-	(729)	2,803
Furniture and Equipment	28,594	11,331	-	-	(6,329)	33,596
Information and Communication Tech	4,396	2,951	-	-	(4,634)	2,713
Leased Assets	19,141	7,264	(8,748)	-	(7,567)	10,090
Library Resources	18	-	-	-	(18)	-
Balance at 31 December 2019	<u>94,731</u>	<u>21,546</u>	<u>(8,748)</u>	<u>-</u>	<u>(20,586)</u>	<u>86,943</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Buildings	66,265	(28,524)	37,741
Building Improvements	7,290	(4,487)	2,803
Furniture and Equipment	313,788	(280,192)	33,596
Information and Communication	148,624	(145,911)	2,713
Leased Assets	31,995	(21,905)	10,090
Library Resources	36,792	(36,792)	-
Balance at 31 December 2019	<u>604,754</u>	<u>(517,811)</u>	<u>86,943</u>



11. Property, Plant and Equipment - continued

2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	40,359	-	-	-	(1,309)	39,050
Building Improvements	4,261	-	-	-	(729)	3,532
Furniture and Equipment	23,498	13,528	-	-	(8,433)	28,593
Information and Communication Tech	11,821	-	-	-	(7,425)	4,396
Leased Assets	18,679	6,747	-	-	(6,285)	19,141
Library Resources	53	-	-	-	(35)	18
Balance at 31 December 2018	98,671	20,275	-	-	(24,216)	94,730

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	66,265	(27,215)	39,050
Building Improvements	7,290	(3,758)	3,532
Furniture and Equipment	302,457	(273,864)	28,593
Information and Communication	145,673	(141,277)	4,396
Leased Assets	49,559	(30,418)	19,141
Library Resources	36,792	(36,774)	18
Balance at 31 December 2018	608,036	(513,306)	94,730

12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	12,992	9,743	7,466
Accruals	3,335	4,640	3,238
Banking Staffing Overuse	-	-	5,335
Employee Entitlements - Salaries	27,574	28,194	35,092
Employee Entitlements - Leave Accrual	4,076	12,204	1,098
	47,977	54,781	52,229
Payables for Exchange Transactions	47,977	54,781	46,894
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	5,335
	47,977	54,781	52,229

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	98,383	962	95,316
Increase to the Provision During the Year	17,001	12,500	3,067
Provision at the End of the Year	115,384	13,462	98,383
Cyclical Maintenance - Current	85,500	-	95,823
Cyclical Maintenance - Term	29,884	13,462	2,560
	115,384	13,462	98,383

14. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	4,100	3,163	7,110
Later than One Year and no Later than Five Years	8,114	-	8,638
	<u>12,214</u>	<u>3,163</u>	<u>15,748</u>

15. Funds Held (Owed) for Capital Works Projects

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

2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Totals	-	-	-	-	-

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Rusty Pole Removal <i>completed</i>	-	8,660	8,660	-	-
Floor Covering Replacement -Block 1 <i>completed</i>	-	11,190	11,190	-	-
Totals	-	<u>19,850</u>	<u>19,850</u>	-	-

16. 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.



17. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,720	3,075
Full-time equivalent members	0.10	0.05
<i>Leadership Team</i>		
Remuneration	157,405	207,736
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	161,125	210,811
Total full-time equivalent personnel	2.10	2.05

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
<i>Principal A</i>		
Salary and Other Payments	30 - 40	110 - 120
Benefits and Other Emoluments	0 - 1	3 - 4
Termination Benefits	-	-
<i>Principal B</i>		
Salary and Other Payments	30 - 40	-
Benefits and Other Emoluments	0 - 1	-
Termination Benefits	-	-

Other Employees

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

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

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

18. 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 member, 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:

	2019 Actual	2018 Actual
Total	-	\$1,000
Number of People	-	1



19. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

21. Managing Capital

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

22. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	288,855	149,179	257,780
Receivables	27,602	60,864	37,363
Total Financial assets measured at amortised cost	<u>316,457</u>	<u>210,043</u>	<u>295,143</u>

Financial liabilities measured at amortised cost

Payables	47,977	54,781	52,229
Finance Leases	10,693	3,163	15,748
Total Financial Liabilities Measured at Amortised Cost	<u>58,670</u>	<u>57,944</u>	<u>67,977</u>

23. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

25. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 8 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 9 Investments:

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

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Foxton School (the School). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expenses, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 15 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 23 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

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 Board of Trustee schedule included under the School Directory page and the Analysis of Variance, and Kiwisport statement included as an appendices, 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.



David Fraser
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Foxton Primary School Analysis of Variance 2019

School Name:	Foxton Primary School	School Number:	2359
Strategic Aim:	The needs of every learner are identified and every learner is supported and motivated to achieve success in literacy, numeracy, te reo and across all other curriculum areas so that they achieve curriculum expectations or beyond, and realize their own unique potential.		
Annual Aim:	Create a senior Rumaki Class – Year 5-8		
Target:	<p>Literacy for the Rumaki (22 students)</p> <p>Panui All the rumaki (2018) students (4) who are below will be at or above the level</p> <p>Tuhi All the rumaki (2018) students (1) who are well below will be at the appropriate level</p>		
Baseline Data:	<p>Panui At the end of 2018 45% of students were at or above expected levels for maths. 12 of our 22 students were not at expected levels (three of these were well below).</p> <p>Tuhi At the end of 2018 59% of students were at or above expected levels for maths. 9 of our 22 students were not at expected levels (one of these were well below).</p> <p>Analysis of the bilingual classes showed that 3 of these identified students were 'between two or three years' at school, five were 'between Y4 & Y5' students and twenty-three were 'between Y5-Y8' students, which some moved on to secondary school. The rumaki class showed that 5 of these identified students were 'between Y1-8' students.</p> <p>Areas of need in numeracy for target students were as follows:</p> <ul style="list-style-type: none"> • Addition & subtraction • Multiplication & division • Proportions & ratios 		

Foxton Primary School Analysis of Variance 2019

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>We continued with our normal cycle and setting targets and goals. With two new kaiako and one new PRT we had quite a load of new assessment tools and teaching programmes to impart and get them up to date with this,</p> <p>A continued focus on maths with our PLD support from Shannon Dryden.</p> <p>Our continued collaborative style of planning, assessing and reviewing continued and this helped support the new kaiako, however in some ways we felt like we were starting over because of having to train new kaiako.</p> <p>Implementation plans were created and inserted in a teacher handbook as a guideline</p> <p>In school PLD on effective practise for teaching numeracy (D.P Elaine Dyason)</p> <p>In class support provided for two classes, a trained teacher help set up and implement numeracy rotations</p> <p>The senior leadership team worked alongside staff to provide support with the</p>	<p>Twenty-four target students remained in 2019. Students received support, in one or more of the following ways</p> <ul style="list-style-type: none"> • Specialist teacher - 2 • Teacher Aide – 3 <p>7/24 (29%) of our target students are now at the expected level. 12/24 (50%) students are only 1 sub level away from being at the expected level, 5/24 (21%) students are well below.</p> <p>Year 6-8: 13 target students began the year as below. 6 (60%) students are now at the expected level, shifting 2 sublevels, 4 students are still below but only 1 sub-level below now, however there are 3 students well below (at least 2 sub-levels below)</p> <p>Year 4-5: 2 target students began the year as below. They have not shifted and are still below but only 1 sub-level below now.</p> <p>Year 1-3: 4 target students began the year as below. They have not shifted and are still below but only 1 sub-level below now.</p>	<p>Target students were identified for each area and a varying degree of success was the outcome. Sometimes it depended on the student, their individual circumstances and also the kaiako and their capabilities to move them on. Where a student and their whanau helped to increase their learning progress this was successful. The other noticeable element was the kaiako who sustained a guided learning programme on a daily basis - these students improved.</p>	<p>Teachers need to be very aware of the specific needs of target students in their classroom, differentiating practices and monitoring their progress closely. A list of targeted students is a required by all teachers in term one and time will be allocated during in-school P.L.D Tuesdays to complete individual learning programmes for these students. Details of the specific numeracy needs of the Year 8 students who did not meet the required levels were sent to their 2020 secondary schools and 'at risk' students considered to be not making sufficient progress were referred to the school special needs register where external support will be requested. We will continue to work with strength-based teaching in maths and organise classroom timetables that enable classes to be combined and share resources, both human and physical. We have two new staff members who will need to be refreshed with the numeracy progression stages and resources, so in-school PLD (Tuesdays) time will have to be allocated early in term one. We also lose our pangarau lead teacher for study leave in 2020, so we need to</p>

Foxton Primary School Analysis of Variance 2019

delivery of their numeracy programme and helped analyse data collected to identify progressions and next learning steps

Our pangarau lead teacher identified that some teachers didn't have sufficient content knowledge and were restricted to teach at certain curriculum levels or stages in numeracy. The senior leadership decided to look at strength-based teaching and classrooms were combined, e.g. the rumaki classes worked together for pangarau sessions. This helped the new teachers as they could observe and trial new learning with the support of the pangarau lead teacher. Shifting teachers and teacher aides also provide good support and helped develop teacher confidence.

Rumaki Year 1-8:

5 target students began the year as below. 1 (60%) student is now at the expected level, shifting 2 sublevels, 2 students are still below but only 1 sub-level below now, however there are 2 students well below (at least 2 sub-levels below)

appoint another teacher to provide the mentoring support and monitor that effective practice is occurring in classrooms.

We have allocated \$750 in the 2020 budget for purchasing numeracy resources and \$1000 for staff PLD.

Planning for next year:

The board will continue to address the targets that were not achieved by including the following aims and targets for 2020:

- The needs of every learner are identified and every learner is supported and motivated to achieve success in literacy, numeracy, te reo and across all other curriculum areas so that they achieve curriculum expectations or beyond, and realize their own unique potential.
- Sustain effective practise to accelerate achievement in mathematics/numeracy
- Target groups will be based on 2019 data that showed students at all levels, gender and ethnicity that are working below their curriculum or stage progression level.

Kiwi Sport Funding 2019

In 2019 we received a grant of \$1,031.62, this was used to help fund these areas:

1. Facilitating Kiwi Netball tournament that we organised for all schools in our area
2. Promote fundamental skills in Ripper Rugby, Soccer, Basketball and Netball
3. Purchased equipment required for our sports coaches
4. New sports equipment for all classes
5. Swimming lessons

The funding does not cover all these areas and at times we need to apply for grants to help pay for the majority of the needs, however the Kiwi sport fund is of great value and we appreciate receiving this, and will use the funds for all sport's needs.