

THE CATLINS AREA SCHOOL



FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

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394

THE CATLINS AREA SCHOOL

Financial Statements - For the year ended 31 December 2017

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The Catlins Area School

Statement of Responsibility

For the year ended 31 December 2017

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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Grant Bradfield.
Full Name of Board Chairperson

S.J. Bradfield
Signature of Board Chairperson

30/5/2018.
Date:

KATE STANIFORD
Full Name of Principal

[Signature]
Signature of Principal

30/5/2018
Date:

The Catlins Area School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,951,854	1,281,795	1,963,922
Locally Raised Funds	3	99,386	52,580	80,553
Interest Earned		4,162	-	1,335
Gain on Sale of Property, Plant and Equipment		-	-	275
International Students	4	-	-	25,379
		<u>2,055,402</u>	<u>1,334,375</u>	<u>2,071,464</u>
Expenses				
Locally Raised Funds	3	32,164	25,570	36,748
International Students	4	-	-	16,180
Learning Resources	5	1,363,559	848,035	1,304,586
Administration	6	116,104	126,807	117,656
Property	7	422,077	300,733	467,551
Depreciation	8	74,704	39,986	74,768
Transport		25	-	2,255
		<u>2,008,633</u>	<u>1,341,131</u>	<u>2,019,724</u>
Net Surplus / (Deficit)		46,769	(6,756)	51,740
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>46,769</u>	<u>(6,756)</u>	<u>51,740</u>

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

The Catlins Area School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>556,767</u>	<u>556,767</u>	<u>478,927</u>
Total comprehensive revenue and expense for the year	46,769	(6,756)	51,740
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	11,174
Contribution - SNUP	-	-	16,926
Equity at 31 December	<u>603,536</u>	<u>550,011</u>	<u>556,767</u>
Retained Earnings	603,536	550,111	556,767
Equity at 31 December	<u>603,536</u>	<u>550,111</u>	<u>556,767</u>

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

The Catlins Area School
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	169,554	163,579	137,949
Accounts Receivable	10	117,907	91,184	91,184
GST Receivable		7,934	7,591	7,591
Prepayments		1,587	585	585
Investments	11	125,266	-	-
		<u>422,248</u>	<u>262,939</u>	<u>237,309</u>
Current Liabilities				
Accounts Payable	13	156,256	93,621	93,621
Borrowings - Due in one year	14	-	16,036	16,036
Revenue Received in Advance	15	89	-	-
Provision for Cyclical Maintenance	16	7,273	42,950	42,950
Finance Lease Liability - Current Portion		24,312	24,209	24,209
Funds held for Capital Works Projects	18	65,269	-	-
		<u>253,199</u>	<u>176,815</u>	<u>176,815</u>
Working Capital Surplus/(Deficit)		169,049	86,124	60,494
Non-current Assets				
Property, Plant and Equipment	12	499,353	498,154	530,540
		<u>499,353</u>	<u>498,154</u>	<u>530,540</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	54,911	-	-
Finance Lease Liability		9,955	34,267	34,267
		<u>64,866</u>	<u>34,267</u>	<u>34,267</u>
Net Assets		<u>603,536</u>	<u>550,011</u>	<u>556,767</u>
Equity		<u>603,536</u>	<u>550,011</u>	<u>556,767</u>

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

The Catlins Area School
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		559,851	442,378	507,489
Locally Raised Funds		100,357	52,580	82,451
International Students		-	-	22,666
Goods and Services Tax (net)		(343)	-	(4,442)
Payments to Employees		(261,437)	(226,551)	(249,039)
Payments to Suppliers		(218,430)	(231,177)	(257,048)
Cyclical Maintenance Payments in the Year		(8,000)	(4,000)	-
Interest Received		3,366	-	1,335
Net cash from / (to) the Operating Activities		175,364	33,230	103,412
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	1,427
Purchase of PPE (and Intangibles)		(43,517)	(7,600)	(34,213)
Purchase of Investments		(125,266)	-	2,200
Net cash from / (to) the Investing Activities		(168,783)	(7,600)	(30,586)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	28,100
Finance Lease Payments		(24,209)	-	(23,885)
Loans Received/ Repayment of Loans		(16,036)	-	(16,037)
Funds Held for Capital Works Projects		65,269	-	-
Net cash from Financing Activities		25,024	-	(11,822)
		31,605	25,630	61,004
Net increase/(decrease) in cash and cash equivalents		31,605	25,630	61,004
Cash and cash equivalents at the beginning of the year	9	137,949	137,949	76,945
Cash and cash equivalents at the end of the year	9	169,554	163,579	137,949

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 omitted.

The Catlins Area School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

1.1. Reporting Entity

The Catlins Area 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.

1.2. Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. 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.

1.8. 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.

1.9. 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 under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

1.10. Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	10–40 years
Furniture and equipment	10–15 years
Information and communication technology	5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3-4 years
Library resources	12.5% Diminishing value

1.11. 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.

1.12. 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.

1.13. Employment 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

1.14. Revenue Received in Advance

Revenue received in advance relates to fees received from international, hostel 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.

1.15. 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).

1.16. 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.

1.17. Borrowings

Borrowings are recognised at the amount borrowed. 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 the balance date.

1.18. 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.

1.19. Budget Figures

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

1.20. 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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	419,351	360,423	386,706
Teachers' salaries grants	1,135,207	666,331	1,117,969
Use of Land and Buildings grants	260,466	173,086	336,116
Other MoE Grants	136,830	81,955	123,131
	<u>1,951,854</u>	<u>1,281,795</u>	<u>1,963,922</u>

3. Locally Raised Funds

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	29,076	13,020	15,620
Other revenue	29,501	13,650	25,316
Trading	3,123	1,010	4,157
Activities	34,080	22,900	31,610
Curriculum Recoveries	3,606	2,000	3,851
	<u>99,386</u>	<u>52,580</u>	<u>80,553</u>
Expenses			
Activities	30,719	25,100	35,737
Trading	1,445	470	1,011
	<u>32,164</u>	<u>25,570</u>	<u>36,748</u>
Surplus for the year Locally raised funds	<u>67,222</u>	<u>27,010</u>	<u>43,805</u>

4. International Student Revenue and Expenses

	2017	2017	2016
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	0	0	4
	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International student fees	-	-	25,379
Expenses			
Other Expenses	-	-	16,180
	<u>-</u>	<u>-</u>	<u>16,180</u>
Surplus for the year International Students	<u>-</u>	<u>-</u>	<u>9,200</u>

5. Learning Resources

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	67,438	63,152	70,047
Library resources	268	1,360	403
Employee benefits - salaries	1,290,716	774,523	1,221,062
Staff development	5,137	9,000	13,054
	<u>1,363,559</u>	<u>848,035</u>	<u>1,304,566</u>

6. Administration

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,138	3,000	3,092
Board of Trustees Fees	4,400	4,000	3,810
Board of Trustees Expenses	7,341	2,000	14,193
Communication	11,135	4,000	4,116
Consumables	6,948	29,450	5,295
Operating Lease	3,347	1,500	3,219
Other	12,929	10,857	12,089
Employee Benefits - Salaries	52,275	53,500	54,258
Insurance	7,611	8,500	8,273
Service Providers, Contractors and Consultancy	6,980	10,000	9,311
	<u>116,104</u>	<u>126,807</u>	<u>117,656</u>

7. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,509	3,000	3,187
Cyclical Maintenance Provision	27,234	4,000	3,905
Grounds	21,366	10,400	8,136
Heat, Light and Water	33,835	30,000	33,231
Rates	6,425	5,688	6,065
Repairs and Maintenance	7,089	7,700	7,911
Use of Land and Buildings	260,466	173,086	336,116
Security	1,206	2,000	2,284
Employee Benefits - Salaries	59,947	64,859	66,716
	<u>422,077</u>	<u>300,733</u>	<u>467,551</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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 of Property, Plant and Equipment:

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Building Improvements	16,093	9,000	16,231
Furniture and Equipment	18,538	10,000	20,830
Information and Communication Technology	11,404	5,000	8,461
Motor Vehicles	3,774	5,000	5,067
Leased Assets	24,237	10,000	23,966
Library Resources	658	986	213
	<u>74,704</u>	<u>39,986</u>	<u>74,768</u>

9. Cash and Cash Equivalents:

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Current Account	84,369	163,579	131,522
Bank Call Account	185	-	6,427
Short-term Bank Deposits	85,000	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>169,554</u>	<u>163,579</u>	<u>137,949</u>

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

Of the \$169,554 Cash and Cash Equivalents, \$65,269 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	-	882	882
Receivables from the Ministry of Education	21,965	25,635	25,635
Interest Receivable	796	-	-
Teacher Salaries Grant Receivable	95,146	64,667	64,667
	<u>117,907</u>	<u>91,184</u>	<u>91,184</u>
Receivables from Exchange Transactions	796	882	882
Receivables from Non-Exchange Transactions	117,111	90,302	90,302
	<u>117,907</u>	<u>91,184</u>	<u>91,184</u>

11. Investments

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	125,266	-	-

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	367,538	-	-	-	(16,093)	351,445
Furniture and Equipment	66,342	2,717	-	-	(18,538)	50,521
Information and Communication	33,261	37,027	-	-	(11,404)	58,884
Motor Vehicles	3,899	-	-	-	(3,774)	125
Leased Assets	58,009	-	-	-	(24,237)	33,772
Library Resources	1,491	3,773	-	-	(858)	4,606
Balance at 31 December 2017	530,540	43,517	-	-	(74,704)	499,353

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	515,154	(163,709)	351,445
Furniture and Equipment	413,028	(362,507)	50,521
Information and Communication	434,652	(375,768)	58,884
Motor Vehicles	63,710	(63,585)	125
Leased Assets	95,871	(62,099)	33,772
Library Resources	76,673	(72,067)	4,606
Balance at 31 December 2017	1,599,088	(1,099,735)	499,353

The net carrying value of equipment held under a finance lease is \$33,772 (2016: \$58,009)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building Improvements	383,769	-	-	-	(16,231)	367,538
Furniture and Equipment	81,892	5,280	-	-	(20,830)	66,342
Information and Communication	14,488	27,234	-	-	(8,461)	33,261
Motor Vehicles	18,094	-	(9,128)	-	(5,067)	3,899
Leased Assets	78,744	3,231	-	-	(23,966)	58,009
Library Resources	166	1,899	(161)	-	(213)	1,491
Balance at 31 December 2016	577,153	37,444	(9,289)	-	(74,768)	530,540

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building Improvements	515,154	(147,616)	367,538
Furniture and Equipment	410,311	(343,968)	66,342
Information and Communication	397,625	(364,365)	33,261
Motor Vehicles	63,710	(59,811)	3,899
Leased Assets	95,871	(37,862)	58,009
Library Resources	72,900	(71,409)	1,491
Balance at 31 December 2016	1,555,570	(1,025,030)	530,540

13. Accounts Payable

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	33,605	11,306	11,306
Accruals	7,119	3,556	3,556
Employee Entitlements - salaries	101,760	65,959	65,959
Employee Entitlements - leave accrual	13,772	12,800	12,800
	<u>156,256</u>	<u>93,621</u>	<u>93,621</u>
Payables for Exchange Transactions	156,256	93,621	93,621
	<u>156,256</u>	<u>93,621</u>	<u>93,621</u>

The carrying value of payables approximates their fair value.

14. Borrowings

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Due in One Year	-	16,036	16,036
Due Beyond One Year	-	-	-
	<u>-</u>	<u>16,036</u>	<u>16,036</u>

The school has borrowings at 31 December 2017 of \$nil (31 December 2016 \$16,036). This loan was from the Ministry of Education for the purpose of meeting the school's salary obligations in June 2015. The loan is unsecured and interest free.

15. Revenue Received in Advance

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Other	89	-	-
	<u>89</u>	<u>-</u>	<u>-</u>

16. Provision for Cyclical Maintenance

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	42,950	42,950	39,045
Increase to the Provision During the Year	27,234	4,000	3,905
Use of the Provision During the Year	(8,000)	(4,000)	-
Provision at the End of the Year	<u>62,184</u>	<u>42,950</u>	<u>42,950</u>
Cyclical Maintenance - Current	7,273	42,950	42,950
Cyclical Maintenance - Term	54,911	-	-
	<u>62,184</u>	<u>42,950</u>	<u>42,950</u>

17. Finance Lease Liability

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

	2017 Actual	2017 Budget (Unaudited)	2016 Actual
No Later than One Year	\$ 24,410	\$ 24,209	\$ 24,209
Later than One Year and no Later than Five Years	14,884	34,267	34,267
Later than Five Years	-	-	-
	<u>39,294</u>	<u>58,476</u>	<u>58,476</u>

18. Funds Held for Capital Works

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

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Boiler Project	<i>In progress</i>	-	28,094	28,094	-	-
Special Needs Upgrade	<i>In progress</i>	-	85,029	19,760	-	65,269
Totals		-	113,123	47,854	-	65,269

Represented by:

Funds Held on Behalf of the Ministry of Education

65,269

65,269

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, and Deputy Principal.

	2017 Actual \$	2016 Actual \$
Board Members		
Remuneration	4,400	3,810
Full-time equivalent members	0.26	0.26
Leadership Team		
Remuneration	118,068	112,797
Full-time equivalent members	1.04	1.00
Total key management personnel remuneration	122,468	116,607
Total full-time equivalent personnel	1.30	1.26

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:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110-120
Benefits and Other Emoluments	3 - 4	3-4
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
110 - 120	1	-
100 - 110	-	-
	1	-

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

31. 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:

	2017 Actual \$	2016 Actual \$
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

23. Commitments

(a) Capital Commitments

As at 31 December 2017 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

(a) operating lease of Laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	1,673	3,347
Later than One Year and No Later than Five Years	-	1,673
Later than Five Years	-	-
	<u>1,673</u>	<u>5,020</u>

24. 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.

25. Financial Instruments

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

Loans and Receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	169,554	163,579	137,949
Receivables	117,907	91,184	91,184
Investments - Term Deposits	125,266	-	-
Total Cash and Receivables	<u>412,727</u>	<u>254,763</u>	<u>229,133</u>

Financial liabilities measured at amortised cost

Payables	156,256	93,621	93,621
Borrowings - Loans	-	16,036	16,036
Finance Leases	34,267	58,476	58,476
Total Financial Liabilities Measured at Amortised Cost	<u>190,523</u>	<u>168,132</u>	<u>168,132</u>

26. Events After Balance Date

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



The Catlins Area School

Te Kura Taumata O Catlins | To be the best you can be

2017-2018 Board of Trustees Members – The Catlins Area School

Chair – Grant Bradfield – finishes May 2019

Treasurer – Theo Janssen – finishes May 2019

Secretary and Staff Rep – Carolyn Bopp – finishes May 2019

Principal – Kate Staniford

Student Representative

- 2017 – Lauren Martin – finished 12/17
- 2018 – Logan Bird – finishes 12/18

Parent Representatives

- Stuart Affleck – finishes May 2019
- Steven Clarke – finishes May 2019
- Andrew Jackson – finishes May 2019

The Catlins Area School
Te Kura Taumata O Catlins

1 Stuart Street OWAKA 9525 South Otago

Phone: 03 415 8036 | Web: www.catlins.school.nz | Principal: Kate Staniford | Email: team@catlins.school.nz

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The Catlins Area School

Te Kura Taumata O Catlins | To be the best you can be

2-2b

22 7.5.18

AKH
29/5/18
29/1/18

29/03/2018

Kiwisport Statement 2017

The Kiwisport income was received in 4 quarterly instalments, at two different levels.

	Term 1	Term 2	Term 3	Term 4	Total
Years 1-8	\$207.76	\$207.77	\$207.77	\$224.25	\$847.55
Years 9-13	\$196.63	\$196.63	\$202.60	\$208.56	\$804.42

The combined total of \$1651.97 was used to support the wages of the Sports Co-ordinator and to fund various activities.

As a result of this investment the following was achieved:

- South West Otago Sport's Activator Programme
- Southern Area School Tournament
- School organised 'Splash and Dash' Activity
- School wide Athletics and Swimming Sports
- Organisation and participation in local events such as Triathlon, Ripa Rugby, Netball, Soccer.


29/03/2018

K. Staniford

Principal

The Catlins Area School

The Catlins Area School
Te Kura Taumata O Catlins
1 Stuart Street OHAKA 9535 South Otago

Phone: 03 415 8036 | Web: www.catlins.school.nz | Principal: Kate Staniford | Email: learn@catlins.school.nz



School Name	The Catlins Area School	School Number	0394
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Please note:

I am submitting this Analysis of Variance as the new Principal of The Catlins Area School. I inherited the 2017 Charter with its Aims, Targets and Goals in place. In the original document the overall direction is unclear, and the aims/targets disparate and not easy to monitor. The data collected to support the 2016 Analysis of Variance is inaccurate and cannot be supported by raw data. Staff did not have clarity around the contents of the Charter.

In the following report, I have done my best to report against the targets. This is not easy as some of the baseline data states 'a targeted group', but the school holds no record of which students were targeted. The implication in one target is that students in the 2016 Year 8 cohort should be tracked as a 'targeted group' in 2017 as Year 9 students. Of course, this is impossible as National Standards do not extend to Year 9.

Since my arrival, I have collected and recorded data from all stakeholders and have completed an entire re-write of the Charter to match the current Student, Community, BoT and Teacher needs. The 2018 Baseline data is clear and trackable.

Please accept this Analysis of Variance in the knowledge that changes have been made for the future to ensure the accuracy of data and clarity of strategic direction and goals.

Strategic Aim	<ul style="list-style-type: none"> Establish a coherent pathway of learning for Years 0-13 in reviewed curriculum documents, aligning to 2015 curriculum review To lift achievement in Science through an enhanced Junior Science programme, to improve writing through Science against National Standards by 10% To strengthen Māoritanga in the school by increasing the opportunities for Māori students through more effective practice as measured by the achievement of Māori students. Integrate Values and Key Competencies from reviewed school curriculum through student participation. Embed school mentorship programme to build relationships between the Juniors and the rest of the school.
Annual Aim	<ul style="list-style-type: none"> To improve writing through Science against the National Standards by 10% Integrate Values and Key Competencies into the school curriculum through student participation. To strengthen Māoritanga in the school by increasing the opportunities for Māori students through more effective practice as measured by the achievement of Māori students. Create and implement an IT procurement plan to resource the school appropriately.

Target	<ul style="list-style-type: none"> • Junior School – To continue to raise the percentage of boys in Years 1-6 achieving At or Above their appropriate level against National Standards • Middle School – To move 50% of the Year 8 students who are At in writing to Above • Senior School – 100% of the targeted Year 13 students will achieve the writing standard at Level 3 and 70% of Year 11 students will achieve at least one of the writing standards at Level 1.
Baseline Data	<ul style="list-style-type: none"> • Junior School Baseline – 85.9% of Year 1-6 students (no disaggregated data for boys) were At or Above the National Standard for Writing at the end of 2016. At the end of 2017, 73% of all Year 1-6 students were At or Above the National Standard for Writing. I am assuming the target written by the previous principal relates to writing as per the aim, but this is not explicitly stated in the target. I have not been able to disaggregate for boys, so tried to compare to 'all', however the cohort has changed over time with student changes and the 2016 Y1-6 is the 2017 Y2-7. Please also consider that many Year 1 students would not have National Standards data depending on their enrolment. In addition to this we changed our moderation process for accuracy. Therefore, target as stated cannot be stated as 'Met', because the data is impossible to compare. • Middle School Baseline – 4 of the 6 students in Year 8 were At the National Standard in December 2016. The target would involve 2 students moving from At to Above during the course of Year 9. National Standards are not present for Year 9. In addition to the target being impossible to quantify, it should also be noted that a shift of 2 students would not be a significant goal to track student progress. At the end of 2017, the Year 9 cohort consisted of 4 students, two of whom I would consider to be at the correct curriculum level for writing, two would be considered below. All except one has made tracked, measureable curriculum progress throughout the year, one [redacted] has targeted intervention planned with the MoE Behavioural Team in 2018. Therefore, target as stated cannot be stated as 'Met', because the data is impossible to compare. • Senior School Baseline – at the start of 2017 none of the Year 13 students had attained any Level 3 English Standards and none of the Year 11 students had attained any Level 1 English Standards. The school holds no records of who the targeted Year 13 students were, I can only assume that the two students in Year 13 [redacted] who were enrolled for an achievement standard course were the targeted students. Both students passed internal and external assessments in English. As the specific standard is not stated and the students not identified, I cannot say whether the intended standard was attained by the targeted students. With the Year 11 students, there are no Level 1 standards specifically tagged to Writing, just Literacy. Reading and Writing tagged standards only appear at Level 2. Of the Year 11 students completing the 2017 year, 80% attained NCEA Level 1 Literacy by Achievement Standard. Therefore, target as stated cannot be stated as 'Met', because the data is impossible to compare. <p>N.B. I do not know how these targets relate specifically to the aims in a strategic manner and have had difficulty in linking them. Therefore I am reporting specifically against the targets.</p>

Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>Junior School</p> <ul style="list-style-type: none"> Implemented new strategy around accurate cross moderation Engaged with the CoL and started Writing PD with Rosemary Smith Used new Maths Curriculum Embedded and improved Te Kotahitanga style lesson observations as part of the new appraisal system for staff Reviewed the values and developed The TCAS Way <p>Middle School</p> <ul style="list-style-type: none"> Surveyed students with NZCER Implemented new behaviour management plan Engaged with the CoL and started Writing PD with Rosemary Smith Used new Maths Curriculum Embedded and improved Te Kotahitanga style lesson observations as part of the new appraisal system for staff 	<p>Junior School</p> <p>At the end of 2017, 73% of all Year 1-6 students were At or Above the National Standard for Writing. I am assuming the target written by the previous principal relates to writing as per the aim, but this is not explicitly stated in the target. I have not been able to disaggregate for boys, so tried to compare to 'all', however the cohort has changed over time with student changes and the 2016 Y1-6 is the 2017 Y2-7. Please also consider that many Year 1 students would not have National Standards data depending on their enrolment. In addition to this we changed our moderation process for accuracy. Therefore, target as stated cannot be stated as 'Met', because the data is impossible to compare.</p> <p>Middle School</p> <p>4 of the 6 students in Year 8 were At the National Standard in December 2016. The target would involve 2 students moving from At to Above during the course of Year 9. National Standards are not present for Year 9. In addition to the target being impossible to quantify, it should also be noted that a shift of 2 students would not be a significant</p>	<p>The junior target had been set up to fail, the key staff member who brought the funding and time allocation took maternity leave for the year and therefore we did not have the PD opportunities. I'm not sure how the informing data was generated or its reliability. I decided that a focus on clarity within our moderation systems and seeking parity outside of the school was more important than continuing to inflate the results.</p> <p>The middle school target addressed change in only two students, this could not be assessed because of students leaving, and the above-mentioned problems with the initial data chosen.</p> <p>The senior target did not specify the standards required and was inaccurate in the required description for Year 11. The English teacher had a heart attack, missed 2 terms of school and retired at the end of the year. The English programme was not delivered in a typical way which impeded normal student progress.</p> <p>We have worked with the CoL to identify our needs and have begun</p>	<p>A new Charter with specific, measureable targets has been developed. The review and consultation for the Charter took the form of assimilating evidence (where possible) from the 2016 AoV, NCEA and National Standards Reporting, Teacher and Student Surveys from NZCER, Parental in-home visits (which included over half of the parents of students who identify as Māori). The guiding documents which informed the analysis were: The 2017 Charter, The OECD Data in the document 'The Nature of Learning', The new Digital Technologies Curriculum Document, EROs School Evaluation Indicators, Kiwi Leadership for Principals, School Leadership that Works, Ka Hikitia, Core's Top Ten Trends.</p> <p>The new targets are:</p> <p>Years 11-13</p> <p>To increase NCEA certificate endorsement rates by at least 10% on average across the levels, by reducing the volume of credits offered and increasing the curriculum links to individual pathway outcomes.</p>

- Reviewed the values and developed The TCAS Way

Senior School

- Implemented and performed initial review of mentoring system and conferencing in Y10-12
- Used new Maths Curriculum
- Embedded and improved Te Kotahitanga style lesson observations as part of the new appraisal system for staff
- Reviewed the values and developed The TCAS Way
- Diversification of the senior curriculum offerings

goal to track student progress. At the end of 2017, the Year 9 cohort consisted of 4 students, two of whom I would consider to be at the correct curriculum level for writing, two would be considered below. All except one has made tracked, measureable curriculum progress throughout the year, one [redacted] has targeted intervention planned with the MoE Behavioural Team in 2018. Therefore, target as stated cannot be stated as 'Met', because the data is impossible to compare.

Senior School

The school holds no records of who the targeted Year 13 students were, I can only assume that the two students in Year 13 [redacted] who were enrolled for an achievement standard course were the targeted students. Both students passed internal and external assessments in English. As the specific standard is not stated and the students not identified, I cannot say whether the intended standard was attained by the targeted students. With the Year 11 students, there are no Level 1 standards specifically tagged to Writing, just Literacy. Reading and Writing tagged standards only appear at Level 2. Of the Year 11 students completing the 2017 year, 80% attained NCEA Level 1 Literacy

Writing PD, this progress is very slow, we've only had one session with Rosemary Smith so far this year, and this was to establish our current position.

Teacher appraisal now takes into account the need to feedback post-observation and to incorporate teacher inquiry to enhance learning opportunities. Appraisal continues to be linked to the Effective Teacher Profile.

Teachers and students have participated in NZCER surveys and strategic direction has been reassessed.

School values have been simplified in conjunction with community meetings and a reward system has been developed for implementation in 2018. A new behaviour management system has been developed by staff in the middle school to maximise learning time.

The new Maths Curriculum has been used for the first time, but not yet reviewed.

Seniors now have the ability to check and monitor NCEA progress independently and use this information in their mentoring sessions. Based on their feedback,

Years 1-10

To increase the percentage of students in years 1-10 at or above the correct curriculum level (as defined in the Learning Progressions) in Mathematics, by incorporating Science and Digital Technology Curriculum offerings which offer numerical opportunities. The Science opportunities will be supported by a Royal Society programme. The implementation of the Digital Technology Curriculum will be addressed with staff PD and 1:1 device integration.

Student engagement and school structures

To reduce the frequency of pastoral incidents across the school by incorporating PB4L instruction and rewards which relate to our school values.

To continue reducing the number of students falling below 80% attendance (and therefore being referred to Rock On).

by Achievement Standard. Therefore, target as stated cannot be stated as 'Met', because the data is impossible to compare.

options for senior subjects have been diversified by using NetNZ.

Planning for next year

2018 Targets:


- To increase NCEA certificate endorsement rates by at least 10% on average across the levels, by reducing the volume of credits offered and increasing the curriculum links to individual pathway outcomes.
- To increase the percentage of students in years 1-10 at or above the correct curriculum level (as defined in the Learning Progressions) in Mathematics, by incorporating Science and Digital Technology Curriculum offerings which offer numerical opportunities. The Science opportunities will be supported by a Royal Society programme. The implementation of the Digital Technology Curriculum will be addressed with staff PD and 1:1 device integration.
- To reduce the frequency of pastoral incidents across the school by incorporating PB4L instruction and rewards which relate to our school values and continue reducing the number of students falling below 80% attendance (and therefore being referred to Rock On).

Overall plan for 2018:

<p>Students' Learning</p>	<p>Improve outcomes for all students, particularly those identified with higher risk (e.g. Māori, SEN, etc).</p>	<ul style="list-style-type: none"> • Develop learner competency with digital technologies, digital fluency and digital citizenship • Review whether the previously developed curriculum are used and whether they should be reviewed/renewed • Use NetNZ to diversify senior curriculum
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Student Engagement	Incorporate PB4L across the school to increase student engagement.	<ul style="list-style-type: none"> • Maintain SEN register and identify specific needs and interventions • Teacher Inquiry • Create student leadership opportunities • PB4L incorporation, staff training in restorative practices • Incorporation of The TCAS Way • Build on mentoring from last year by increasing years involved and staff training
School Finance and Property	Operate within the annual grants. Begin work on the 10YPP once approved. Maintain our environment.	<ul style="list-style-type: none"> • Gain approval for 10YPP • Complete SEN upgrade • Develop cyclical maintenance plan
Personnel	Strengthen Senior Leadership Appraisal and Review Develop clear Job Descriptions	<ul style="list-style-type: none"> • Complete first round of teacher appraisal using new system and sign off (July) • Review with staff • Employ DP with clear JD
Health and Safety	Regularly review procedures and information, minimise risk across the school.	<ul style="list-style-type: none"> • Continue to review and develop systems • Staff training • Regular walk-throughs and review
Community	Investigate current situation regarding student wellbeing and create plan for future implementation.	<ul style="list-style-type: none"> • Survey staff, students and parents regarding wellbeing to assess situation • Obtain staff training • Capitalise on opportunities to participate in community activities

S J Bradford
 Co Bradford
 Board Chairman
 30/3/2019.


 K. Staniford
 Principal
 29/03/2019