

GOLDFIELDS SCHOOL (PAEROA)

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1726
Principal: Cameron McKenzie
School Address:
School Postal Address: Norwood Road, PAEROA, 3600
School Phone: 07 862 7172
School Email: accounts@gfs.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Daniel McGrath	Chairperson	Co-opted	May 2019
Michelle Jones	Chairperson	Resigned	Jun 2018
Jo Oliver-Clarke	Parent Rep	Resigned	Mar 2018
Lynne Matheson	Acting Principal	ex Officio	Dec 2018
Aimee Bartlett	Parent Rep	Co-opted	May 2019
Carsten Nopper	Parent Rep	Elected	May 2019
Anna Walters	Staff Rep	Resigned	Nov 2018
Putere Koia-Hamling	Staff Rep	Elected	Dec 2018

Accountant / Service Provider: Education Services Ltd

GOLDFIELDS SCHOOL (PAEROA)

Annual Report - For the year ended 31 December 2018

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Goldfields School (Paeroa)

Statement of Responsibility

For the year ended 31 December 2018

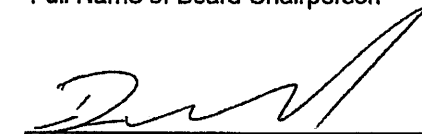
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.


The School's 2018 financial statements are authorised for issue by the Board.

DANIEL MCCRATH
Full Name of Board Chairperson


Signature of Board Chairperson

28.5.2019
Date:

CAMERON JOHN MCKENZIE
Full Name of Principal


Signature of Principal

28.5.2019
Date:

Goldfields School (Paeroa)
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	2,743,412	2,534,787	2,766,494
Locally Raised Funds	3	73,631	59,600	67,065
Interest Earned		6,465	4,000	4,914
		<u>2,823,508</u>	<u>2,598,387</u>	<u>2,838,473</u>
Expenses				
Locally Raised Funds	3	14,075	11,100	14,239
Learning Resources	4	2,245,811	2,083,279	2,253,684
Administration	5	92,817	121,415	106,327
Finance Costs		896	1,476	1,801
Property	6	372,282	263,441	381,838
Depreciation	7	109,478	116,192	101,883
Loss on Disposal of Property, Plant and Equipment		-	-	328
		<u>2,835,359</u>	<u>2,596,903</u>	<u>2,860,100</u>
Net Surplus / (Deficit)		(11,851)	1,484	(21,627)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(11,851)</u>	<u>1,484</u>	<u>(21,627)</u>

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



Goldfields School (Paeroa)
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>1,091,209</u>	<u>1,106,187</u>	<u>1,108,732</u>
Total comprehensive revenue and expense for the year	(11,851)	1,484	(21,627)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	4,104	-	4,104
Equity at 31 December	<u>1,083,462</u>	<u>1,107,671</u>	<u>1,091,209</u>
 Retained Earnings	 1,083,462	 1,107,671	 1,091,209
Equity at 31 December	<u>1,083,462</u>	<u>1,107,671</u>	<u>1,091,209</u>

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



Goldfields School (Paeroa)
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	227,861	(40,249)	282,591
Accounts Receivable	9	115,041	122,762	122,488
GST Receivable		3,830	22,406	7,957
Prepayments		714	1,177	270
Investments	10	50,000	-	-
		<u>397,446</u>	<u>106,096</u>	<u>413,306</u>
Current Liabilities				
Accounts Payable	12	109,273	95,223	154,211
Provision for Cyclical Maintenance	13	27,692	-	27,500
Finance Lease Liability - Current Portion	14	4,970	11,505	8,163
Funds held for Capital Works Projects	15	34,444	-	25,866
		<u>176,379</u>	<u>106,728</u>	<u>215,740</u>
Working Capital Surplus/(Deficit)		221,067	(632)	197,566
Non-current Assets				
Property, Plant and Equipment	11	894,899	1,142,033	928,470
		<u>894,899</u>	<u>1,142,033</u>	<u>928,470</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	31,765	32,221	29,118
Finance Lease Liability	14	739	1,509	5,709
		<u>32,504</u>	<u>33,730</u>	<u>34,827</u>
Net Assets		<u><u>1,083,462</u></u>	<u><u>1,107,671</u></u>	<u><u>1,091,209</u></u>
Equity		<u><u>1,083,462</u></u>	<u><u>1,107,671</u></u>	<u><u>1,091,209</u></u>

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



Goldfields School (Paeroa)
Statement of Cash Flows
For the year ended 31 December 2018

	2018	2018	2017
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Cash flows from Operating Activities			
Government Grants	1,085,500	1,118,624	1,158,142
Locally Raised Funds	72,300	69,700	66,761
Goods and Services Tax (net)	3,145	-	14,449
Payments to Employees	(720,298)	(89,343)	(81,541)
Payments to Suppliers	(382,702)	(1,167,316)	(1,010,027)
Cyclical Maintenance Payments in the year	-	(30,000)	-
Interest Paid	(896)	(1,476)	(1,801)
Interest Received	5,872	4,000	4,914
Net cash from / (to) the Operating Activities	62,921	(95,811)	150,897
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(75,907)	(178,500)	(107,585)
Purchase of Investments	(50,000)	-	-
Net cash from / (to) the Investing Activities	(125,907)	(178,500)	(107,585)
Cash flows from Financing Activities			
Furniture and Equipment Grant	4,104	-	4,104
Finance Lease Payments	(3,601)	(7,024)	(2,710)
Funds Held for Capital Works Projects	7,753	-	(3,201)
Net cash from Financing Activities	8,256	(7,024)	(1,807)
Net increase/(decrease) in cash and cash equivalents	(54,730)	(281,335)	41,505
Cash and cash equivalents at the beginning of the year	8 282,591	241,086	241,086
Cash and cash equivalents at the end of the year	8 227,861	(40,249)	282,591

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.



Goldfields School (Paeroa)
Notes to the Financial Statements
For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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



Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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 14.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

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

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	40 years
Furniture and Equipment	5-15 years
Information and Communication	5 years
Motor Vehicles	5 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 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.

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	270,057	276,624	273,887
Teachers' salaries grants	1,395,395	1,285,879	1,413,914
Use of Land and Buildings grants	253,715	150,148	251,598
Other MoE Grants	824,245	822,136	827,095
	2,743,412	2,534,787	2,766,494

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	18,969	15,000	25,601
Activities	11,493	18,600	20,822
Fundraising	43,169	26,000	20,642
	73,631	59,600	67,065
Expenses			
Activities	10,777	11,100	14,239
Fundraising costs	3,298	-	-
	14,075	11,100	14,239
<i>Surplus for the year Locally raised funds</i>	59,556	48,500	52,826

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	10,249	12,900	9,742
Library resources	51	500	57
Employee benefits - salaries	1,377,570	1,260,879	1,405,759
Staff development	27,709	25,000	27,463
Ors Funding	830,232	784,000	810,663
	2,245,811	2,083,279	2,253,684



5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	3,800	3,400	3,500
Board of Trustees Fees	1,385	1,000	880
Board of Trustees Expenses	2,807	5,000	3,894
Communication	4,867	5,950	5,922
Consumables	12,895	22,650	25,063
Operating Lease	3,139	14,500	3,661
Other	30,563	25,675	25,854
Employee Benefits - Salaries	10,271	14,600	14,973
Insurance	5,611	5,000	4,837
Service Providers, Contractors and Consultancy	5,873	6,640	5,640
IT and Funding Contractors	11,606	17,000	12,103
	92,817	121,415	106,327

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cyclical Maintenance Expense	2,839	5,600	8,424
Grounds	8,957	10,000	9,792
Heat, Light and Water	22,506	20,000	21,291
Rates	1,485	3,000	2,356
Repairs and Maintenance	11,547	5,450	15,942
Use of Land and Buildings	253,715	150,148	251,598
Security	1,797	500	3,899
Employee Benefits - Salaries	57,256	57,743	58,279
Transport	12,180	11,000	10,257
	372,282	263,441	381,838

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	7,662	8,738	7,662
Building Improvements	4,002	4,306	3,776
Furniture and Equipment	61,620	65,393	57,340
Information and Communication Technology	10,305	11,552	10,129
Motor Vehicles	18,219	13,495	11,833
Leased Assets	7,543	12,543	10,998
Library Resources	127	165	145
	109,478	116,192	101,883



8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	-	-	681
BNZ - Current Account	34,509	(258,512)	38,608
BNZ On Call A/c	114,436	212,251	215,602
BNZ Donations Account	78,916	6,012	27,700
Cash equivalents for Cash Flow Statement	<u>227,861</u>	<u>(40,249)</u>	<u>282,591</u>

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

Of the \$227,861 Cash and Cash Equivalents, \$36,351 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	1,835	1,678	350
Receivables from the Ministry of Education	32,706	52,381	8,154
Interest Receivable	593	-	-
Teacher Salaries Grant Receivable	80,107	68,703	113,984
	<u>115,041</u>	<u>122,762</u>	<u>122,488</u>
Receivables from Exchange Transactions	2,228	1,678	350
Receivables from Non-Exchange Transactions	112,813	121,084	122,138
	<u>115,041</u>	<u>122,762</u>	<u>122,488</u>

10. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	50,000	-	-



11. Property, Plant and Equipment

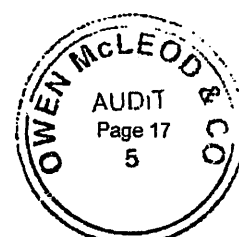
	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	246,214	-	-	-	(7,662)	238,552
Building Improvements	107,871	6,054	-	-	(4,002)	109,923
Furniture and Equipment	508,260	16,258	-	-	(61,620)	462,899
Information and Communication Tech:	17,841	13,814	-	-	(10,305)	21,350
Motor Vehicles	32,813	39,781	-	-	(18,219)	54,375
Leased Assets	14,452	-	-	-	(7,543)	6,909
Library Resources	1,019	-	-	-	(127)	891
Balance at 31 December 2018	928,470	75,907	-	-	(109,478)	894,899

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	306,473	(67,921)	238,552
Building Improvements	153,716	(43,793)	109,923
Furniture and Equipment	724,739	(261,840)	462,899
Information and Communication	100,602	(79,252)	21,350
Motor Vehicles	116,961	(62,586)	54,375
Leased Assets	38,027	(31,118)	6,909
Library Resources	17,108	(16,217)	891
Balance at 31 December 2018	1,457,626	(562,727)	894,899



2017	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	253,876	-	-	-	(7,662)	246,214
Building Improvements	109,939	1,708	-	-	(3,776)	107,871
Furniture and Equipment	460,979	104,948	(328)	-	(57,340)	508,260
Information and Communication Tech	27,971	-	-	-	(10,129)	17,841
Motor Vehicles	44,646	-	-	-	(11,833)	32,813
Leased Assets	19,350	6,100	-	-	(10,998)	14,452
Library Resources	1,164	-	-	-	(145)	1,019
Balance at 31 December 2017	917,925	112,756	(328)	-	(101,883)	928,470

2017	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	306,473	(60,259)	246,214
Building Improvements	147,662	(39,791)	107,871
Furniture and Equipment	708,481	(200,221)	508,260
Information and Communication	86,788	(68,947)	17,841
Motor Vehicles	77,180	(44,367)	32,813
Leased Assets	38,027	(23,575)	14,452
Library Resources	17,108	(16,089)	1,019
Balance at 31 December 2017	1,381,719	(453,249)	928,470



12. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	10,870	7,601	17,904
Accruals	3,800	3,910	3,500
Capital accruals for PPE items	-	-	-
Employee Entitlements - salaries	80,107	68,703	113,984
Employee Entitlements - leave accrual	14,496	15,009	18,823
	<u>109,273</u>	<u>95,223</u>	<u>154,211</u>
Payables for Exchange Transactions	109,273	95,223	154,211
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>109,273</u>	<u>95,223</u>	<u>154,211</u>

The carrying value of payables approximates their fair value.

13. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	56,618	26,621	51,471
Increase to the Provision During the Year	2,839	5,600	5,147
Provision at the End of the Year	<u>59,457</u>	<u>32,221</u>	<u>56,618</u>
Cyclical Maintenance - Current	27,692	-	27,500
Cyclical Maintenance - Term	31,765	32,221	29,118
	<u>59,457</u>	<u>32,221</u>	<u>56,618</u>

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:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	4,970	11,505	8,163
Later than One Year and no Later than Five Years	745	1,509	5,715
	<u>5,715</u>	<u>13,014</u>	<u>13,878</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:

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Accessible Toilet Upgrade	<i>in progress</i>	(4,047)	50,969	42,391	-	4,531
Miller Avenue Satellite	<i>in progress</i>	(1,907)	-	-	-	(1,907)
Base Renovations	<i>in progress</i>	25,946	-	-	-	25,946
Hoist Project	<i>in progress</i>	5,874	-	-	-	5,874
Totals		25,866	50,969	42,391	-	34,444

Represented by:

Funds Held on Behalf of the Ministry of Education	36,351
Funds Due from the Ministry of Education	(1,907)
Totals	34,444

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Accessible Toilet Upgrade	<i>in progress</i>	-	-	4,047	-	(4,047)
Miller Avenue Satellite	<i>in progress</i>	(1,907)	-	-	-	(1,907)
Base Renovations	<i>in progress</i>	25,946	-	-	-	25,946
Carpet Replacement Block J and I	<i>completed</i>	-	9,980	9,980	-	-
Hoist Project	<i>in progress</i>	5,853	21	-	-	5,874
Totals		29,892	10,001	14,027	-	25,866

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.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	1,385	880
Full-time equivalent members	0.06	0.03
<i>Leadership Team</i>		
Remuneration	293,424	310,613
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	294,809	311,493
Total full-time equivalent personnel	3.06	3.03

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
<i>Principal A</i>		
Salary and Other Payments	90 - 100	140 - 150
Benefits and Other Emoluments	2 - 3	4 - 5
Termination Benefits	-	-
<i>Principal B</i>		
Salary and Other Payments	-	-
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	1.00	-
	1.00	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:

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-

19. Contingencies

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

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, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

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

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	1,946
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>1,946</u>



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:

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	227,861	(40,249)	282,591
Receivables	115,041	122,762	122,488
Investments - Term Deposits	50,000	-	-
Total Loans and Receivables	392,902	82,513	405,079

Financial liabilities measured at amortised cost

Payables	109,273	95,223	154,211
Borrowings - Loans	-	-	-
Finance Leases	5,709	13,014	13,872
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	114,982	108,237	168,083

23. Events After Balance Date

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

24. Comparatives

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



Kiwisport 2018

Estimated Annual Entitlement

Kiwisport Y1 - Y8 \$ 547.96

Kiwisport Y9 - Y13 \$ 676.12

Prioritised spending of Kiwisport money for the 2018 financial year has been spent on updating some of our sports and hydrotherapy equipment. (Noodles, kick boards and visuals).

Also we have purchased some additional sporting equipment which include scooter boards, Gola Ball (Sensory for visually impaired) and a mini jumper.

All of the equipment purchased is used in the Physiotherapy and hydrotherapy sessions and a wide range of students utilise all of the equipment.

Our students also participate in a number of Special Olympic events such as swimming, athletics and soccer and the use of the funding has helped to develop further these students.

31 May 2019

The Board of Trustees
Goldfields School
Norwood Road
Paeroa 3600

Dear Sir/Madam

Audit Management Letter For The Year Ended 31 December 2018

1. Introduction

We have completed the audit of Goldfields School for the year ended 31 December 2018.

This letter provides a summary of:

- the audit scope
- the audit opinion
- the issues arising from the audit

You will appreciate that while our audit is carried out in accordance with the Auditor-General's auditing standards, it cannot, and should not, be relied upon to detect every instance of misstatement, fraud, irregularity or inefficiency.

The responsibility for public accountability and the implementation and monitoring of internal and management controls rests with management and the Board of Trustees.

2. Audit Scope

The audit aimed to:

- provide an audit opinion on whether the financial statements fairly reflect your school's reported financial results and financial position.
- assess and report on aspects of the school's financial management and controls.

3. Audit Opinion

We have issued our audit opinion on the financial statements for the year ended 31 December 2018 without any modification.

4. Going Concern Assumption

The financial statements were prepared on the basis that the school is a going concern. As required by the Office of the Auditor-General, we reviewed this assumption in terms of the criteria set out in the Auditing Standard ISA (NZ) 570. Based on the supporting evidence we concluded that the use of the going concern assumption was appropriate.

5. Issues Arising from Audit

Payroll Issues – Novopay System

The assurance work carried out centrally on behalf of the Auditor-General has found that the Novopay system places substantial reliance on schools to check the accuracy of their payroll. It is therefore important that the fortnightly transactions and expenditure reports are scrutinised thoroughly by people independent of the routine payroll processing in a timely manner. We found that appropriate controls were operating in your school except as noted below.

Assurance work relating to Novopay that is carried out centrally on behalf of the Auditor-General, hasn't identified any major anomalies for investigation. We have received confirmation from the Board that the people on the end of year payroll report were employed during the year, and the total shown against each person is substantially correct.

Payroll Changes

We noted the Novopay Smart Forms facility allows the payroll super users to process all payroll changes online; the changes include annual attestation, new appointments, change of hours/units etc. In most schools, the School administrator sends the forms online to Novopay without the Principal's documented approval. To strengthen controls in this area, we recommend that the forms be printed off and signed off as evidence of approval. Please check your procedures to ensure this is in place.

Cyclical Maintenance plan

As raised in prior years, the school the school needs to update their 10 year plan to ensure painting costs are included and figures are accurate based on the new build. We do note that the school is in the process of getting a new 10 year plan.

The Property Occupancy Document requires boards to prepare and annually review a 10 Year Property Plan (10YPP) that includes maintenance. We recommend that the cyclical maintenance plan is reviewed and approved every year by the Board by way of recording the approval in the minutes.

Capital Works

As raised with the school in prior years, the Capital Works balances need to be investigated and cleared out appropriately. We do note that the school is in discussions with the Ministry to try and reconcile the balances and work out if the money needs to be paid back to the ministry or whether the expenses have been incurred, but incorrectly coded.

Fixed assets

No review was completed of the fixed asset register to ensure that all items existed and were in working order. This needs to be done every year to ensure the asset register values are accurate and items are not being taken.

Internet banking policy

The school was unsure whether there was an up to date Internet Banking Policy in place. The school needs to ensure a policy is put in place and the signatories are correct, based on the recent changes in staffing at the school.

Invoice Approval

It was noted during our testing that some payment schedules are not signed to show they have been approved and individual invoices are also not signed to show they have been reviewed and approved. It is vital that all invoices are checked to ensure they are accurate, coding is correct and spending is valid.

Library Books

We are unable to obtain accurate information as to the number of books on hand at year end. The school needs to ensure a stock take is completed at year end and any books that are missing or disposed of are taken off the fixed asset register to ensure the value is accurate.

Board of Trustee minutes

There was no evidence of the Audited Accounts and SAAR report being approved in the BOT minutes. The school needs to ensure that the BOT are approving the audited accounts and Final SAAR report at the Board meeting and this is documented.

Annual leave

It was noted during our testing that your 52 week employees have excessive leave owing. The school need to ensure that employees are taking leave every year for health and safety reasons and the leave balance is reduced for financial reasons. A balance of less than 30 days at year end is advisable.

Asset Purchases

It was noted during our testing that the school purchased furniture and coded it to fixed assets, however the service provider has taken the minor purchases and put them to an expenditure code "minor asset purchases". Some of the items purchased are of similar nature i.e. chairs, tote trays, desks and should instead be grouped together and capitalised like the school initially did.

Publishing Annual Reports on-line

The Education Act 1989 requires you to publish your Annual Report on-line. Your Annual Report contains your audited annual financial statements including our audit opinion, analysis of variance, list of trustees and Kiwisport statement.

Making your Annual Report accessible to the school community is important for transparency and accountability. The expectation is that your Annual Report is published as soon as possible after your audit is completed, as the value of good accountability lessens over time. We note that your 2017 Annual Report was only in the process of being published after we reminded you as part of the 2018 audit. This does not allow for proper accountability to your community.

Please ensure that once your 2018 Annual Report is submitted to the Ministry it is also published on your website. If you do not have a website, you can contact the Ministry of Education at planning.reporting@education.govt.nz, who can publish it on your behalf on the Education Counts website.

Required Communications

As required by the Auditing Standards we affirm that:

- We have had no disagreements with management during our audit nor have we had any serious difficulties in dealing with management.
- We have not identified any instances of fraud involving senior management or any other frauds that have caused material misstatement in the financial statements.
- We have not noted any significant risks or exposures that are required to be separately disclosed in the financial statements.
- We are also required to advise you of any uncorrected misstatements. There are none to report.

We reaffirm we are independent of your organisation, and that we have no relationship with your organisation that impairs our independence.

6. Conclusion

We remind the school to submit a single PDF file of your annual report, including audited financial statements and required signatures to the Ministry of Education via the Ministry's [School Data Portal \(external link\)](#). These audited accounts must be minuted at your next Board of Trustees meeting.

Please advise us in due course of the actions you propose to take in relation to the matters raised in this letter.

We wish to acknowledge the friendly assistance provided by the school staff during the audit. If there is any further information you require, please do not hesitate to contact me.

Yours faithfully
OWEN McLEOD & CO



Richard Owen

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Goldfields School (the School). The Auditor-General has appointed me, R K Owen, using the staff and resources of Owen McLeod & Co, 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 22, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 31 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going

concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 23 and the Analysis of Variance pages 1 to 17, 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.



R K Owen
Owen McLeod & Co
On behalf of the Auditor-General
Hamilton, New Zealand

Kiwisport 2018

Estimated Annual Entitlement

Kiwisport Y1 - Y8	\$ 547.96
Kiwisport Y9 - Y13	\$ 676.12

Prioritised spending of Kiwisport money for the 2018 financial year has been spent on updating some of our sports and hydrotherapy equipment. (Noodles, kick boards and visuals).

Also we have purchased some additional sporting equipment which include scooter boards, Gola Ball (Sensory for visually impaired) and a mini jumper.

All of the equipment purchased is used in the Physiotherapy and hydrotherapy sessions and a wide range of students utilise all of the equipment.

Our students also participate in a number of Special Olympic events such as swimming, athletics and soccer and the use of the funding has helped to develop further these students.

Board of Trustees Names and Occupations

Gary Quarless	Principal	(sabbatical from July)	Left	Sep-18
Lynne Matheson	Acting Principal			Jul-18
Daniel McGrath	TCDC - Development Officer	BoT Chair		May-16 May-16
Carsten Nopper	Civil Engineer	Parent Representative		May-16
Anna Walters	Teacher	Staff Representative		May-16
Aimee Bartlett	AOD clinician - Te Korowai	Parent Representative		Mar-18

Alison Imrie (Minute Secretary only)

Contact details :

Daniel McGrath	31 River Road, Ngatea	07 867 8261	(Home)
Carsten Nopper	26 Albert St Waihi	07 863 3564 029 7712179	(Home) (Work)
Anna Walters	Paeroa	07 862 7245 (Home) 07 862 7172 (Work)	
Aimee Bartlett	45B Pukekauri Road RD 2, Waikino	020 40637660	(Home)

E-mail addresses:

Gary Quarless	principal@gfs.school.nz	
Lynne Matheson	lynnem@gfs.school.nz	
Carsten Nopper	Carsten.Nopper@summerset.co.nz	
Anna Walters	annaw@gfs.school.nz	
Aimee Bartlett	aimee.bartlett@korowai.co.nz	
Alison Imrie Minutes Secretary	accounts@gfs.school.nz	027 723 8210

Goldfields School

Review of Variance 2018

School Number 1726



The DATA

	2015	2016	2017	2018
English	87.50%	100%	98%	100%
Mathematics	87.50%	100%	100%	98%
Health and PE	93.70%	100%	100%	100%

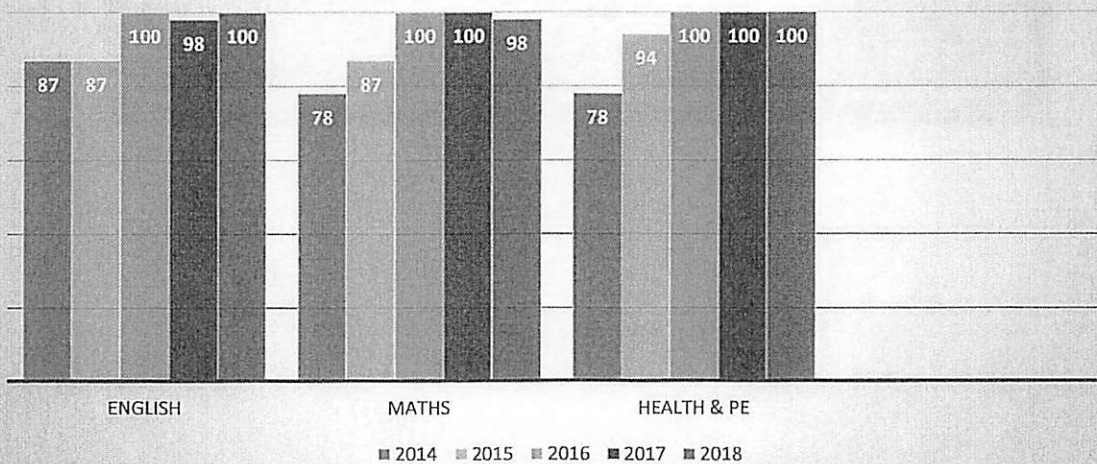
Goldfields school has 61 students on role. Data included in this report represents all students who have been in the IEP cycle for the whole year and have had over 60% attendance. 4 students have enrolled in the latter part of the year so their IEP data is not the full cycle so not included in this report. 5 students have had under 60% attendance due to a variety of health issues so are also not included in this report.

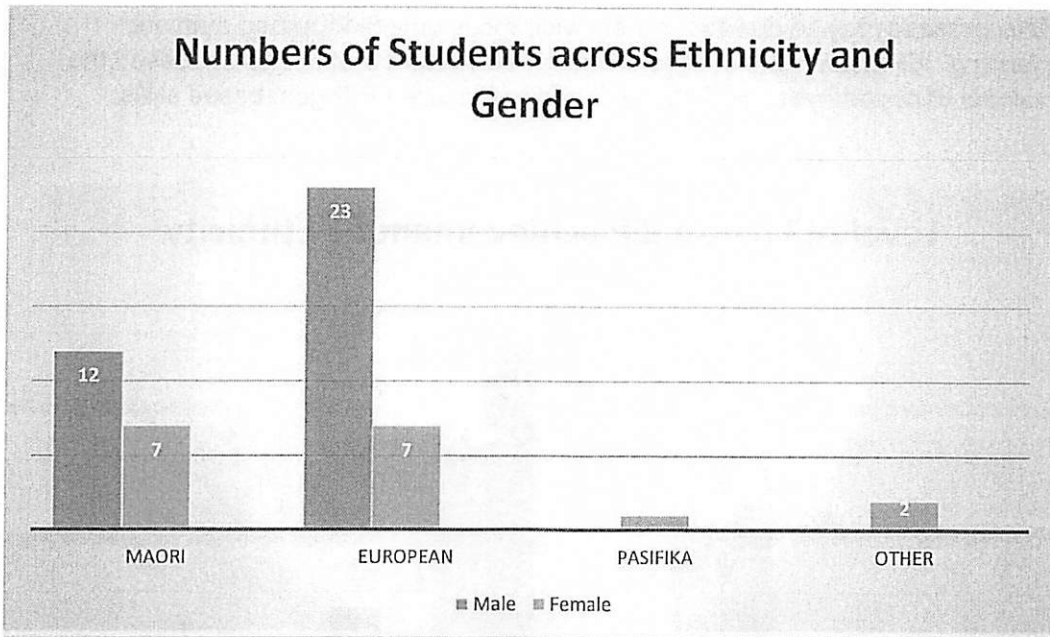
Therefore, the Number of students included in this data is 52.

Goals are evaluated by teachers using the number of targets achieved and overall teacher judgement. Acronyms used in this document NA= Not Achieved, PA= Partly Achieved, AI= Achieved Independently and G= Generalised that skill.

Within Maths goals 98% were achieved across PA-G. One goal was non-achieved as the level of the goal was set too high.

Percentage of Goals achieved PA-G over the last 5 years

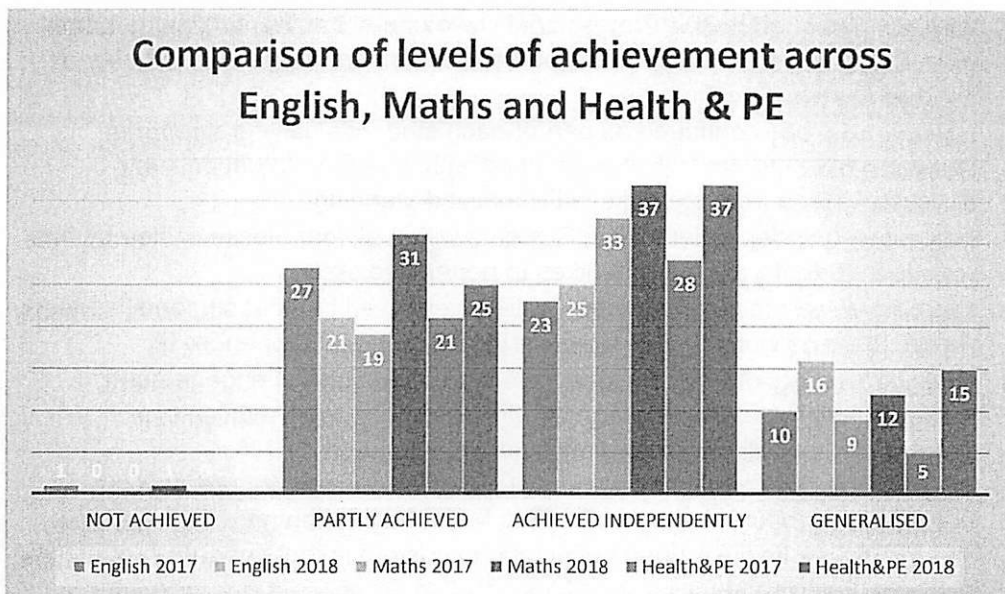




Goldfields student cohorts:

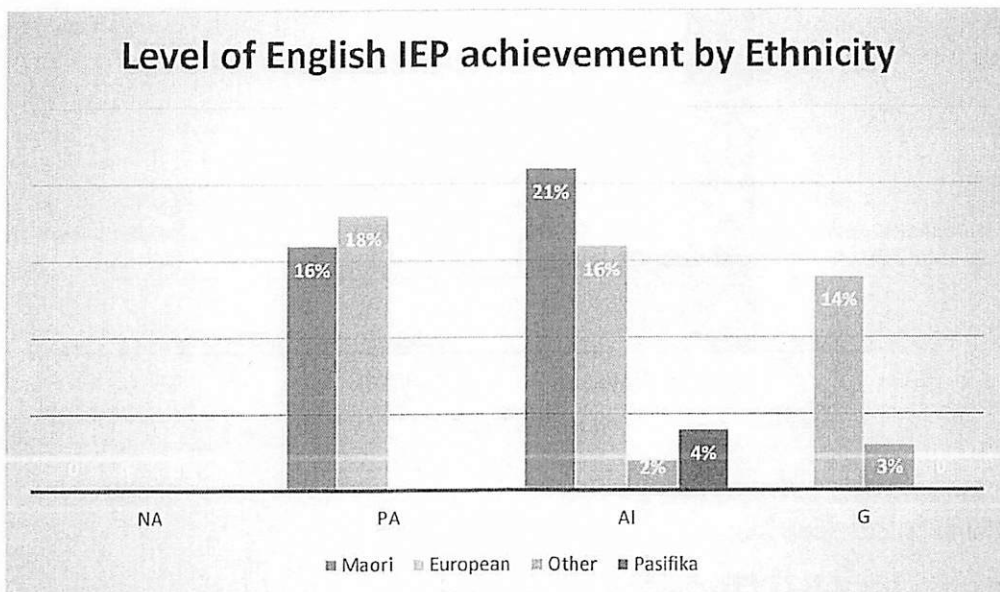
35 Boys (12 Maori & 23 European)

17 Girls (7 Maori, 7 European, 1 Pasifika & 2 other)



The data shows an increase in percentages of achievement in PA, AI and G. Goals being achieved at Generalisation level have increased significantly by 29%.

This increase may be due to a school wide focus on individualised thematic planning. IEP goals were integrated into all curriculum areas. This increased the number of opportunities that students had to practice I.E.P goal-based skills.



Literacy Targets from Charter:

Strategies used to support this during 2018

- 'Literacy Team' attending Professional Development at the beginning of the year. Using this information to support teacher's knowledge and delivery of focused literacy programmes.
- Literacy hour has continued as part of each student's daily programme. Sessions have increasingly been refined with 'Learning Intentions and Success' criteria from students individualised planning.
- Integration of Independent Work Systems within all four blocks of literacy has provided students with opportunities to generalise skills.
- Learning environments have been extensively used to meet students' sensory needs. Such as working with words in the Light room. (Appendix 1)
- Trials of a variety of AAC devices have increased student engagement. Students now have a wide range of communication tools available in classrooms, modelled consistently by staff. (Appendix 2)
- From IEP discussions with parents; students who would benefit from an individualised PODD, including Te Reo Maori have been provided with one. The PODD books have been developed to custom fit the student's motivators, interests and Whanau.
- Thematic plans based on local community resources have enabled students to generalise skills learnt at school out in their local community.

- There has been a focused push on developing pre-writing skills for individual students.
- The Play Specialist has supported students in the development of turn taking skills, which has led to; an increase in on task engagement, and students developing good key competency skills.
- Results from the Concepts About Print were discussed with individual teachers to review present programmes and make adaptations as necessary to increase student progress.
- Language skill progress for the pilot group of students with Communication Profiles increased significantly. This was due to staff having a good knowledge of students' individualised programmes and the best strategies to support conversations. The video part of the profile was identified as an extremely valuable resource by many teachers.
- Staff consistently wearing / carrying, Yes & No visuals has increased the number of students who now have a reliable Yes and No. Seven students had this goal as part of their IEP and 6 out of the 7, have achieved a consistent Yes or No.
- Therapy team reporting ongoing progress to parents via StoryPark.
- Tried a 'Kiwi Chat Day' using fun based activities to train staff in using a range of communication tools with students during these interactive sessions. This was a great success and has helped to support staff's understanding of using a range of communication tools. TalkLink Speech Language Therapists supported this day and it provided them with a good opportunity to build relationships with students so they have a better understanding of communication needs.

Concepts about print

The data shows an increase in 16 out of the 17 areas tested.

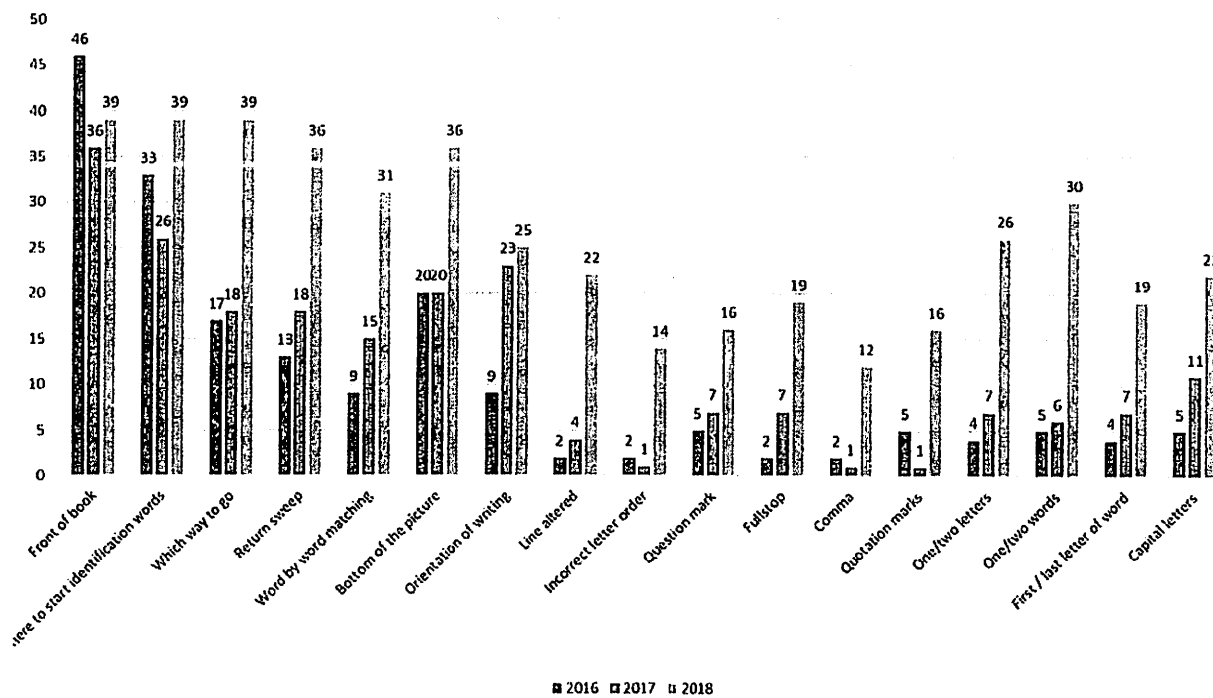
75% of the students achieved a higher score than the previous year.

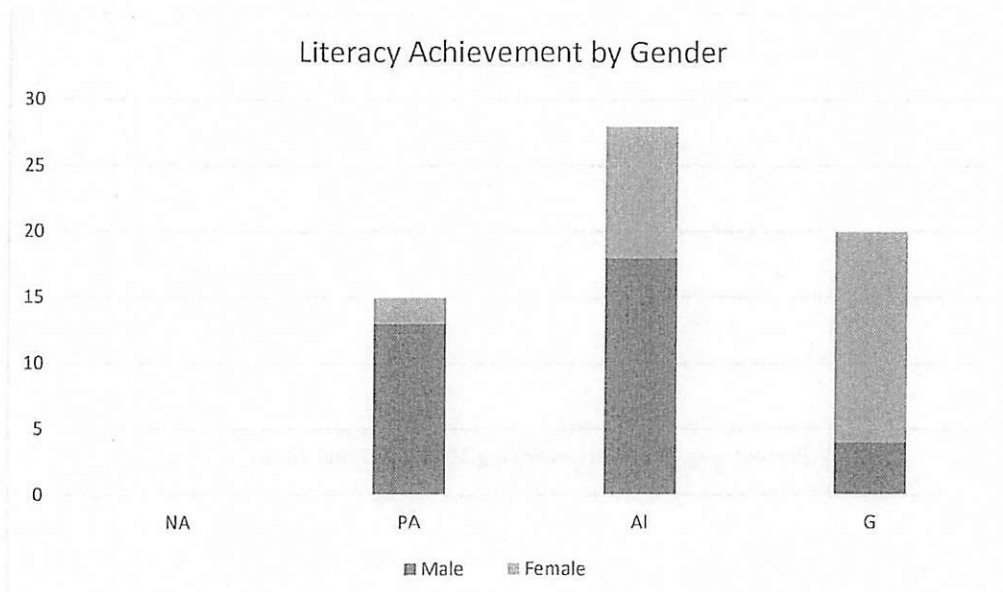
This increase in achievement can be attributed to a number of factors; increase in individualised programmes, development of deliberate acts of teaching, ongoing inhouse literacy professional development, teachers attending professional development provided by international presenters.

- Increase in individualised programmes; achieved through the thematic approach with personalised planning across all learning areas. Goals for individuals have become more focused and worked on consistently across the week.
- Development of deliberate acts of teaching; with data showing teachers the students learning needs within the 'Concepts of Print', teachers were able to target individuals needs accurately and keep track of progress.
- Ongoing professional development in literacy; ensuring teachers are equipped to complete assessments and identify next learning steps for students.

- **Prioritising Professional Development for lead literacy team, then running a series of focused workshops for teachers. This combination allowed dissemination of knowledge, strategies and assessment tools to teachers as individualised plans were being developed. So teachers were able to put this knowledge into practice straight away, building their confidence and helping to focus students goals.**

Percentage of students achieving 2016, 2017 and 2018



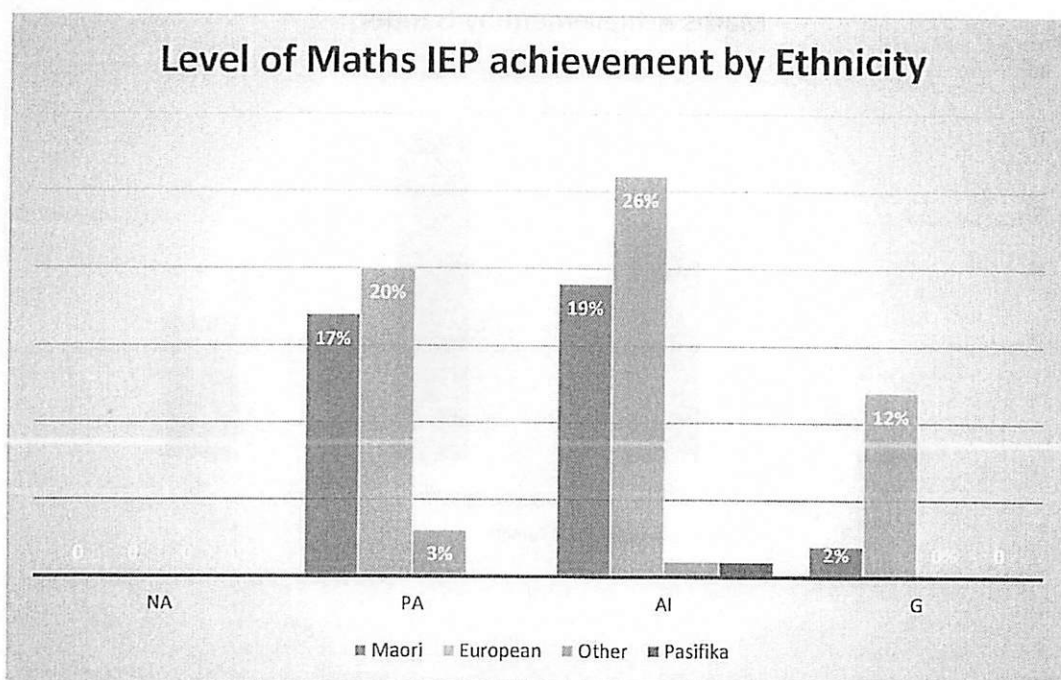


Areas for Improvement: - Recommendations

- Continue with regular teacher workshops in the four blocks and assessment especially the adapted six-year net.
- Ongoing PD in running records and guided reading.
- Curriculum leader to model assessment tools and guided reading in classes.
- Review of the Goldfields Way - Assessment Docs: to ensure all areas of the six-year net and assessment findings are included.
- Develop Induction sessions to include specific PD on using Assessment Tools.
- Continue to develop Thematic planning with integration of goals and sensory breaks.
- Run parent sessions to support guided reading.
- Buddy reading with seniors working with junior classes.
- Continue to source and buy age appropriate reading materials.
- Continue to develop PODD for individual students.
- Trial PODD staff training in two classes, identified by the high number of PODD using students.
- For 'Engagement profile students' develop a communication profile – following on from the success of the pilot group.
- Increase the number of Play Specialist days, so all class have a focused session per week.
- Review the process for evaluating IEP goal progress – so that non-achieved goals are identified in the mid-year review and discussed with parents.
- 'Learning Environments' which have been extensively used to meet students' sensory needs, such as completing Maths tasks in the swimming pool or ball pit room.
- Develop 'Kiwi Chat days" each term based on thematic plans.

- Develop clear pathways for students – Academic Profile or Engagement Profile so assessment can be focused to individual students learning needs.

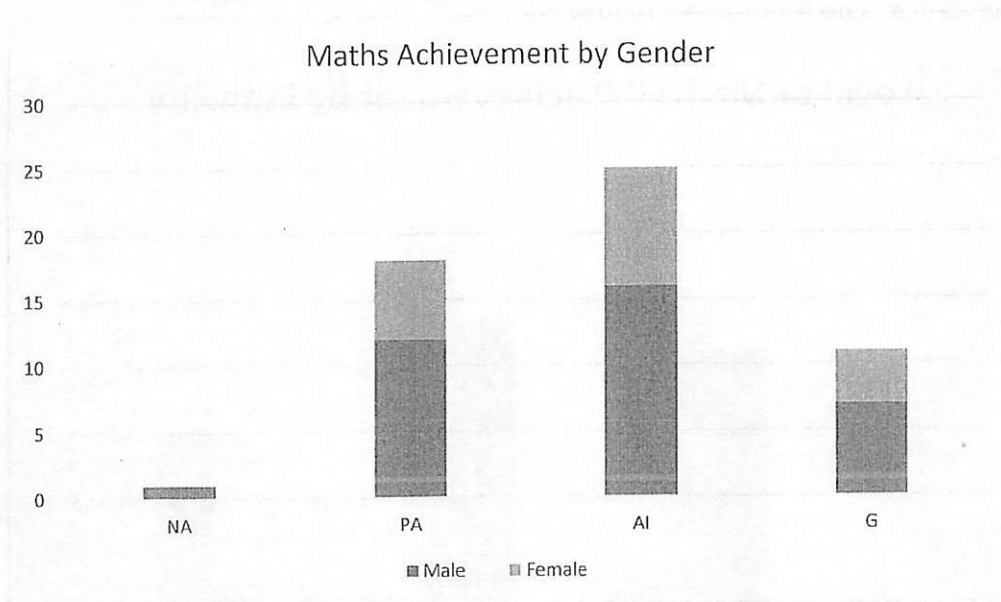
Mathematics: The four blocks approach



Strategies used to support this during 2018

- This year we trialled the four blocks approach to Maths. Maths sessions have had four rotation each with different tasks. These have included; number supported by Numicon, numeracy strand, IWS, practical tasks using concrete materials. Each teacher has taken this basic structure and developed rotations and programmes suitable to their students learning needs. This has resulted in differentiated programmes developed to be delivered in a variety of school environments. To support students' individual learning needs some Maths sessions were delivered in the sensory rooms, swimming pool and sandpit.
- During terms 3 and 4 workshop Professional Development sessions were held for staff in Numicon. These sessions were run by teachers and the focus was practical tasks and resources available in school.
- The lead maths teacher also attended Cluster of Learning maths PD, that was then shared internally with staff.
- Lead teacher offered several open class maths sessions for other teachers to observe. Along side this the LMT also modelled strategies in a variety of classes across the school.

- Independent Work Stations have greatly supported students to achieve skills to an independent level and generalise those skills across activities.
- Review of maths resources completed, and new resources purchased to support gaps in students' learning.



Areas for Improvement: - Recommendations

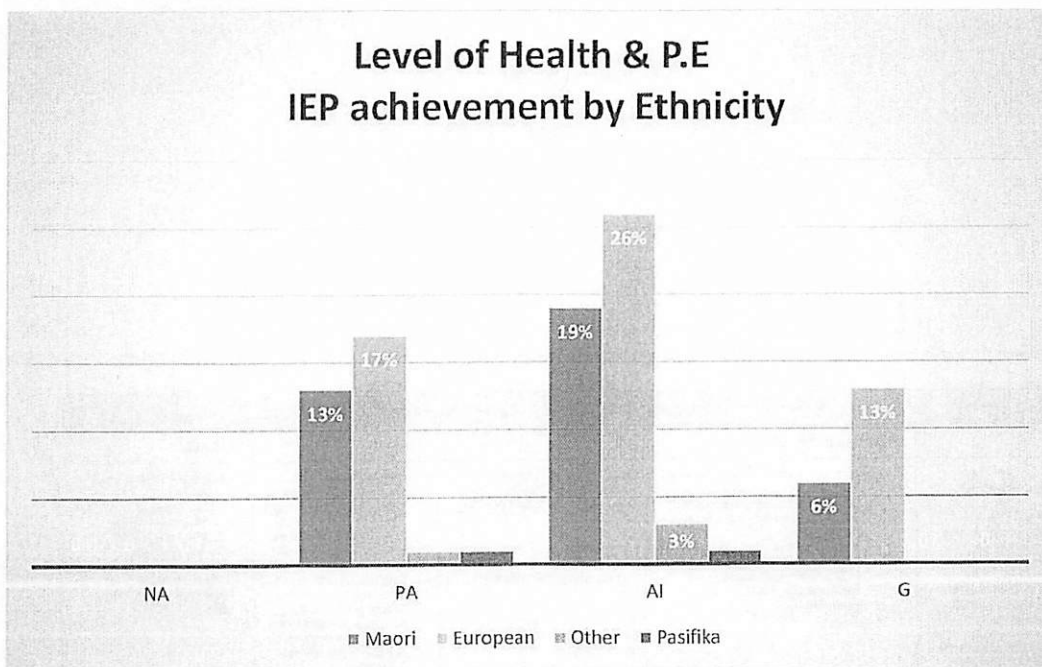
- 0.2 release for Maths lead teacher to model in classes and mentor staff – using video and feedback.
- Review maths resources across the school and purchase new materials as identified.
- Continue with regular maths workshops for all staff.
- Review present Goldfields Way assessment document.
- Trial Maths assessment tools from CoL maths team.
- Review the process for reviewing goal progress – so that non-achieved goals are identified in the mid-year review and discussed with parents.
- Maths Lead teacher and Curriculum teacher to attend CoL meetings and implement appropriate changes to maths teaching and assessment as needed. (see next table)

We are all learners, we need to feel safe to try - fail - reflect and learn

PLG	Maths Lead Teachers	PLD	Teachers	Students
<p>Focus: <i>Supporting each other with our maths journeys</i> <i>Empowering Maths LTs with knowledge and confidence to lead maths in their schools through:</i></p> <ul style="list-style-type: none"> Engaging with mathematics themselves Reflecting on mathematical ideas Discussion about mathematical ideas/misconceptions Identifying/supporting students at all levels of ability/confidence Sharing/Evaluation of maths resources Working with colleagues to support a maths inquiry process Assessment tools: BM progressions PAT/e-Astle Modelling books 	<ul style="list-style-type: none"> Learning about PLG and what this looks like Developing Leadership capability Supporting and growing teachers across schools Facilitating staff meetings (potential to share staff meetings) PLD around observations, conversations, coaching and mentoring 	<p>Bruce Moody working with Christian School/Tirohia - Learning Progressions up to and including level 3</p> <p>Poutama Pounanu - observation tools, coaching and mentoring ASTs learning alongside maths leaders</p> <p>Bronwyn Weston, formative assessment, e-Astle and PAT for levels 3 and up</p> <p>Other - as and when needed</p>	<ul style="list-style-type: none"> Growing teacher self efficacy - it's ok to try and make mistakes. You learn a lot from it! Be supported by leaders who are actively growing their knowledge Staff meetings focussed on maths Shared resources that have been curated by the maths leader group - CoL website developed with this in mind CRRP 	<ul style="list-style-type: none"> Foster self efficacy in students Visible Learning Accelerated progress Confidence in maths Growth mindset Able to use talk moves and other collaborative tools to grow maths knowledge - Ako
Logistics				
<p>Aim to release regularly for PLG meetings, 1-4pm Inquiry staffing - 2 days per FTE teacher per year \$1000 per school (3 days release) Within School roles AST's used for release at times where applicable PLD allocation Centrally Funded (hopefully) CoL funds</p>	<p>Not necessarily one expected from every school (considering staff changes etc, we need flexibility to bring them in through the year) - depending on school staffing etc - MLTs could work across schools with release covered by CoL resources</p> <ul style="list-style-type: none"> 3x release days term 1 2x release days term 2 1x release day term 3 1x release day term 4 <p>Further release to conduct observations within school - or potentially in other schools to support any schools who don't have maths leaders in place.</p> <p>Larger schools will need more release as there are more staff in the school to get around, larger schools also have more inquiry allocation to compensate for this.</p>	<p>Tracey to manage bookings with facilitators in consultation with principals</p>	<p>Make use of AST time to support PLC's</p>	

Maths Cluster Professional Development plan – to be integrated into Goldfields maths PD lead by curriculum leader.

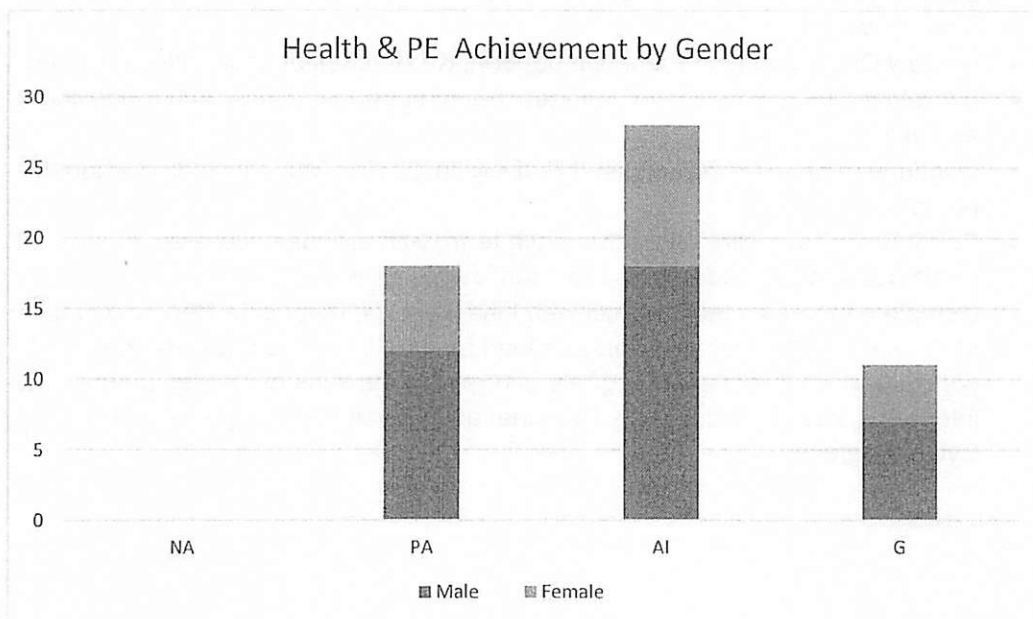
Health & Physical Education



Strategies used to support this during 2018

- Health and Sexuality programme review was completed by PLG leaders in discussion with class teams. This resulted in Senior School focused health groups, where Health programmes were delivered during term3 and 4.
- Swimming teacher worked collaboratively with class teachers and therapy team to develop individualised goals for students which were monitored and reviewed each term.
- Ongoing training with Physiotherapist to identified staff so they can deliver hydro programmes throughout the week.
- Therapy team continue to meet and discuss priority goals with class teachers.
- Therapy assistant worked across school supporting integration of therapy programmes into curriculum programmes. The extra practice of IEP related therapy goals with the Therapy assistant allowed a number of students to make substantial progress and generalise skills developed.
- Play specialist started the year with planning meetings with therapy team and class teachers to identify goals for individual students. Thus incorporating therapy programmes with key competency skills.
- Physiotherapist, Occupational therapist, and Play Specialist provided regular updates on students' progress to parents using StoryPark.

- The wellbeing strands were woven into the thematic planning document and therefore individualised for students. Goals were developed under the 9 Key indicators of Hauora/Wellbeing.
- Professional Learning Groups have worked together to increase the student's sense of belonging. This has taken the form of classes (Senior with a Junior) coming together for waiata, local visits, co-operative play, swimming sessions and fun sport games. Great Tuakana/Teina has developed through this focus on a sense of belonging and making connections.
- Continued collaboration between Therapy team, teachers and parents, so students with identified unhealthy weights had appropriate support / programmes implemented, monitored and reviewed.
- Waikato sports -Project Energize have continued to support us this year. Working alongside teachers to develop their knowledge of teaching sports.
- Enterprise cooking for school lunches has continued with students involved and developing skills; planning, shopping, budgeting, nutrition and cooking.
- The senior transition class have developed the veg gardens. Selling produce looking at what grows at various times of the year and can be used for cooking sessions.
- Health programmes continued to be imbedded into students' individual schedules.
- Practicing and participating in a special Olympic event continues each term.



Areas for Improvement: - Recommendations

- Develop community links with local gym for older students.
- Pilot the Health programme across the junior school lead by Health team.
- Tuakana/Teina to continue with class teams working together.
- Increase the number of Play Specialist days so all class have a focused session per week. This will help to support Tuakana/Teina and develop key competency skills.
- Termly meetings between therapy team and class teachers.
- Develop termly whole school sports events with parent support.

Actions to lift Maori Achievement in 2019

- Continue to imbed Te Whare Tapa Whā into Thematic planning.
- Use the Rangi and Papa Creation Story to develop Te Reo Maori into our Local community Topics; Bush: Tane Mahuta, Farm: Papatuanuku, Beach: Tangaroa, Urban/Hapori: Tawhirimatea
- Develop New Staff Induction - including writing their own Ko Au booklets
- Use of different visuals for pēpēha e.g. photo behind the pēpēha to supporting sharing with students.
- Review Documentation – are Iwi, pepeha, Ko Au booklet information included.
- 0.1 release to Te Reo Maori, lead teacher to support in class, with modelling and video feedback.
- Continue to develop individualised PODD's in Te Reo Maori including whānau photos.
- Continue to have Mihi Whakatua each term, with gradual increase participation from students as their confidence grows.
- Complete the extended contract with Lisa Rapana, Poipoi te Reo, university of Waikato. With Lisa's support and lead teacher in Te reo maori, teachers will continue to work on personal goals and raising the level of Te Reo Maori integrated into the school day. Personal goal developed using the Inquiry Cycle progress.

2019 Te Reo Māori me ngā Tikanga Plan

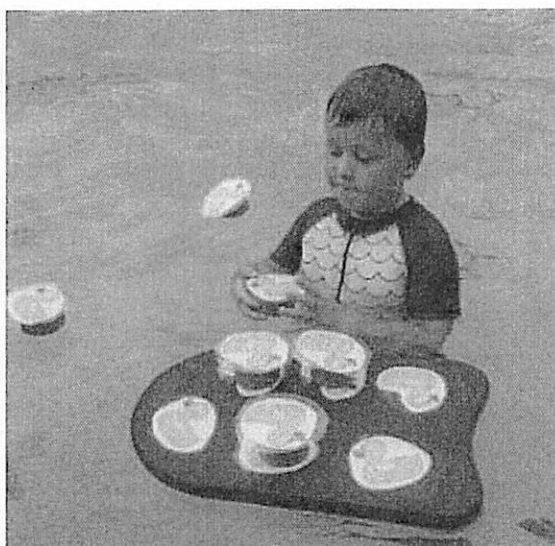
Term 1	Term 2	Term 3	Term 4
Whanaungatanga	Manaakitanga	Wananga	Kotahitanga
<p><u>Focus:</u></p> <ul style="list-style-type: none"> • Embedding Ko Au booklets into practice • Putting staff hui tikanga into practice • Assemblies • Mihi Whakatai 	<p><u>Focus:</u></p> <ul style="list-style-type: none"> • Noho marae 	<p><u>Focus:</u></p> <ul style="list-style-type: none"> • Assemblies 	<p><u>Focus:</u></p> <ul style="list-style-type: none"> • 'Bringing the year together' • Reflection • Where to next?
<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • Staff hui on strategic overview/how do we embed our Ko Au booklets into practice - led by Goldfields Team <p>End of 2018 Have a session with new team around Ko Au booklets</p>	<p><u>Professional Learning:</u></p> <ul style="list-style-type: none"> • Contact Larn (or someone) re: Hauraki pūrākau • Gary and Lisa to run workshop on Te Whare Tapa Whā 	<p><u>Professional Learning:</u></p> <ul style="list-style-type: none"> • Practical session - whole staff? Kohatu - rocks / stones 	<p><u>Professional Learning:</u></p> <ul style="list-style-type: none"> • Staff feedback/feedforward • Review/Planning day with Lisa
<p><u>Lisa Rapana</u></p> <ul style="list-style-type: none"> • Meeting with BoT. Journey so far and introduce team • How we can work together? <ul style="list-style-type: none"> ◦ Hautū document - evaluative tool 	<p><u>Lisa Rapana</u></p> <ul style="list-style-type: none"> • Oral hui with setting goals using feedback template with ALL staff • Split over TWO weeks • Kōrero with Keith and Brendon around the environment 	<p><u>Lisa Rapana</u></p> <ul style="list-style-type: none"> • Whānau links <ul style="list-style-type: none"> ◦ Go to the people ◦ Matamata, Waihi, Ngatea, Te Aroha, Paeroa, Thames 	<p><u>Lisa Rapana</u></p> <ul style="list-style-type: none"> • Observation and written conversation using same feedback template

Appendix One

Learning Environments



Focused Maths and Literacy sessions in the white room. Increase motivation and student engagement with more challenging tasks.

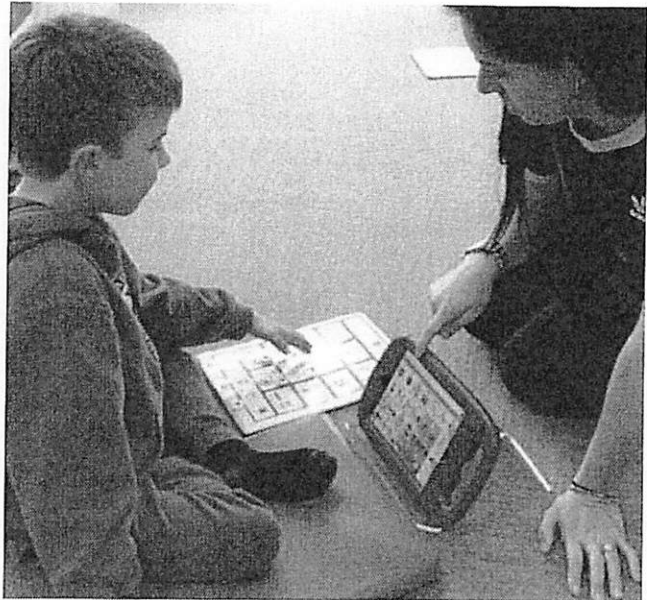


Literacy and Maths programmes run in the swimming pool – extend the length of time students participate in on task learning.

Appendix Two ; Some of the range of communication tools used by students.



Three coloured switch – used to make choices, answer questions on a focused topic or request items.



Focused Core Boards and Touch Chat to support student's communication needs across the school day.



Pragmatic Organisation Dynamic Display (PODD) Communication Books.



GoTalk 12;- Gives the student up to 12 choices for 5 levels of focused learning tasks.