



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2019**

Ministry Number:	2981
Principal:	David Parsons
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# RIVERLANDS SCHOOL

Annual Report - For the year ended 31 December 2019

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# Riverlands School

## Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Ripeka Tahere Dawn Hook

Full Name of Board Chairperson

David Robert Parsons

Full Name of Principal

R Hook

Signature of Board Chairperson

DR Parsons

Signature of Principal

10/12/2020

Date:

10/12/2020

Date:

# Riverlands School

## Members of the Board of Trustees

For the year ended 31 December 2019

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Held Until</b>
Ripeka Hook	Parent Rep	Elected	Jun 2022
Michelle James	Parent Rep	Elected	Jun 2022
Aaron Marshall	Parent Rep	Elected	Jun 2022
Barbara Mead	Parent Rep	Elected	Jun 2022
Serena Bay	Parent Rep	Elected	Jun 2022
David Parsons	Principal	Sabatical	Dec 2019
Tracy Null	Acting Principal	Ex Officio	Dec 2019
Rochelle Thornley	Staff Rep	Elected	Jun 2022
Kelly Dodson	Chairperson	Elected	May 2019
Gordon Boyd	Parent Rep	Elected	May 2019
Richard Garrat	Parent Rep	Elected	May 2019
Emily Anderson	Staff Rep	Elected	May 2019

**Riverlands School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,844,806	1,833,822	1,781,289
Locally Raised Funds	3	69,194	83,400	150,101
Interest Income		11,645	5,000	11,520
		<u>1,925,645</u>	<u>1,922,222</u>	<u>1,942,910</u>
<b>Expenses</b>				
Locally Raised Funds	3	37,160	34,000	49,622
Learning Resources	4	1,353,592	1,361,897	1,294,986
Administration	5	125,432	150,027	127,104
Finance Costs		6,070	-	1,966
Property	6	420,697	403,329	394,317
Depreciation	7	43,254	44,000	41,929
Loss on Disposal of Property, Plant and Equipment		402	-	425
		<u>1,986,607</u>	<u>1,993,253</u>	<u>1,910,349</u>
<b>Net (Deficit) / Surplus</b>		(60,962)	(71,031)	32,561
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(60,962)</u>	<u>(71,031)</u>	<u>32,561</u>

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

# Riverlands School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Balance at 1 January</b>	499,350	499,350	455,567
Total comprehensive revenue and expense for the year	(60,962)	(71,031)	32,561
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	8,977	-	11,222
<b>Equity at 31 December</b>	447,365	428,319	499,350
Retained Earnings	447,365	428,319	499,350
<b>Equity at 31 December</b>	447,365	428,319	499,350

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

# Riverlands School

## Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	513,070	123,257	150,288
Accounts Receivable	9	82,085	65,430	65,430
Prepayments		9,123	8,017	8,017
Investments	10	104,059	300,756	300,756
Funds owing for Capital Works Projects	17	-	6,983	6,983
		<u>708,337</u>	<u>504,443</u>	<u>531,474</u>
<b>Current Liabilities</b>				
GST Payable		25,012	8,709	8,709
Accounts Payable	12	120,974	82,713	82,713
Revenue Received in Advance	13	14,688	11,175	11,175
Provision for Cyclical Maintenance	14	9,242	44,978	44,978
Finance Lease Liability - Current Portion	15	25,124	17,981	17,981
Funds held in Trust	16	-	635	635
Funds held for Capital Works Projects	17	246,632	20,780	20,780
		<u>441,672</u>	<u>186,971</u>	<u>186,971</u>
<b>Working Capital Surplus/(Deficit)</b>		266,665	317,472	344,503
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	249,581	144,123	188,123
		<u>249,581</u>	<u>144,123</u>	<u>188,123</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	47,120	28,129	28,129
Finance Lease Liability	15	21,761	5,147	5,147
		<u>68,881</u>	<u>33,276</u>	<u>33,276</u>
<b>Net Assets</b>		<u>447,365</u>	<u>428,319</u>	<u>499,350</u>
<b>Equity</b>		<u>447,365</u>	<u>428,319</u>	<u>499,350</u>

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

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

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		352,576	348,486	389,918
Locally Raised Funds		72,707	83,400	153,776
Goods and Services Tax (net)		16,303	-	(13,759)
Payments to Employees		(238,331)	(229,600)	(239,520)
Payments to Suppliers		(174,622)	(234,317)	(237,045)
Cyclical Maintenance payments in the Year		(28,513)	-	-
Interest Received		12,215	5,000	18,511
Net cash from / (to) the Operating Activities		12,335	(27,031)	71,881
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(402)	-	-
Purchase of PPE (and Intangibles)		(78,650)	-	(93,162)
Purchase of Investments		196,697	-	-
Proceeds from Sale of Investments		-	-	148,244
Net cash from the Investing Activities		117,645	-	55,082
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		8,977	-	11,222
Finance Lease Payments		(8,375)	-	(13,812)
Funds Administered on Behalf of Third Parties		(635)	-	496
Funds held for Capital Works Projects		232,835	-	(151,901)
Net cash from Financing Activities		232,802	-	(153,995)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>362,782</b>	<b>(27,031)</b>	<b>(27,032)</b>
Cash and cash equivalents at the beginning of the year	8	150,288	150,288	177,320
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>513,070</b>	<b>123,257</b>	<b>150,288</b>

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



# Riverlands School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2019

#### 1.1. Reporting Entity

Riverlands 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 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

##### **Basis of Preparation**

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

##### **Financial Reporting Standards Applied**

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

##### **Standard early adopted**

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

##### **PBE Accounting Standards Reduced Disclosure Regime**

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

##### **Measurement Base**

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

##### **Presentation Currency**

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

##### **Specific Accounting Policies**

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

##### **Critical Accounting Estimates And Assumptions**

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

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

##### **Useful lives of property, plant and equipment**

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

### *Cyclical Maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

## **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. 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.

## **1.6. 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.

### 1.7. Accounts Receivable

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

#### **Prior Year Policy**

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

### 1.8. Investments

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

#### **Prior Year Policy**

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

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

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

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

### 1.9. 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 \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Finance Leases**

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

## **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements	20-40 years
Furniture and equipment	5-10 years
Information and communication technology	4-5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

### **1.10. 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.

### **1.11. 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.

### **1.12. 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

### **1.13. 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.

### **1.14. 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.

### **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, and finance lease 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. 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.

### **1.18. Budget Figures**

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

### **1.19. Services received in-kind**

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

## 2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	320,869	341,424	335,980
Teachers' salaries grants	1,166,661	1,159,767	1,081,012
Use of Land and Buildings grants	325,569	325,569	310,359
Other MoE Grants	25,403	5,912	52,309
Other government grants	6,304	1,150	1,629
	<u>1,844,806</u>	<u>1,833,822</u>	<u>1,781,289</u>

## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	29,178	18,440	68,646
Other revenue	8,559	35,100	48,688
Trading	1,276	1,200	1,542
Activities	30,181	28,660	31,225
	<u>69,194</u>	<u>83,400</u>	<u>150,101</u>
<b>Expenses</b>			
Activities	34,376	31,300	40,575
Trading	1,352	1,200	1,791
Other Expenses	1,432	1,500	7,256
	<u>37,160</u>	<u>34,000</u>	<u>49,622</u>
<i>Surplus for the year Locally raised funds</i>	<u>32,034</u>	<u>49,400</u>	<u>100,479</u>

## 4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	37,396	44,230	37,006
Equipment repairs	2,210	1,000	2,737
Library resources	65	500	268
Employee benefits - salaries	1,309,972	1,303,767	1,241,770
Staff development	3,949	12,400	13,205
	<u>1,353,592</u>	<u>1,361,897</u>	<u>1,294,986</u>

## 5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,195	4,200	4,131
Board of Trustees Fees	2,775	3,750	2,725
Board of Trustees Expenses	11,318	23,800	8,802
Communication	6,881	8,460	6,764
Consumables	6,022	5,813	5,722
Operating Lease	(3,386)	2,340	13,082
Other	10,356	14,820	6,853
Employee Benefits - Salaries	77,555	77,200	69,732
Insurance	4,996	4,924	4,743
Service Providers, Contractors and Consultancy	4,720	4,720	4,550
	<u>125,432</u>	<u>150,027</u>	<u>127,104</u>

## 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	1,470	2,000	1,827
Consultancy and Contract Services	33,822	30,000	28,840
Cyclical Maintenance Provision	-	-	11,768
Adjustment to the Provision	11,768	-	-
Grounds	17,730	7,160	6,899
Heat, Light and Water	14,937	20,450	14,214
Rates	1,026	1,000	1,039
Repairs and Maintenance	4,739	8,300	10,229
Use of Land and Buildings	325,569	325,569	310,359
Security	501	450	432
Employee Benefits - Salaries	9,135	8,400	8,710
	420,697	403,329	394,317

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 of Property, Plant and Equipment

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements	6,131	7,000	6,131
Furniture and Equipment	11,097	11,000	11,146
Information and Communication Technology	971	1,000	876
Leased Assets	25,055	25,000	22,192
Library Resources	-	-	1,584
	43,254	44,000	41,929

## 8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	70	-	70
Bank Current Account	513,000	123,257	150,218
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	513,070	123,257	150,288

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

Of the \$513,070 Cash and Cash Equivalents, \$246,632 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Interest Receivable	744	1,314	1,314
Banking Staffing Underuse	6,895	-	-
Teacher Salaries Grant Receivable	74,446	64,116	64,116
	82,085	65,430	65,430
Receivables from Exchange Transactions	744	1,314	1,314
Receivables from Non-Exchange Transactions	81,341	64,116	64,116
	82,085	65,430	65,430



## 10. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	104,059	300,756	300,756
<b>Total Investments</b>	<b>104,059</b>	<b>300,756</b>	<b>300,756</b>

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Building Improvements	34,978	-	-	-	(6,131)	28,847
Furniture and Equipment	47,487	8,635	-	-	(11,097)	45,025
Information and Communication	2,393	2,034	-	-	(971)	3,456
Leased Assets	17,152	55,252	-	-	(25,055)	47,349
Library Resources	11,089	784	(1,196)	-	-	10,677
Work in Progress	75,024	114,227	(75,024)	-	-	114,227
<b>Balance at 31 December 2019</b>	<b>188,123</b>	<b>180,932</b>	<b>(76,220)</b>	<b>-</b>	<b>(43,254)</b>	<b>249,581</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2019</b>			
Building Improvements	131,661	(102,814)	28,847
Furniture and Equipment	280,921	(235,896)	45,025
Information and Communication	164,972	(161,516)	3,456
Leased Assets	97,942	(50,593)	47,349
Library Resources	43,957	(33,280)	10,677
Work in Progress	114,227	-	114,227
<b>Balance at 31 December 2019</b>	<b>833,680</b>	<b>(584,099)</b>	<b>249,581</b>

The net carrying value of equipment held under a finance lease is \$47,349 (2018: \$17,152)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2018</b>						
Building Improvements	41,109	-	-	-	(6,131)	34,978
Furniture and Equipment	47,746	10,887	-	-	(11,146)	47,487
Information and Communication	3,269	-	-	-	(876)	2,393
Leased Assets	37,870	1,474	-	-	(22,192)	17,152
Library Resources	11,815	1,283	(425)	-	(1,584)	11,089
Work in Progress	-	75,024	-	-	-	75,024
<b>Balance at 31 December 2018</b>	<b>141,809</b>	<b>88,668</b>	<b>(425)</b>	<b>-</b>	<b>(41,929)</b>	<b>188,123</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2018</b>			
Building Improvements	131,661	(96,683)	34,978
Furniture and Equipment	273,811	(226,324)	47,487
Information and Communication	162,938	(160,545)	2,393
Leased Assets	71,880	(54,728)	17,152
Library Resources	44,039	(32,950)	11,089
Work in Progress	75,024	-	75,024
<b>Balance at 31 December 2018</b>	<b>759,353</b>	<b>(571,230)</b>	<b>188,123</b>



## 12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	43,141	12,766	12,766
Accruals	3,387	4,396	4,396
Employee Entitlements - salaries	74,446	64,116	64,116
Employee Entitlements - leave accrual	-	1,435	1,435
	<u>120,974</u>	<u>82,713</u>	<u>82,713</u>
Payables for Exchange Transactions	120,974	82,713	82,713
	<u>120,974</u>	<u>82,713</u>	<u>82,713</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	14,688	11,175	11,175
	<u>14,688</u>	<u>11,175</u>	<u>11,175</u>

## 14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	73,107	73,107	61,339
Increase/ (decrease) to the Provision During the Year	-	-	11,768
Adjustment to the Provision	11,768	-	-
Use of the Provision During the Year	(28,513)	-	-
Provision at the End of the Year	<u>56,362</u>	<u>73,107</u>	<u>73,107</u>
Cyclical Maintenance - Current	9,242	44,978	44,978
Cyclical Maintenance - Term	47,120	28,129	28,129
	<u>56,362</u>	<u>73,107</u>	<u>73,107</u>

## 15. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	30,294	19,144	19,144
Later than One Year and no Later than Five Years	24,203	5,386	5,386
	<u>54,497</u>	<u>24,530</u>	<u>24,530</u>

## 16. Funds Held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	635	635
	<u>-</u>	<u>635</u>	<u>635</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

## 17. 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution	Closing Balances \$
MOE TBA2 Building Upgrade	Completed	(6,983)	22,888	15,905	-	-
MOE - Alarm	Completed	305	-	305	-	-
Opawa Hall	Completed	20,475	-	20,475	-	-
MOE Rooms 6,7,8	In Progress	-	250,000	3,368	-	246,632
Totals		<u>13,797</u>	<u>272,888</u>	<u>40,053</u>	<u>-</u>	<u>246,632</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	246,632
Funds Due from the Ministry of Education	-
	<u>246,632</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution	Closing Balances \$
MOE TBA2 Building Upgrade	In Progress	115,601	3,442	126,026	-	(6,983)
MOE - Alarm	In Progress	37,545	34,846	72,086	-	305
Opawa Hall	In Progress	-	20,475	-	-	20,475
Heatpump	Completed	12,553	1,045	13,598	-	-
Totals		<u>165,699</u>	<u>59,808</u>	<u>211,710</u>	<u>-</u>	<u>13,797</u>

## 18. 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.

## 19. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principal and Team Leaders.

	<b>2019 Actual \$</b>	<b>2018 Actual \$</b>
<i>Board Members</i>		
Remuneration	2,775	2,725
Full-time equivalent members	0.08	0.10
<i>Leadership Team</i>		
Remuneration	487,307	503,633
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	490,082	506,358
Total full-time equivalent personnel	5.08	5.10

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:

	<b>2019 Actual \$000</b>	<b>2018 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130- 140	120 - 130
Benefits and Other Emoluments	10 - 20	10 - 20
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

<b>Remuneration \$000</b>	<b>2019 FTE Number</b>	<b>2018 FTE Number</b>
100 -110	-	-
110 -120	-	-
120 - 130	-	-
	-	-

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

## 20. 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:

	<b>2019 Actual \$</b>	<b>2018 Actual \$</b>
Total	-	-
Number of People	-	-

## 21. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2018: various MOE Property upgrades.)

### (b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating contracts:

## 23. Managing Capital

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

## 24. Financial Instruments

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

### Financial assets measured at amortised cost

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	513,070	123,257	150,288
Receivables	82,085	65,430	65,430
Investments - Term Deposits	104,059	300,756	300,756
Total Financial assets measured at amortised cost	<u>699,214</u>	<u>489,443</u>	<u>516,474</u>

### Financial liabilities measured at amortised cost

Payables	120,974	82,713	82,713
Finance Leases	46,885	23,128	23,128
Total Financial liabilities measured at amortised Cost	<u>167,859</u>	<u>105,841</u>	<u>105,841</u>

## 25. Events After Balance Date

### Impact from COVID-19

On the 11th March 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on the 26th March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed until 18 May 2020.

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

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

## 26. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 10 Investments:

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

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

## 27. Annual Reporting Deadline

The Board of Trustees did not comply with section 87C of the Education Act 1989 as the Board was unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by COVID-19 restrictions, including the closure of the school, meant that the audit could not progressed as planned. This resulted in the school missing the statutory deadline.

## RIVERLANDS SCHOOL BOARD OF TRUSTEES 2020

<b>Name</b>	<b>Position</b>	<b>How Position on Board was gained</b>	<b>Term Expires</b>	<b>Occupation</b>
<b>Ripeka Tahere Dawn Hook</b>	<i>Board Chair</i>	<i>Re-elected June 2019</i>	<i>June 2022</i>	<i>Whanau Ora Navigator Trustee for Manaaki Ngahere Trust</i>
<b>Michelle Nicole James</b>	<i>Parent rep</i>	<i>Re-elected June 2019</i>	<i>June 2022</i>	<i>Accounts Clerk Dry Hills Irrigation Director Springlands Sea Scouts Treasurer FOTS?</i>
<b>Aaron James Marshall</b>	<i>Parent rep</i>	<i>Elected June 2019</i>	<i>June 2022</i>	<i>My current occupation is Aviation Risk Management Consultant, and I have the following Interests/Directorships outside of Riverlands School Board of Trustees: Fireflight Consulting – Owner/Director Classic Fighters Airshow Charitable Trust – Trustee</i>
<b>Barbara Dale Mead</b>	<i>Parent rep</i>	<i>Elected June 2019</i>	<i>June 2022</i>	<i>Barrister and Solicitor, Employed with Marlborough District Council -Director Ingatestone Consulting Ltd -Committee member New Zealand Law Society Environmental Law Reform Committee -Member Resource Management Law Association -Making Good Decisions Officer Opus -Moderator College of Law New Zealand -Tutor Waikato University Faculty of Law</i>
<b>Serena Jayne Bay</b>	<i>Parent rep</i>	<i>Elected June 2019</i>	<i>June 2022</i>	<i>Self employed</i>
<b>Dave Parsons (Tracy Null Term 4 2019 – Acting)</b>	<i>Principal</i>	<i>Appointed January 2004</i>		<i>Principal</i>
<b>Rochelle Marie Thornley</b>	<i>Staff Rep</i>	<i>Elected June 2019</i>	<i>June 2022</i>	<i>Teacher</i>

## RIVERLANDS SCHOOL KIWISPORT 2020

Students participated in organised sport. In 2019 the school received Kiwisport funding of \$3420.63. The funding was spent on sport coaching services, swimming and water safety skills, whole school cross country, physical team building activities, and school sports event entry fees.



**Student**  
**Achievement Target**  
**2019**

**Analysis of Variance**  
(Redacted for privacy)



## STUDENT ACHIEVEMENT TARGETS: Action Plan

<b>Strategic Aim 1;</b> Continue to improve teaching and learning to meet the future needs of our tamariki.	<b>Target area:</b>  <h3 style="margin: 0;">Reading</h3>							
<b>Annual Target:</b> For 85% of Year 2 children to be achieving at or above Turquoise (Ready to Read Level 17) by the end of the year	<b>Student Group</b>							
	<b>Gender</b>	All	✓	Boys		Girls		
	<b>Ethnicity</b>	All	✓	Maori		Other		
<b>Historical Position:</b>  <b>Analysis of schoolwide O.T.J' (Objective Teacher Judgement) data from 14 December 2018 showed that at the end of Year 1:</b>  Of the 39 children in this year level, only 3 children are tracking "ABOVE expectations, while 16 children are tracking "BELOW" expectations.  8 /14 Maori children were tracking "AT" or "ABOVE" expectations for their year level. However 6 children are tracking "BELOW" expectations  ██████████ is tracking "AT" expectations for their year level.	<b>Student Year</b>	All		Y1		Y2	✓	
			Y3		Y4		Y5	
			Y6		Y7		Y8	
<b>Action Plan:</b>								
<b>What will the school do to meet the target?</b>	<b>When will it be done by?</b>	<b>Who is involved/responsible?</b>		<b>Indicators of progress</b>				
Review the overall Year 2 group achievement against the expected National Year Level standard.  Review each Year 2 child's progress to ascertain levels of reading growth and see what patterns emerge.	End – of-Terms 1, 2, 3 & 4.	LT Literacy + LT Assessment & Reporting  Team Leader Y2 classes  Teachers		Documented accounts between identified stakeholders				
Monitoring process developed and used per term, as well as discussions regarding progress & achievement	Ongoing	LT Literacy + LT Assessment & Reporting  Team Leader Y2 classes Teachers		Recorded graphic updates.  Discussions between identified stakeholder				



Teachers to put attention into the teaching, learning and attainment of reading skills	Ongoing	LT Literacy Team Leader Y2 classes Teachers	Discussions on teaching DAT's (deliberate acts of teaching), initiatives & resources. As per applicable individuals / groups.
Collect final data and analyse to inform progress and planning for the following year. Compile report for BOT	Term 4	LT Literacy + LT Assessment & Reporting Principal	End of year outcomes used to inform next steps. Information shared in Principal's BOT report

**INTERIM Analysis of thirty-nine Year 2 children in Rooms 2, 4 & 6 from terms 1 and 2 showed that there are:**

Thirty-eight of the children have made progress in their reading since the beginning of the year confirmed by class teachers: Rochelle Thornley, Karen Paterson and Vanessa Shanks.

The reading wedge graph (\*a measure of age to Ready to Read level) indicates that twenty-one children are already meeting the target, with a further 5 children "within the cusp" of doing so. This represents 66.6% of the Year 2 group.

The profile for this year level at the mid-point is:

**2 @ Level 22 – 7 @ Level 18 – 5 @ Level 17 – 7 @ Level 16 – 3 @ Level 15**

**1 @ Level 14 – 5 @ Level 12 – 2 @ Level 11 – 1 @ Level 10**

**1 @ Level 8 – 2 @ Level 7 – 2 @ Level 6 – 1 @ Level 2**

10 children (25.6%) are tracking "ABOVE" expectations. This represents almost a five fold increase since the end of Year 1. Children in this group have improved their reading levels by an average of nearly 5 since the beginning of this year. The biggest improvement has been from children who are the youngest in this year level, of which there are 7, with a 4:3 split girls to boys.

13 children (33.3%) are tracking "BELOW" expectations. This represents a 0.6% increase since the end of Year 1. Almost two thirds of this group are children who are the oldest in this year level and whose Year 1 achievements reflected the difficulty they have experienced with reading. That said, they have improved their reading level by an average of 4½ since the beginning of the year. As for the other 5 children, they are younger in age with their progress mostly between 2½ and 3 levels. The following four children in this group have been identified as needing key monitoring priority in term 3: [redacted] and [redacted] from Room 2; [redacted] and [redacted] from Room 5.

Of the 11 Maori children, 3 are tracking "ABOVE" expectations and 2 are tracking "AT" expectations. This is 45.45% and is a decline from the end of Year 1 achievement. Of the five children identified at end of Year 1 as "BELOW", all of them continue to be represented in this group, with [redacted] and [redacted] "entrenched" at the bottom of their year level group for the second successive year of their schooling. Their situation is of critical concern and needs a more targeted approach by the school, whanau, and possibly agency groups.

The one [redacted] child [redacted] continues to track "AT" expectations for this year level.

Completed:

Sunday 30<sup>th</sup> June 2019

**FINAL Analysis of forty Year 2 children in Rooms 2, 4 & 6 showed the following . . .**

**ALL Y2 Children**

**Of this group, 19 are "above", 14 are "at", and 7 are "below" as per the Wedge Reading graph (a measure of age to Ready to Read level).**

**Of the 40 children in this group, 80% have meet the school target for "85% of Year 2 children to be achieving at or above Turquoise (Ready to Read Level 17) by the end of the year".**

19 children (47.5%) are tracking "ABOVE" expectations. This represents a six fold increase since the end of Year 1. Children in this group have improved their reading levels by an average of 9 since the beginning of this year.

7 children (17.5%) are tracking "BELOW" expectations. This represents a 15.22% decrease since the end of Year 1. These children have improved their reading level by an average of 7 since the beginning of the year.

Of the children identified as needing key monitoring priority in term 3: [REDACTED] and [REDACTED] from Room 2 has achieved "AT"; [REDACTED] from Room 5 has achieved "ABOVE", while [REDACTED] from Room 5 is still at "BELOW", and continuing to be a key monitoring priority in 2020.

[REDACTED], who is identified on the SEN register (Autism Spectrum disorder) will need to have his progress and achievement closely monitored by class teacher and SENCO in 2020

## **Y2 BOYS**

**Of this group, 11 are "above", 9 are "at", and 7 are "below" as per the Wedge Reading graph (a measure of age to Ready to Read level).**

**Of the 27 children in this group, 74.07% have meet the school target for "85% of Year 2 children to be achieving at or above Turquoise (Ready to Read Level 17) by the end of the year".**

## **Y2 GIRLS**

**Of this group, 8 are "above", 5 are "at", and 0 are "below" as per the Wedge Reading graph (a measure of age to Ready to Read level).**

**Of the 13 children in this group, 92.3% have met the school target for "85% of Year 2 children to be achieving at or above Turquoise (Ready to Read Level 17) by the end of the year".**

## **Y2 MAORI and PASIFIKA**

**Of this group, 5 are "above", 3 are "at", and 4 are "below" as per the Wedge Reading graph (a measure of age to Ready to Read level).**

**Of the 12 children in this group, 50% have meet the school target for "85% of Year 2 children to be achieving at or above Turquoise (Ready to Read Level 17) by the end of the year".**

[REDACTED] Maori and the [REDACTED] children (41.6%) are tracking "ABOVE" expectations. This represents a five fold increase since the end of Year 1. Children in this group have improved their reading levels by an average of 8 since the beginning of this year.

[REDACTED] Maori children (36.36%) are tracking "BELOW" expectations. This represents a 6.49% decrease since the end of Year 1. These children have improved their reading levels by an average of 6½ since the beginning of the year. Of the [REDACTED] children identified at end of Year 1 as "BELOW", three continue to be represented in this group. [REDACTED] is within the cusp of "AT", but [REDACTED] and [REDACTED] are "entrenched" at the bottom of their year level group for the second successive year of their schooling. Their situation continues to be of critical concern.

Completed:

Thursday 29<sup>th</sup> November 2019

**Actions Taken to address School Target as per email from Tracy Null <null@riverlands.school.nz> Wed, Nov 6, 2019 at 2:44 PM**

Vanessa, Rochelle, Karen and I meet to discuss these results and what has been put in place this term for our priority below children. Some of the strategies include buddy reading with a senior class, L.A reading to and listening to the child reading, learning of sight words being reinforced in class and home, the child working in their own group, doing extra specific phonics based teaching for these children, holiday reading sent home with rewards and close monitoring. Teachers have worked hard over the year to build very positive relationships with the children and home/school relationships with whanau.

Two of the children have been referred to have their eyes tested and we have decided to talk to parents of all our priority below students to encourage this to be done for them too.

### **Evaluation**

The actions taken by teachers discussed above has positively impacted children's reading progress and achievement, and should form of the basis of ongoing teacher practice moving forward.

Identified children such as [REDACTED] and particularly [REDACTED] and [REDACTED] will need to have their progress and achievement closely monitored and differentiated by the class teacher and SENCO in 2020.

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Riverlands School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe, 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 3 to 19, that comprise the Statement of Financial Position as at 31 December 2019, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 10 December 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below, and we draw your attention to the possible effects of COVID-19. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements and the statement of service performance, we comment on other information, and we explain our independence.

#### Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic

#### Basis of opinion

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

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

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

## **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

## **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 1 and 2, Analysis of variance and Kiwisport, 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.



Michael Lee  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Nelson, New Zealand