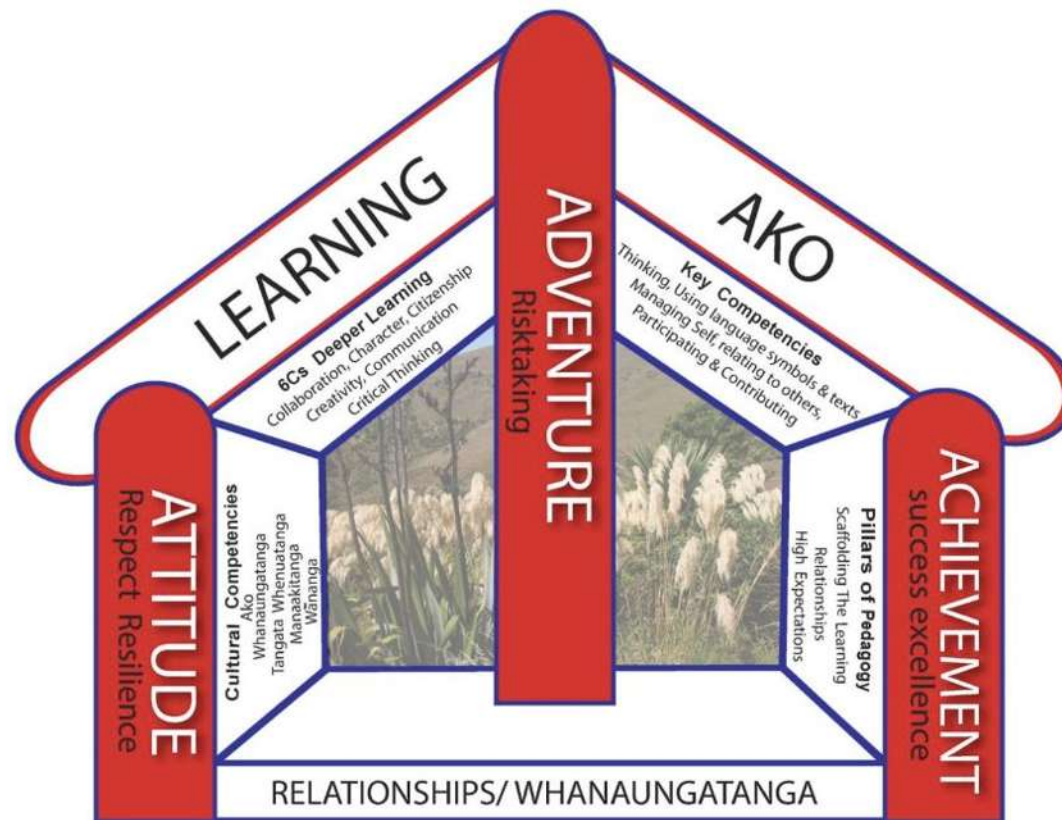


# West Spreydon School Annual Report 2017





# Board of Trustees 2017

Board Chairperson: Duane Major

Deputy Chairperson: Paul Ferguson

Principal: Marriene Langton

Tamara Kepa (staff trustee until April 2017)

Jane Poff (staff trustee after April 2017 )

Rachael Ingram (resigned April 2017 )

Simon Harrison

Sjaan Bowie

# Analysis of Variance 2017

School name: West Spreydon School - 2017

School number: 3588

Focus: MATHEMATICS

**Strategic Aim:** In line with Strategic Plan for 2016 – 2020 - to increase the number of students achieving at or above the National Standards in Mathematics

**Annual Objectives:** Three groups of students were identified as being at risk of not meeting the National Standards. These students need tailored support in order to meet these targets

## Annual Targets:

- The Identified Pasifika students (8/20 40%) currently working **below** the National Standards for their age will be working **at** the curriculum level by the end of 2017  
(3/20 15%) currently working **well below** the National Standards for their age will show accelerated learning by the end of 2017
- The identified Māori students (18/62 27.4%) currently working **below** the National Standards for their age will be working **at** the curriculum level by the end of 2017  
(1/62 1.6%) currently working **well below** the National Standards will show accelerated learning by the end of 2017
- The identified year 3 students (16/50 32%) currently working **below** the National Standards for their age will be working **at** the curriculum level by the end of 2017  
(4/50 8%) currently working **well below** the National Standards will show accelerated learning by the end of 2017

## Baseline Evidence

The analysis of school wide National Standards Mathematics data identified 3 cohorts who were At Risk of not achieving at their National Standard.

**Target 1:**

55% (11/20) of our **Pasifika students** are achieving **below** or **well below** the national standards.

40% (8/20) who are currently **below** will be working **at** by the end of the year

15% (3/20) who are **well below** will show accelerated learning by the end of year.

**Target 2:**

29% (19/62) of our **Māori students** are achieving **below** or **well below** the national standards.

27.4% (18/62 ) who are currently **below** will be working **at** by the end of the year

1.6% (1/62) who are **well below** will show accelerated learning by the end of the year

**Target 3:**

40% (20/50) of our 2017 **Year 3 students** are achieving **below** or **well below** the national standards.

32% (16/50 ) who are currently **below** will be working **at** by the end of the year

8% (4/50 ) who are **well below** will show accelerated learning by the end of the year

Accelerated learning for 2017 has been defined as:

“Progress is considered to be accelerated when the student’s achievement has moved from well below to below, at or above a national standard, or from below to at or above. This means the student has made more than one year’s progress over a year. Progress is also considered to be accelerated when the student’s progress is noticeably faster than might otherwise have been expected, from their own past learning, when using norm-referenced tools that assess the breadth of reading, writing and mathematics.”

<b>Actions</b>	<b>Outcomes</b>	<b>Reasons for variance</b>	<b>Evaluation</b>
<b>(What did we do?)</b>	<b>(What happened?)</b>	<b>(Why did it happened?)</b>	<b>(Where to next?)</b>

<p><b><u>Targeted Programmes</u></b></p> <p>Students at risk were identified at class, team level and from previous years data</p> <p>Programmes were planned at team level and implemented by teacher aides</p> <p>Progress or lack of progress was monitored by team leaders and discussed at team and leadership level</p>	<p><b>Pasifika Target</b> 2 left the school before the end of the year</p> <p>3 of the remaining 6 Pasifika students achieved the target</p> <p><b>Māori Target</b> 1 student left the school before the end of the year</p> <p>7 of the remaining 17 Māori students achieved the target</p> <p>1 of those 7 Māori students made accelerated progress</p> <p><b>Year 3 target</b> 2 left the school before the end of the year</p> <p>11 of the remaining 18 students achieved the target</p> <p>2 of those 11 students made accelerated progress</p>	<p>High expectations remained in place for all students to achieve at and above the national standards. This was impacted throughout the year by factors such as; ESOL (several students did not have sufficient English language to successfully explain strategies), lateness, absenteeism and high numbers of staff and student illness.</p> <p>1 year 3 student was truant from our school in Term 3</p> <p>Setting and monitoring programmes organised at team level were efficient and effective in some teams.</p> <p>Triangulation of data was not consistent across the school. After professional learning with the SAF coordinator and our Maths PLD facilitator we were forced to acknowledge that our OTJs were weighted far too heavily on formal testing.</p> <p>The quality of the team and leadership discussions on our at risk students was not reflected in the data.</p> <p>There was not a consistent understanding across the school as to where each year level should be to be classified as above, at, below the standard. This was not uncovered until our professional learning highlighted areas of inconsistency.</p>	<p>Our SENCO lead teacher is going to organise the programmes for our at risk students.</p> <p>She will closely monitor the programmes, train our teacher aides, monitor student progress and report on the efficacy of any interventions.</p> <p>Classroom teachers are the best professionals to work with our at risk students therefore we are continuing intensive professional learning to raise capability and capacity.</p> <p>We have another year of PD support to consolidate our knowledge and professional practice. Our approach is about collaboration, highly visible practice and accountability.</p>
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What did we do?	What happened	Why did it happen?	Where to next?
<p><b><u>Staff/Leadership Professional Development:</u></b></p> <p>Maths facilitator was employed using central PLD funding</p> <p>SAF PD (Student Achievement Function) collaboration with the leadership team</p> <p>We gathered more student voice with assistance from our Pasifika Lead Teacher who guided us with far more specific culturally inclusive questioning.</p> <p>Maths facilitator worked with staff on collection, collation and use of data to inform teaching and learning and identifying at risk students and those making accelerated progress</p> <p>Maths curriculum leader took three 2 hour sessions with our beginning teachers targeted to their need</p>	<p><b>Maths facilitator with Maths curriculum leader support:</b></p> <ul style="list-style-type: none"> <li>observed in classrooms and provided feedback to individual staff</li> <li>led 2 hour PD sessions each term in staff meetings which included defining accelerated learning, moderation of student achievement data, knowledge of the curriculum, current research and learning about best practice</li> <li>provided challenge and support for the Leadership team to rethink what success looks like for individual students</li> <li>led intensive workshops for beginning teachers</li> </ul> <p>Teachers were more confident taking maths and included higher level thinking in maths tasks. It was noticeable that professional talk about maths took a much higher profile in the school.</p> <p>Teacher collaboration and challenging conversations were more evident.</p> <p>P/D was valuable for both experienced and beginning teachers.</p>	<p>Our beginning teachers improved in confidence however they were still struggling to understand numeracy levels and moderation of data for OTJs</p> <p>There was a lack of confidence by an inexperienced team leader</p> <p>Ineffective tutor teacher for one of our beginning teachers</p>	<p>Our SAF coordinator will be working with the leadership team</p> <p>PRT programme has been developed to support our 6 beginning teachers</p> <p>The AP is working with our new team leader to support her</p> <p>Maths Facilitator will be holding two PD courses a term with our new teachers in their PRT programme</p> <p>Encourage teachers to visit other more experienced teachers at our school</p>
What did we do?	What happened	Why did it happen?	Where to next?

<b><u>Assessment</u></b> <ul style="list-style-type: none"> <li>Fine tuned our assessment practices with advice from our SAF coordinator</li> </ul>	Revised our maths assessment LTP  See all of the above comments	See all of the above comments	Complete the assessment timetable based on curriculum levels and data collection requirements with advice from our SAF coordinator, PLD Maths facilitator and Maths Lead Teacher.  From early discussions we realise that this is going to involve starting again.
<b>What did we do?</b>	<b>What happened</b>	<b>Why did it happen?</b>	<b>Where to next?</b>
<b><u>Programmes</u></b>  Teacher Aide provided for each team to work with identified students on specific targets  Consolidation of basic facts a focus throughout the school  Collaborative planning and assessment across the team focusing on specific gaps to lift achievement  Regular classroom monitoring of progress and plan of action noted in weekly planning  Monitoring of target students, Māori and Pasifika students across the school	Quality of the programmes varied and monitoring and reflecting on programmes were inconsistent  Our Maths Lead Teacher had a shared google sheet for tracking the progress of individual at risk students	Programmes were adapted to meet individual students' needs.  After P/D with maths facilitator one team restructured their class programmes <ul style="list-style-type: none"> <li>Teachers saw a maximum of 4 groups a day</li> <li>Specific areas in the stage were targeted</li> <li>Grouping students according to gaps in learning</li> </ul> It became apparent early in term 1 that the same students were going out for target teaching in maths, reading and writing. The timetable was readjusted to ensure the child was out only once.	Mathematical tasks which are in context, real life and worthwhile (rich tasks/problem solving/deeper learning)  Complete our school curriculum document with clear expectations for high quality teaching and data gathering  Plan and implement a robust PRT programme for our six beginning teachers in 2018 which will include: <ul style="list-style-type: none"> <li>PLD Maths facilitator workshops</li> <li>DP/AP weekly meetings with beginning teachers and tutor teachers</li> </ul>
<b>What did we do?</b>	<b>What happened</b>	<b>Why did it happen?</b>	<b>Where to next?</b>



<p><b>Team inquiries</b></p> <p>Team inquiries were completed to reflect on current teaching practice and to better meet student needs</p>	<p>This year the leadership team and the teaching teams conducted inquiries into how Mathematics is being taught and where we could make changes and improvements</p> <p>This was supported by the SAF coordinator and the PLD Maths facilitator</p>	<p>The team inquiry process was not successful for some teams due to:</p> <ul style="list-style-type: none"> <li>insufficient time spent on reflecting throughout the process especially at the noticing and data gathering stages</li> <li>insufficient knowledge of the rigor required for a successful inquiry process</li> <li>the initial inquiry template requiring adaptation to suit everyone's needs</li> <li>two teams changing their inquiry focus mid way</li> </ul>	<p>The inquiry template will be adapted and simplified</p> <p>A time slot in each staff meeting will be allotted to:</p> <ul style="list-style-type: none"> <li>professional development based on the inquiry process</li> <li>the use of relevant data to support their inquiry</li> <li>clear guidelines to be set for use of inquiry template</li> </ul>
<b>What did we do?</b>	<b>What happened</b>	<b>Why did it happen?</b>	<b>Where to next?</b>
<p><b>Home School Partnership</b></p> <p>Familiarised our Maori and Pasifika whanau with the way in which maths is taught</p> <p>To ensure accurate information on their child's progress is shared with them</p>	<p>Maths lead teacher was to run a parents learning session for Māori &amp; Pasifika whanau focused on the way in which Mathematics is taught in the classroom.</p> <p>Seesaw used as a tool to inform parents of their children's progress</p> <p>Approximately 300 people attended our end of year Hui / Fono. This was a big success. Our children performed and were acknowledged for their successes in all curriculum areas.</p>	<p>This didn't take place.</p> <p>Parents were better informed of current student progress.</p> <p>We have learnt that our Maori and Pasifika parent community love to be involved in celebrating student success. This is a huge highlight for us.</p>	<p>A maths session for whanau is to be organised this year.</p> <p>We are working on educating parents to make constructive comments on their child's learning journals</p> <p>Our goal is to have every parent connected to their child's Seesaw Learning Journal.</p>

# Areas of Strength and Areas to Develop

## **Areas of Strength**

### **Education Brief**

Our Education Brief was completed by the Senior Leadership Team in collaboration with our Grow Waitaha Navigator (Suzi Gould) and submitted for approval. This involved consultation with the school and wider community. Feedback from the Grow Waitaha Team and our team of Architects has indicated that we have presented a very strong blueprint brief. We are proud of the work we have done on behalf of the Board of Trustees.

### **Priority Learners**

Maori and Pasifika.

Our priority learners progress is closely tracked through our SMS system. Any learning needs are identified through data and teacher observation. They are included in targets and are part of all teacher inquiries. They are referred for extra learning support to SENCO and programmes are developed for trained teacher aides to implement. Our cultural lead teacher worked closely with the other lead teachers and Principals in the Kahukura COP to ensure that we continue to focus on success for Maori.

### **Fono / Hui**

Our relationship with our priority learners school community has gone from strength to strength. Our fono hui's have been very successful. We have held success celebrations where students and families also performed, sometime spontaneously.

### **Staff Professional Development**

All staff have completed:

- Te Wananga o Aotearoa courses (He Papa Tikanga) and some teachers are completing He Papa Reo.
- very successful NZEI Koko time professional development which was organised and run by one of our teachers through NZEI

### **Master Planning**

We met with the Master Planning Team in December and they have begun the work of transforming ideas and dreams into concept plans that will form the basis of planning for our school into the future.

### **School Home Zone**

The Board of Trustees negotiated an Enrolment Scheme Zone after extensive consultation.. This will be implemented in March 2018.

## School Swimming Pool

We are hoping that the West Spreydon School Pool will be completed and reopened early in 2018. This is a 1.5 million dollar project that has been driven by our school community. We have had many generous donations of funds, resources, personnel, expertise and time that are enabling us to complete this facility to a very high standard.



**Kahukura Strategic Plan:  
Kahukura Music Festival**

The Performing Arts Lead Teachers from our seven schools planned and hosted an amazing music festival at the Aurora Centre. This showcased the musical passions and talents of hundreds of our children. This was the first Kahukura Music Festival which included all of the seven schools in our community of practice.

**SENCO**

The SENCO's from each of the seven schools meet to discuss data around children with learning or behavioural needs. This is a valuable opportunity for us to review equity for all children in our area and to search for ways to ensure that all children can succeed in their learning and flourish as human beings.

**New Pedagogies for Deeper Learning (NPDL)**

Three teachers attended the conference in Toronto which was hosted by Michael Fullan

The lead teachers of NPDL organised a Kahukura Conference in June for the teachers in all of the seven schools in our Kahukura Community of Practice. A representative from Parihaka presented the 'Children of Parihaka' movie to our COP on this day and spoke to us about passive resistance. This conference set the scene for our cluster-wide deep learning task 'Changemakers'.

**MAC**

The Cultural Leaders and principals continued to work with Māori Achievement Collaboration to maintain the spotlight on Māori achieving success as Māori in each of our schools. We have worked hard to ensure that we reflect te ao Māori and tikanga Māori in our curriculum and in our kaupapa.

The Cultural Lead Teachers organised the Parihaka Peaceful Picnic. A cultural group from each of our seven Kahukura COP schools performed at this event to remember the people of Parihaka and conclude our cluster-wide deep learning task 'Changemakers'.





**West Spreydon School Friends & Whanau**

The WSSFW group are a dedicated group of parents who have committed to helping the school raise funds. This year they have directed all of the money that they have raised to the West Spreydon School Pool project.

**School Hangi**

Our Annual School Hangi was a huge success. We hosted around 450 people in 2017 at the annual hangi. The senior students helped to prepare the vegetables and dig and lay the hangi. Staff serve the food to our community as an act of service and connection. This event is organised by our school community every year.





**Extension and Enrichment programmes:**

We provide a rich variety of **weekend, after school and lunch break** programmes that are led by teachers and parent volunteers. Volunteerism in our school has huge capital. The in school/class time teams are **not** included in the following list:

- 10 competition basketball teams
- 2 rugby teams
- 2 school netball teams
- 2 touch rugby teams
- Science club (2017 winners of EPro8)
- Wearable arts
- Kahukura Chorale
- Rhythmic gymnastics
- Enviro Club
- Kapa Haka (whole school)
- Jump Jam
- Code Club
- Robotics
- Ukulele
- Vocals
- Violin
- Keyboard
- Drums
- DJ
- Guitar
- Writers club

### **Teacher professional Learning:**

- Attachment Theory - Dr Gordon Neufeld. In September we hosted Dr Gordon Neufeld for a week. He presented seminars to a wide range of professionals, community organisations and parents on topics like cyber safety, anxiety, play, aggression and attachment. His work underpins the ways in which we choose to relate to children and the problems that many children face in childhood. For us it has been a highly effective way of understanding the challenges and changing the ways in which we deal with them.
- He Papa Tikanga + He Papa Reo
- New Zealand Sign Language
- Phonics and Early Words (Yolanda Soryl)
- Edutech Conference
- Deeper Learning
- Maths (centrally funded PD.)

### **Areas to develop:**

#### **Data gathering and analysis protocols:**

- The senior leadership team has focussed on a leadership inquiry on student achievement for the past year. As a result of our evidence and reflection we have begun the process of radically changing our data gathering protocols and the rigour around analysis of that data. We are reminding ourselves that “ We collect data so that we have lots of information on our learners. That information is to be used to inform teaching and must be evident in teaching and planning.”

#### **West Spreydon School Curriculum**

- In consultation with our Kahukura COP we have begun the work of redesigning the West Spreydon School Curriculum to better reflect our local community and the needs and interests of the children. This is a huge body of work and will encompass our beliefs about deep, meaningful learning, authentic contexts including Maori and Pasifika lenses and leveraging digital to make the most of global connections and immediate access to innovation and creative ideas.



# Kiwi Sport and Origin Sport

2017 proved to be both an enjoyable & beneficial year from Origin Sport's perspective working alongside the Year 3 & 4 students at West Spreydon School. As per previous years the weekly Physical Literacy sessions delivered emphasise fundamental movement skills alongside the social skills required to participate confidently & competently in a wide array of sporting activities. Modules covered were Net & Wall, Striking & Fielding, Invasion Games, Target Games & Athletics. Regional Sporting Organisations, Canterbury Badminton & Touch Canterbury, assisted specific modules relevant to their codes as well as the St Albans Cricket Club.

I've been lucky enough to witness some of the Year 5 students from West Spreydon, who have received 2 years of Origin Sport, compete in out of school sporting competitions & it is very pleasing to see them represent themselves with distinction at a high level of competition & display all the characteristic & behaviours which Origin Sport tries to instill to all participants.

Written by Greg Spence (Origin Sport Coordinator)



# WEST SPREYDON SCHOOL

*The journey starts here...*

**ATTITUDE ADVENTURE ACHIEVEMENT**



147 Lyttelton Street, Spreydon, Christchurch 8024, New Zealand. Phone (03) 338 8184 Fax: (03) 338 8348  
Email: [admin@westspreydon.school.nz](mailto:admin@westspreydon.school.nz) [www.westspreydon.school.nz](http://www.westspreydon.school.nz)

7 May 2018

## West Spreydon School

### Statement of Responsibility

For the year ended 31 December 2017

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflect the financial position and operations of the School.

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

A handwritten signature in blue ink, appearing to read 'D. Maja', written over a horizontal line.

Chairperson

A handwritten signature in blue ink, appearing to read 'Ch. E. Long', written over a horizontal line.

Principal

08.05.2018

Date

08.05.2018

Date

# **WEST SPREYDON SCHOOL**

## **Financial Statements For the year ended 31 December 2017**

**School Number 3588**

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# WEST SPREYDON SCHOOL

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

Chairperson

Principal

08.05.18

Date

08.05.18

Date

**West Spreydon School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	2,202,747	2,132,000	1,911,807
Locally Raised Funds	3	692,505	3,000	44,133
Interest Earned		13,598	5,000	17,038
		<u>2,908,850</u>	<u>2,140,000</u>	<u>1,972,978</u>
<b>Expenses</b>				
Locally Raised Funds	3	32,607	1,500	20,284
Learning Resources	4	1,608,061	1,571,610	1,399,807
Administration	5	108,955	117,420	105,622
Finance Costs		366	-	91
Property	6	404,373	410,000	372,402
Depreciation	7	67,646	39,000	59,763
		<u>2,222,008</u>	<u>2,139,530</u>	<u>1,957,969</u>
<b>Net Surplus / (Deficit)</b>		686,842	470	15,009
Other Comprehensive Revenue and Expenses		-	-	-
Capital Expenditure Funding		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>686,842</u>	<u>470</u>	<u>15,009</u>

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

**West Spreydon School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
<b>Balance at 1 January</b>	<u>735,776</u>	<u>735,776</u>	<u>711,318</u>
Total comprehensive revenue and expense for the year	686,842	470	15,009
Owner transactions			
Contribution - Furniture and Equipment Grant	-	-	9,449
<b>Equity at 31 December</b>	<u>1,422,618</u>	<u>736,246</u>	<u>735,776</u>
Retained Earnings	1,422,618	736,246	735,776
Reserves	-	-	-
<b>Equity at 31 December 2017</b>	<u>1,422,618</u>	<u>736,246</u>	<u>735,776</u>

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



**West Spreydon School**  
**Statement of Financial Position**  
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	192,378	157,067	556,709
Accounts Receivable	9	99,559	102,000	81,294
GST Receivable		21,471	6,000	15,964
Prepayments		4,732	4,500	1,806
Investments	10	357,625	350,000	280,895
		<u>675,765</u>	<u>619,567</u>	<u>936,668</u>
<b>Current Liabilities</b>				
GST Payable		-	-	-
Accounts Payable	12	115,568	123,000	113,634
Revenue Received in Advance	13	-	-	350,000
Finance Lease Liability - Current Portion	15	1,784	1,784	1,641
Funds held on behalf of RTLit	16	3,744	4,000	7,297
		<u>121,096</u>	<u>128,784</u>	<u>472,572</u>
<b>Working Capital Surplus or (Deficit)</b>		554,669	490,783	464,096
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	989,846	369,751	385,751
		<u>989,846</u>	<u>369,751</u>	<u>385,751</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	120,407	122,798	110,798
Finance Lease Liability	15	1,490	1,490	3,273
		<u>121,897</u>	<u>124,288</u>	<u>114,071</u>
<b>Net Assets</b>		<u>1,422,618</u>	<u>736,246</u>	<u>735,776</u>
<b>Equity</b>		<u>1,422,618</u>	<u>736,246</u>	<u>735,776</u>

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



# West Spreydon School

## Cash Flow Statement

For the year ended 31 December 2017

	Note	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		535,657	465,751	495,278
Locally Raised Funds		399,133	3,000	44,133
Goods and Services Tax (net)		(5,507)	9,964	(10,575)
Payments to Employees		(236,569)	(203,287)	(201,367)
Payments to Suppliers		(259,260)	(232,823)	(234,975)
Interest Received		12,507	4,795	17,646
Funds Administered on Behalf of Third Parties		(353,553)	(353,297)	329
Net cash from / (to) the Operating Activities		92,408	(305,897)	110,469
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(671,741)	(23,000)	(68,969)
Purchase of Investments		(76,730)	(69,105)	(240,369)
Proceeds from Sale of Investments		-	-	-
Net cash from / (to) the Investing Activities		(748,471)	(92,105)	(309,338)
<b>Cash flows from Financing Activities</b>				
Contribution by the Ministry of Education - Furniture and Equipment Grants		-	-	9,449
Finance Lease Payments		(1,640)	(1,640)	(351)
Painting contract payments		-	-	-
Pool - Community Grant		293,372	-	150,000
Net cash from Financing Activities		291,732	(1,640)	159,098
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(364,331)</b>	<b>(399,642)</b>	<b>(39,771)</b>
Cash and cash equivalents at the beginning of the year	8	556,709	556,709	596,480
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>192,378</b>	<b>157,067</b>	<b>556,709</b>

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

# West Spreydon School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2017

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

The financial reports have been prepared for the period 1 January 2016 to 31 December 2016 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 PBE Accounting Standards (PBE IPSAS) 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 publically 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. This is the first year of adoption of the PBE Accounting Standards.

##### *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 15

##### *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.

#### **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.

*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.

#### **Donations**

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 three months 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) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment. After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under schedule 6 section 28 of the Education Act 1989 in relation to the acquisition of securities.

### **j) Property, Plant and Equipment**

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

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

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

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

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

#### **Leased Assets**

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

#### **Depreciation**

Property, plant and equipment 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:

	Years
Building improvements – Crown	40
Furniture and equipment	5-10
Information and communication technology	5
Plant	10
Leased	3
Library resources	10

#### **k) Impairment of property, plant, and equipment and intangible assets**

West Spreydon 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.

#### **l) 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.

#### **m) 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.

#### **n) Revenue Received in Advance**

Revenue received in advance relates to fees received from 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.

#### **o) 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).

**p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**q) Financial Assets and Liabilities**

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

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

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

**r) Goods and Services Tax (GST)**

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

**s) Budget Figures**

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

**t) Services received in-kind**

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

## 2. Government Grants

Operational grants  
Teachers' salaries grants  
Use of Land and Buildings grants  
Other government grants

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
455,226	445,000	413,582
1,401,592	1,400,000	1,213,194
272,364	270,000	216,988
73,565	17,000	68,043
2,202,747	2,132,000	1,911,807

## 3. Locally Raised Funds

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

### Revenue

Donations  
Activities  
Trading

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
654,763	-	18,062
32,970	-	21,151
4,772	3,000	4,920
692,505	3,000	44,133

### Expenses

Activities  
Trading  
Fundraising (costs of raising funds)

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
32,462	1,500	18,358
95	-	1,926
50	-	-
32,607	1,500	20,284
659,898	1,500	23,849

*Surplus for the year Locally raised funds*

## 4 Learning Resources

Curricular  
Employee Benefits - Salaries  
Staff Development

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
49,713	47,610	52,754
1,516,521	1,485,000	1,296,462
41,827	39,000	50,591
1,608,061	1,571,610	1,399,807

## 5. Administration

Audit Fee  
Board of Trustees Fees  
Board of Trustees Expenses  
Communication  
Consumables  
Operating Lease  
Staff Expenses  
Other  
Employee Benefits - Salaries

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
2,800	2,770	2,770
4,800	5,000	1,050
11,612	5,500	9,155
4,045	12,500	4,378
16,440	14,250	15,008
1,009	350	1,473
8,266	16,130	9,660
10,070	10,920	12,864
49,913	50,000	49,264
108,955	117,420	105,622

## 6. Property

Caretaking and Cleaning Consumables
Cyclical Maintenance Provision
Grounds
Heat, Light and Water
Rates
Repairs and Maintenance
Use of Land and Buildings - Non-Integrated
Employee Benefits - Salaries

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
10,220	6,700	7,429
9,609	12,000	11,785
5,575	6,200	8,876
14,152	12,500	12,506
3,809	6,500	6,868
18,181	28,100	38,965
272,364	270,000	216,988
70,463	68,000	68,985
404,373	410,000	372,402

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Depreciation of Property, Plant and Equipment

Buildings - School
Furniture and Equipment
Information and Communication Technology
Plant
Leased Assets
Library Resources

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
2,558	2,500	2,558
13,294	8,000	11,879
32,695	16,000	27,421
13,166	9,000	13,553
1,755	500	387
4,178	3,000	3,965
67,646	39,000	59,763

## 8. Cash and Cash Equivalents

Cash on Hand
Bank Current Account
Bank Call Account
Short-term Bank Deposits with a Maturity of Three Months or Less

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
500	500	500
191,878	156,567	129,276
-	-	426,933
-	-	-
192,378	157,067	556,709

Net cash and cash equivalents and bank overdraft for Cash Flow Statement

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

## 9. Accounts Receivable

Debtors
Debtor Ministry of Education
Interest Accrued
Teacher Salaries Grant Receivable
Receivables from Exchange Transactions
Receivables from Non-Exchange Transactions

2017	2017	2016
Actual	Budget	Actual
\$	(Unaudited)	\$
-	-	-
6,519	10,000	13,751
2,886	2,000	1,795
90,154	90,000	65,748
99,559	102,000	81,294
2,886	2,000	1,795
96,673	100,000	79,499
99,559	102,000	81,294

## 10. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	357,625	350,000	280,895

## 11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2017</b>						
Buildings	28,071	621,588	-	-	(2,558)	647,101
Furniture and Equipment	84,828	16,068	-	-	(13,294)	87,602
Information and Communication	92,402	25,407	-	-	(32,695)	85,114
Plant	158,237	4,993	-	-	(13,166)	150,064
Leased Assets	4,878	-	-	-	(1,755)	3,123
Library Resources	17,335	3,685	-	-	(4,178)	16,842
<b>Balance at 31 December 2017</b>	<b>385,751</b>	<b>671,741</b>	<b>-</b>	<b>-</b>	<b>(67,646)</b>	<b>989,846</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	706,642	(59,541)	647,101
Furniture and Equipment	242,104	(154,502)	87,602
Information and Communication	245,505	(160,391)	85,114
Plant	231,591	(81,527)	150,064
Leased Assets	5,265	(2,142)	3,123
Library Resources	91,933	(75,091)	16,842
<b>Balance at 31 December 2017</b>	<b>1,523,040</b>	<b>(533,194)</b>	<b>989,846</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2016</b>						
Buildings	30,629	-	-	-	(2,558)	28,071
Furniture and Equipment	78,934	17,773	-	-	(11,879)	84,828
Information and Communication	72,492	47,331	-	-	(27,421)	92,402
Plant	171,790	-	-	-	(13,553)	158,237
Leased Assets	-	5,265	-	-	(387)	4,878
Library Resources	17,435	3,865	-	-	(3,965)	17,335
<b>Balance at 31 December 2016</b>	<b>371,280</b>	<b>74,234</b>	<b>-</b>	<b>-</b>	<b>(59,763)</b>	<b>385,751</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	85,053	(56,982)	28,071
Furniture and Equipment	226,036	(141,208)	84,828
Information and Communication	220,098	(127,696)	92,402
Plant	226,598	(68,361)	158,237
Leased Assets	5,265	(387)	4,878
Library Resources	88,248	(70,913)	17,335
<b>Balance at 31 December 2016</b>	<b>851,298</b>	<b>(465,547)</b>	<b>385,751</b>



## 12. Accounts Payable

Operating Creditors  
Employee Benefits Payable - Salaries  
Employee Benefits Payable - Leave Accrual

Payables for Exchange Transactions  
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)  
Payables for Non-exchange Transactions - Other

2017	2017	2016
Actual	Budget (Unaudited)	Actual
\$	\$	\$
18,391	25,000	39,599
90,154	90,000	65,748
7,023	8,000	8,287
115,568	123,000	113,634
115,568	123,000	113,634
-	-	-
-	-	-
115,568	123,000	113,634

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

Funds Held on Behalf of Third Parties

2017	2017	2016
Actual	Budget (Unaudited)	Actual
\$	\$	\$
-	-	350,000
-	-	350,000

## 14. Provision for Cyclical Maintenance

Provision at the Start of the Year  
Increase to the Provision During the Year  
Adjustment to the Provision  
Use of the Provision During the Year

Provision at the End of the Year

Cyclical Maintenance - Current  
Cyclical Maintenance - Term

2017	2017	2016
Actual	Budget (Unaudited)	Actual
\$	\$	\$
110,798	110,798	99,013
9,609	12,000	11,785
-	-	-
-	-	-
120,407	122,798	110,798
-	-	-
120,407	122,798	110,798
120,407	122,798	110,798

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2017. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

## 15. Finance Lease Liability

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

No Later than One Year  
Later than One Year and no Later than Five Years  
Later than Five Years

2017	2017	2016
Actual	Budget (Unaudited)	Actual
\$	\$	\$
1,784	1,784	1,641
1,490	1,490	3,273
-	-	-
3,274	3,274	4,914

## 16. Funds Held on Behalf of RTLit

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Funds Held at Beginning of the Year	7,297	7,297	6,968
Funds Received from MoE	9,920	9,920	9,761
Funds Spent on Behalf of the Cluster	13,473	13,217	(9,432)
Funds Held at Year End	3,744	4,000	7,297

## 17. Related Party Transactions

The School is a controlled entity of the Crown.

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.

Mr G Langton is the principals husband whose services have been used for website maintenance. Because the total value of all transactions is less than \$25,000 for the year, the Board is not required Ministry conflict of interest approval under section 103 of the Education Act 1989.

## 18. Remuneration

### Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	4,800	1,050
Full-time equivalent members	0.18	0.20
<i>Leadership Team</i>		
Remuneration	298,263	288,387
Full-time equivalent members	3	3
Total key management personnel remuneration	303,063	289,437
Total full-time equivalent personnel	3.18	3.20

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

### Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	130-140
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

### Other Employees

No other employee received total remuneration over \$100,000 (2016: nil).

## 19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2017 Actual	2016 Actual
Total	\$3,000	\$0
Number of People	1	-

## 20. Contingencies

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2017 the Board had no capital commitments.

(Capital commitments at 31 December 2016: nil)

### (b) Operating Commitments

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

(a) operating lease of a photocopier and laptops;

No later than One Year  
Later than One Year and No Later than Five Years  
Later than Five Years

	2017 Actual \$	2016 Actual \$
No later than One Year	665	1,753
Later than One Year and No Later than Five Years	-	665
Later than Five Years	-	-
	<u>665</u>	<u>2,418</u>

## 22. 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 generate a small surplus from year to year.

## 23. Financial Instruments

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

### Cash and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	192,378	157,067	556,709
Receivables	99,559	102,000	81,294
Investments - Term Deposits	357,625	350,000	280,895
Total Cash and Receivables	<u>649,562</u>	<u>609,067</u>	<u>918,898</u>

### Financial liabilities measured at amortised cost

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Payables	115,568	123,000	113,634
RTLit	3,744	4,000	7,297
Lease Liability	3,274	3,274	4,914
Total Financial Liabilities Measured at Amortised Cost	<u>122,586</u>	<u>130,274</u>	<u>125,845</u>

## 24. Events After Balance Date

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

**West Spreydon School**  
**Members of the Board of Trustees**

Name	Ceased
Duane Major	
Paul Ferguson	
Sjaan Bowie	
Jane Poff	
Simon Harrison	

Marriene Langton - Principal

The term finishes except for the principal in May 2019.

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF WEST SPREYDON SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2017**

The Auditor-General is the auditor of West Spreydon School (the School). The Auditor-General has appointed me, John Hooper, using the staff and resources of John Hooper & 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 15, that comprise the statement of financial position as at 31 December 2017, the statements of comprehensive revenue and expense, changes in net assets / equity and 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 2017; 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 15 May 2018. This is the date at which our opinion is expressed.

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

**Basis of Opinion**

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

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

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

**Responsibilities of the Board of Trustees**

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 other information. The other information obtained at the date of our report is the list of board of trustee members and the analysis of variance report.

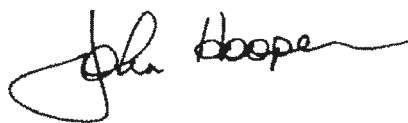
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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



**JOHN HOOPER**

John Hooper & Co

On behalf of the Auditor-General

Nelson, New Zealand