

# BUCKLAND SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

#### School Directory

**Ministry Number:** 1239

**Principal:** Mavis Glasgow

**School Address:** 72 George Crescent  
Buckland

**School Postal Address:** 72 George Crescent  
R.D. 2  
Pukekohe 2677

**School Phone:** 09 238 9419

**School Email:** [Gmills@buckland.school.nz](mailto:Gmills@buckland.school.nz)

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term expired/expires</b>
Hannah McCathy	Chair Person	Elected June 2018	June 2019
Mavis Glasgow	Principal ex Officio	Principal	
Darryl Goldsack	Parent Rep	Elected May 2013	June 2019
Liz Roozendaal	Parent Rep	Elected May 2013	June 2019
Andrew Foote	Parent Rep	Resigned May 2018	Resigned May 2018
David Honiss	Parent Rep	Appointed August 2018	June 2019
Andrew Tautari	Parent Rep	Elected June 2016	June 2019
Lisa Robertson	Staff Rep	Elected August 2017	June 2019

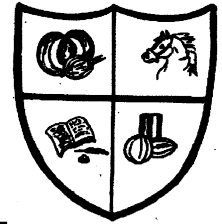
**Accountant / Service Provider:** Craig Periam Limited  
Chartered Accountants  
13 West Street  
Pukekohe

**BUCKLAND SCHOOL**

**2018 ANNUAL REPORT**

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**Buckland School**  
**Principal's Report**  
**for the year ended 31 December 2018**

It is a pleasure to present the 2018 Annual Principal's Report for Buckland School. I thank the school community and the wider community for the contributions you have made to the students and school. It takes a community to raise a child and we are very fortunate to have a community that supports and encourages all the children of our school. Being able to offer a wide range of opportunities because of this support, challenges students to involve themselves in new and varied experiences and situations.

Our staff, both the teaching and support staff are committed to ensuring the school learning environment is positive, safe and attractive. The Board of Trustees resource the school well to meet the needs of all students and the expectations of the community.

The school roll was steady over the year, finishing at 296.

**Strategic Area: Student Learning and Achievement**

Children are enthusiastic learners who are fully engaged in accepting the challenges and new learning experiences that are offered to them. The school works hard to achieve equity and excellence in outcomes for all our children. Throughout the school, levels and curriculum areas, there is a full range of capabilities; from those requiring extra assistance to those who are achieving above their curriculum level. Teachers encourage students to be responsible for being successful learners who take risks and strive to do their best in all curriculum areas. Children's progress and achievement and positive behaviour are acknowledged throughout the year through school and team meetings, the weekly newsletter, website and at both the junior and senior prize givings at the end of the year.

A range of programmes have been offered over the year to individuals and groups to support needs and challenge others. These include a specialist teacher, Reading Recovery teacher, ALL, Gifted & Talented activities, use of teacher aides & specialist personnel, use of IT.

Writing in the Literacy area has been a school-wide curriculum focus this year. Target students in other literacy areas and mathematics are identified and class programmes used to support students. IT equipment: chrome books, i-pads, etc have been used to support curriculum programmes throughout the school. All children from Year 4 – 8 have Google accounts while Hapara is used to plan learning tasks and ensure students are using equipment appropriately.

On-going monitoring of individuals and groups of children took place. Children with additional needs and abilities were identified early in the year and monitored through term Identified Needs meetings. Those with additional needs had IEP's designed and were supported, where possible, by outside agencies such as SE, Moderates, RTLBs, Speech language therapists. Reading Recovery was also available and used with some children. ESOL funding was also used to support a few children with English as a second language.

The majority of our targeted children made accelerated progress through special programmes such as ALL, and the use of a specialist literacy teacher. Maori and Pasifika students are generally achieving as well as their non-Maori/Pasifika peers. Those not achieving have been targeted and supported over the year.

On-going testing, observations and conferences took place in classrooms to assess progress and achievement and form next steps for students. Classroom teachers and senior managers completed on-going monitoring of individuals and groups of children through a team and Maori & Pasifika tracking system on Google Docs. Group analyses were reported to the Board.

The year has been very busy with many highlights. EOTC weeks continued to be a highlight for students and their parents. The Year 1 – 2 week included a sleep over at school and numerous trips and activities as did the Year 3 week. Other EOTC events included a two night stay for Year 5 at Willowpark, while Yr 6 & 7 had a week packed with different experiences on Kawau Island and Year 8 spent a week in Wellington learning about our capital city. Other trips and visitors to the school have provided other valuable learning opportunities for students, these include: Police, Auckland Transport, Firemen, Kelly Sports, NED, Pasifika group, Magician, Hiwi the Kiwi performers.

Numerous sports events have taken place over the year. Our students have been fully involved in our own events: swimming, cross country, athletics, Group events and Franklin events with many of our students and teams competing well. A number of Year 7 & 8 students took part Auckland events and at the Aims Games in Tauranga.

Kiwisport funding for the year supported programmes in: swimming and hockey and the promotion of senior students to take part in Aims Games.

A Book Week ran in the fourth term while Art, IT and Culture groups were also available to students. We were involved in the Franklin Speech competitions, Franklin Mathex evening and the Franklin Arts festival. Our Year 5 – 8 students also produced a major production which included acting, singing and dance. The school also had weekly Jump Jam sessions and a talent quest. The Culture group gave several performances for the school.

### **Strategic Area: Student Engagement, Inclusion & Transition**

The school is very inclusive with all opportunities being offered to all students at their level of ability. Staff go out of their way to accommodate children with additional needs so that they can be involved in the wide range of activities offered by the school. Other children support these children well.

Students are given opportunities to be involved in the running of the school with senior students taking on leadership roles including: prefects, house leaders, librarians, road patrollers, wet day monitors and student council members. The student council also includes student representatives from all classes. These students meet twice a term and offer suggestions and identify areas of need for the school. They also decide on four charities to support during term mufti days.

Transition processes within and across local schools ensure effective transitions to new classes and other schools.

Formal reporting through written reports to parents took place in the middle and again at the end of the year. This reporting was based on curriculum levels in reading, writing and mathematics. End of year reports covered all areas of development. New report formats were designed to reflect the national changes from National Standards reporting. A parent meeting was held in Term 1 with a further opportunity for three-way conferences at the end of Term 2. An Open Day was also held in Term 3. Parents were encouraged to approach teachers for further meetings when necessary.

### **Strategic Area: Personnel**

This year has seen changes in staffing due to illness, pregnancy or having family members who have been ill. The outcome has been a large number of relievers to the school and a number of changes including a number of team teaching situations. I would like to take this opportunity to thank parents for your understanding of staff need for leave and patience with finding new staff to take over some roles. I also want to thank staff for your commitment to your classes through these difficult times and for the support you have given your colleagues. We also farewelled three long standing staff members; two teachers and a teacher aide at the end of the year. We thank them for their contributions and wish them all the best for their retirement.

EEO principles were followed throughout the year and during any staff appointments. All teaching staff were appraised against the new Standards for the Profession.

Staff members have been committed to their own on-going learning, and development took place through a range of professional development opportunities. Our Kahui Ako (Community of Learning) organized development for our in-school and across school teachers who then imparted knowledge to other teachers.

Professional development generally was on the school wide focuses of Inquiry and Writing. Other professional development included IT and personal requests.

Teachers were supported in their roles by our valuable and respected support staff. My personal thanks to all staff members, and to other external specialist staff for their input into the learning of the children in our school.

The Board of Trustees ran a further Staff Climate survey and staff continued to follow the 2017 Action Plan.

### **Strategic Area: School Finance & Property**

The school's financial accounts for 2018 have been efficiently managed. Thanks to the efforts of our school's executive officer and our BOT treasurer. Our accounting system was changed from Musac to Xero during the middle of the year on the advice of our Accountant.

Funds were allocated and spent on the school's priorities for the year. The Board continued to employ Craig Periam Ltd to support us in the financial area. Procedures for financial management have been closely adhered to. Jolly Duncan & Wells completed the audit report for the 2017 year and expressed the opinion that the financial statements complied with generally accepted accounting practice in New Zealand and fairly reflected the School's financial position as at 31 Dec 2017 and financial performance for the year ended on that date. Accounts for 2018 are prepared and will be audited shortly.

Generous donations were made by the fundraising group. These have assisted all families towards costs for activities and allowed for the extra provision of resources.

Continuing maintenance has taken place on the buildings, pool and grounds. Grounds are attractively presented. The painting of the school took place over the December/January holiday period. The contract was renegotiated during the year. A new cleaning contract was also signed with a new provider.

Our renovation project was finally completed in September after major difficulties with the initial contractor. I thank MOE for their support and staff, students and parents for their patience with this. The erection of a canopy along the length of the refurbished classrooms is a great addition to the school both as a learning area and the provision of extra shade.

Purchases in all curriculum areas have taken place. Replacement and addition to IT equipment took place.

The 10 YA Property Plan approved in 2016 continues to be followed.

### **Strategic Area: Health & Safety**

The school's physical and emotional environments are safe for students and staff. All health and safety issues raised were addressed by the Board, staff and caretaker. Health and Safety checks were completed throughout the year. The Board of Trustees employed the services of Emergency Planning Specialists and plans are all in place.

Emergency evacuations were carried out each term to ensure all children know what is required of them in an emergency. These include: fire, earthquake and lockdown procedures. Parents are continually reminded of safety issues on the road and at the front gate, digital citizenship as well as health issues.

We continued to be an Enviro school, a Health Promoting School and a Travelwise school. A walking school bus continues to operate, thanks to parent volunteers.

School wide programmes on First Aid and Keeping Ourselves Safe were carried out. Older children also took part in puberty lessons.

Smoke free legislation is adhered to while sun safe and water safety initiatives were carried out.

### **Strategic Area: Community Engagement**

The school's Charter and Strategic plan was reviewed, up-dated and approved early in the year. Annual plans were set and worked on throughout the year. Legislative and Curriculum policies and procedures were reviewed and approved over the year by the BOT. Teachers took part in curriculum reviews in: Literacy – reading and

writing, and Mathematics, as well as The Arts.

There was excellent community engagement in a wide range of activities carried out throughout the year, these included: involvement in EOTC events, sports events, Agricultural day, production, assemblies and prizegivings. The PTA and Ag Day committee combined and with the help of many parents, ran a successful major fundraising event (Ag Day) for the school. The PTA also provided some small events for children and fundraisers for the year.

Weekly school newsletters and term BOT newsletters were sent home to communicate school-wide events. An electronic sign was erected and the school used both an App and the Website to communicate with parents.

The Board of Trustees conducted a community survey on the continuation or not of the Bible in Schools programme. The programme will continue for 2019 and will be reviewed again in 2021.

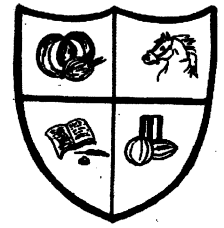
Parent education opportunities in writing, and Reading Together were organized and run by staff. These were positively received by those who attended.

ENROL and an electronic attendance system are used. An enrolment ballot took place at the end of the year with siblings and a limited number of out of zone students accepted for 2019. Our Student Management system was changed to Edge.

All legislation has been complied with including the meeting of Ministry of Education requirements and timeframes.

Regards

Mavis Glasgow  
Principal



## STATEMENT OF RESOURCES - 2018

### Physical:

Buckland School occupies the land and buildings situated at 72 George Crescent, RD 2 Pukekohe, covering an area of 1.98 hectares. The school also has the use of a church field located on its boundary.

There are eleven classrooms including a new innovative learning space and a refurbished block which includes an innovative learning space. The new space attached to Block One was opened in October 2016 while the refurbishment was completed in 2018. This refurbishment included new toilets and a canopy was erected the length of the rooms to provide extra learning space. Four associated toilet blocks are attached to classrooms. The administration area consists of offices for the Principal, Senior staff and Executive Officer, a staffroom, a sickbay, interview room and resource room and two staff toilets, a disabled toilet and shower area. A library, 2 resource rooms and small hall are situated in another block of buildings. The hall has a small kitchen at one end and the library opens onto a large deck with a shade sail. As well, changing sheds and a 25 metre swimming pool are on the far end of the field. A Physical Education shed, and a caretaker's shed are also on site. Two storage sheds are located near these.

Decks in front connect a further seven rooms together. A concrete court area exists and a large turfed area forms a quadrangle, that provides for court associated games and fitness between the classrooms. Two driveways lead to 11 car parking facilities. Surrounding the buildings are planted areas with 'social' seating tables sited in the front of the school. Two adventure playgrounds are also in the grounds. A new junior playground was built as part of the 2016 building project. The junior playground is covered with shade sails while the senior playground is under large established trees. Additional shade is provided by two large umbrellas in the front of the school and shade sails in front of the new building as well as the new canopy.

The B.O.T. administers a library of 5535 books, and there are a range of different texts in all classrooms, including dictionaries and mathematics texts. Furniture and IT equipment is continually purchased to up-date and add to existing equipment.

In addition the B.O.T. has access to the following facilities which children use for Group and Zone sports events and cultural events:

1. Buckland Community Hall
2. Two local outdoor swimming pools – Tuakau & Pukekohe
3. The Counties Recreation and Aquatic centre which was used for a variety of sporting codes
4. The local gymnastic club.
5. Local fields

6. In 2018 Year 8 students attended a week long camp at Wellington while Year 7 & 6 attended a week long camp on Kawau Island. Year 5 students attended a three day camp in Auckland. Year 3 & 4 students had a week of activities based in and out of school while Years 1 – 2 children took part in EOTC activities based around the local area. They also had an overnight stay at school.

**Human:**

The staffing entitlement in July 2018 was 15.22. This included 0.21 Special Education Staffing, CRT of 0.52 FTTE, and 0.24 CoL time allowance, 0.2 Reading Recovery and 0.40 Beginning Teacher allowance.

Principal	U4 position
Deputy Principal	3 MU position
Deputy Principal	3 MU position
Teachers Full time	7
7 Teachers Part-time	5.07 (CRT/Management/BT support/ORS/Shared positions)
1 Reading Recovery	0.15 MOE/ 0.25 B.O.T.funded
2 teachers were across-school Kahui Ako teachers	

As well, the B.O.T. employed over the year:

Executive Officer	32.5 hours per week
Teacher Aides (6)	Approx 130 hours per week Targeted Funding/Special Ed/ESOL/RTLB/High Health
Contract Caretaker	10 – 15 hours per week
Contract Cleaner	

The School is also a member of the Pukekohe Kahui Ako (Community of Learning)

The school roll at     1 March 2018 was 272  
                               1 July 2018 was 276  
                               December 2018 was 296

The school was open in 2018 for the required 1/2 days however two days were teacher strike days.



# Analysis of Variance Reporting



<b>School Name:</b>	Buckland
<b>School Number:</b>	1239

<b>Strategic Aim:</b>	<ul style="list-style-type: none"> <li>To improve the teaching of writing across the school through developing teacher pedagogical content knowledge and evaluative and assessment capability in writing.</li> <li>To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Special Needs in Writing. To accelerate progress of students performing below expectations in writing</li> </ul>
<b>Annual Aim:</b>	<ul style="list-style-type: none"> <li>To have a consistent approach to the teaching of writing across the school.</li> <li>To increase the engagement and enthusiasm of students for writing</li> <li>To ensure students know the purpose for writing and are confident to share their writing.</li> </ul>

<b>Target:</b>	<ul style="list-style-type: none"> <li>Students who are below the standard in 2017 will make accelerated progress in relation to the Writing progressions.</li> <li>To increase the number of students achieving the Curriculum Levels in relation to their Year Level.</li> </ul>
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<b>Baseline Data:</b>	<table border="1"> <thead> <tr> <th>Writing</th> <th>2017</th> <th>Student % At or Above Standard</th> <th>Student % At or Above Standard</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td></td> <td>80%</td> <td>83.4%</td> </tr> <tr> <td>Maori</td> <td></td> <td>62.6%</td> <td>76.1%</td> </tr> <tr> <td>Pasifika</td> <td></td> <td>71.4%</td> <td>84%</td> </tr> <tr> <td>Asian</td> <td></td> <td>83.3%</td> <td></td> </tr> </tbody> </table>	Writing	2017	Student % At or Above Standard	Student % At or Above Standard	All Students		80%	83.4%	Maori		62.6%	76.1%	Pasifika		71.4%	84%	Asian		83.3%	
Writing	2017	Student % At or Above Standard	Student % At or Above Standard																		
All Students		80%	83.4%																		
Maori		62.6%	76.1%																		
Pasifika		71.4%	84%																		
Asian		83.3%																			

**Actions**  
*What did we do?*

Student, parent and staff surveys on writing were completed and along with writing data were reviewed with and by staff. Specific learning needs of individual and group target students were identified.  
From this data every teacher was supported by the two Kahui Ako across school teachers and the Inquiry team to formulate and work on an inquiry for their target writing group. All staff attended a course on culturally responsiveness early in the year.

This inquiry was evaluated each term and progress for individual students identified and next steps led to modification of the inquiry. Teachers were able to report this progress at staff and team meetings.  
Moderation of writing in line with literacy progressions and E-AsTTle rubrics also took place.  
All instruction was provided within the students' regular learning setting. The Kahui Ako teachers also worked on the Writing Workstream with Across School teachers and other teachers from the local area. Our ALL teacher and an outside Literacy specialist also provided support and PD based around literacy pedagogy and content knowledge of the teaching of writing. Support with developing specific teaching strategies to meet needs was also given.  
Students were encouraged to

**Outcomes**  
*What happened?*

2018 % data At or Above Curriculum Level expectation -

All Students Yr 1-8	80%
Maori	76%
Pasifika	71%
Asian	100%
European	83%
Male	75%
Female	86%

Of the 56 students who were performing below or well below at the end of 2017 in National Standards, 10 left the school during the year. Of those who remained 20/46 reached the curriculum level expectation for their Year level. Of the other 26, 18 have additional needs that contribute to progress. All 18 however received additional support either Reading Recovery, RTLB, target group, MOE, speech, teacher aide support. The most progress was made by students in the earlier years of school (Yr 1 – 4.)  
Of the Male students (30 who remained) from 2017 performing below National Standards in writing, 13 reached expected curriculum levels.

**Reasons for the variance**  
*Why did it happen?*

Due to the abolishment of National Standards students were rated on the expected curriculum level for their Year group.

- Improvements occurred as a result of:
  - Staff focus and commitment to improving their pedagogical and content knowledge of writing.
  - Additional support provided to teachers for lifting inquiry knowledge and use.
  - Combined efforts of teachers and parents.
  - Collaborative activity of teachers in sharing ongoing results and discussing target students.
  - Whole School In-house and external Literacy PD over the year resulting opportunities for reflective practice.
  - Teachers establishing clearer guidelines for monitoring their practice and pedagogy of writing. This increased their confidence in their ability to effect success for their students.
  - The efforts of the Kahui Ako teachers and literacy team in supporting teachers to improve their knowledge and understanding of effective writing practice and assessment.
  - The development of student agency in recognising some of their learning goals and next steps.

**Evaluation**  
*Where to next?*

- Close monitoring of children not meeting curriculum expectation and tracking of all students, including those involved in previous interventions, at team and leadership level.
- Continuation of Literacy Inquiry group to support and share additional knowledge of effective teaching practice in writing.
- Embed effective teaching as inquiry in literacy, and consistent messages across the school.
- Inclusion in ALL with a focus on writing in 2019.
- Regular classroom inquiries involving target groups, evaluation, discussion and feedback on success of these.
- Teacher ownership of their inquiry pathways.
- Focus on new entrant/Yr 1 students' oral language to build readiness for literacy learning.
- Extra support in classrooms from teacher aides for those of concern.
- Review of writing hives to simplify these for students and then use of these to inform them of their next steps in order they reach the Literacy

<p>recognise their progress and identify and celebrate their successes. A school review of spelling programmes also took place with PD around the teaching of spelling and a new overview was designed and approved. Resources were purchased to support the overview at the different levels. Parents were invited to Writing workshop afternoons &amp; evenings which were run by staff. Support material in how they could help their child was also produced.</p>	<p>Of the 11 Maori students who remained throughout the year, 5 made accelerated progress and met Curriculum expectation. While the others were unable to meet expectation, they have all progressed closer to it and all but one have a positive attitude toward writing.</p> <p>Students were able to articulate their needs and next steps.</p> <p>Moderation of writing led to more consistent teacher judgements on curriculum levels.</p> <p>The continuing increase in the use of Chrome books and Google Docs in senior classrooms for writing tasks has made noticeable improvement through an increase in output and enthusiasm of boys in particular. Devises have allowed a number of students, who struggle with the mechanics of writing, to express their ideas and share their writing with peers and whanau through the use of Google Docs.</p>	<p>progressions for their level.</p> <p>Evaluate the use and success of the 2018 Spelling overview.</p> <p>Access other agencies, e.g. RTLB, RTLit, Moderates, RR, for children who have additional needs and are not making progress.</p> <p>Ongoing staff meetings and professional development with a focus on the effective teaching of writing.</p> <p>Continued use of focused teaching in using technologies such as Google Docs to promote and encourage writing.</p>
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**Planning for next year:**

Lifting the achievement of students in Writing and embedding work carried out in 2018 will continue to be a school target area for 2019. (see Charter/Strategic Plan) Involvement in ALL in 2019. All staff to have inquiries in writing throughout the year. A Kahui Ako Within school teacher to continue to support teachers in the area of writing. Provision of staff professional development and use of Literacy Progressions and Pact writing tool. Funding for Reading Recovery, (0.2 MOE/ 0.2 school.) Resourcing for teacher aides to support children in target groups, ESOL students and additional needs students. Casey Caterpillar writing programme in the junior school. Continued and extended use of Google Docs for writing particularly in Year 3 – 8 classes. Provision of specialist teaching staff to provide both remedial and extension writing groups.

## **BUCKLAND SCHOOL**

### **KIWISPORT FUNDING - 2018**

The school received total Kiwisport funding of \$3,795 (excluding GST) for the 2018 year (2017: \$3,144). The funding was spent on providing extra resources to support the building of athletic, soccer and basketball skills and game knowledge throughout the school in P.E. classes and sports programmes. The number of students participating in the range of organised sport both during school hours and after school hours is very high.

**BUCKLAND SCHOOL**

**STATEMENT OF RESPONSIBILITY**

**For the year ended 31 December 2018**

The Board of Trustees (the Board) has pleasure in presenting the annual report of Buckland Primary School incorporating the financial statements and the auditor's report, for the year ended 31 December 2018.

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

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

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

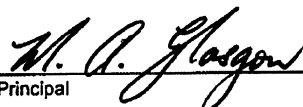
The School's 2018 financial statements are authorised for issue by the Board Chairperson and the principal.

Hannah McCarthy

  
\_\_\_\_\_  
Signature of Board Chairperson

22 May 2019  
Date:

Mavis Glasgow

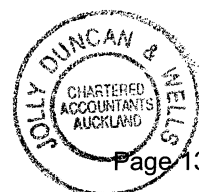
  
\_\_\_\_\_  
Principal

22 May 2019  
Date:

**Buckland School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	2,112,086	1,911,391	2,004,291
Locally Raised Funds	3	132,814	128,050	155,664
Interest Earned		43,246	38,000	42,031
		<u>2,288,146</u>	<u>2,077,441</u>	<u>2,201,986</u>
<b>Expenses</b>				
Locally Raised Funds	3	102,070	85,000	92,526
Learning Resources	4	1,409,961	1,401,780	1,306,356
Administration	5	107,261	102,224	99,077
Finance	6	886	-	615
Property	7	525,721	445,900	535,400
Depreciation	8	60,919	50,000	53,746
Loss on Disposal of Property, Plant and Equipment		1,074	-	1,468
		<u>2,207,892</u>	<u>2,084,904</u>	<u>2,089,188</u>
<b>Net Surplus / (Deficit) for the year</b>		80,254	(7,463)	112,798
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>80,254</u>	<u>(7,463)</u>	<u>112,798</u>

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



**Buckland School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2018

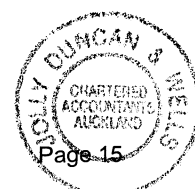
	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>1,646,019</u>	<u>1,650,487</u>	<u>1,533,221</u>
Total comprehensive revenue and expense for the year	80,254	(7,463)	112,798
Owner transactions			
Contribution - Furniture and Equipment Grant	4,896	-	-
<b>Equity at 31 December</b>	<u>1,731,168</u>	<u>1,643,024</u>	<u>1,646,019</u>
Retained Earnings	1,731,168	1,643,024	1,646,019
<b>Equity at 31 December</b>	<u>1,731,168</u>	<u>1,643,024</u>	<u>1,646,019</u>

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

**Buckland School**  
**Statement of Financial Position**  
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	9	38,770	10,100	435,785
Accounts Receivable	10	109,030	86,200	74,964
GST Receivable		18,135	-	-
Prepayments		6,734	6,500	11,057
Inventories	11	17,880	17,000	16,372
Investments	12	1,222,831	1,200,000	1,182,511
		<u>1,413,381</u>	<u>1,319,800</u>	<u>1,720,689</u>
<b>Current Liabilities</b>				
GST Payable		-	1,000	44,179
Accounts Payable	14	105,097	104,000	93,506
Provision for Cyclical Maintenance	15	26,374	-	16,153
Painting Contract Liability - Current Portion	16	-	-	-
Finance Lease Liability - Current Portion	17	4,697	4,600	3,025
Funds held for Capital Works Projects	18	-	-	238,421
		<u>136,168</u>	<u>109,600</u>	<u>395,284</u>
<b>Working Capital Surplus or (Deficit)</b>		<b>1,277,213</b>	<b>1,210,200</b>	<b>1,325,405</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	458,069	452,257	335,318
		<u>458,069</u>	<u>452,257</u>	<u>335,318</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	-	15,333	13,000
Painting Contract Liability	16	-	-	-
Finance Lease Liability	17	4,114	4,100	1,704
		<u>4,114</u>	<u>19,433</u>	<u>14,704</u>
<b>Net Assets</b>		<u><u>1,731,168</u></u>	<u><u>1,643,024</u></u>	<u><u>1,646,019</u></u>
<b>Equity</b>		<u><u>1,731,168</u></u>	<u><u>1,643,024</u></u>	<u><u>1,646,019</u></u>

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





**Buckland School**  
**Cash Flow Statement**  
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		438,876	392,034	419,010
Locally Raised Funds		114,727	128,050	155,664
Goods and Services Tax (net)		(62,314)	(44,000)	36,271
Payments to Employees		(176,158)	(132,830)	(163,743)
Payments to Suppliers		(299,757)	(352,685)	(283,378)
Interest Paid		(886)	-	(615)
Interest Received		43,005	37,800	42,137
Net cash from / (to) the Operating Activities		<u>57,493</u>	<u>28,369</u>	<u>205,346</u>
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(175,550)	(157,595)	(41,474)
Purchase of Investments		(40,320)	(24,959)	(87,026)
Net cash from / (to) the Investing Activities		<u>(215,870)</u>	<u>(182,554)</u>	<u>(128,500)</u>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		4,896	-	-
Finance Lease Payments		(5,112)	(4,300)	(2,754)
Painting contract payments		-	-	(2,958)
Funds Held for Capital Works Projects		(238,421)	(238,421)	238,421
Net cash from Financing Activities		<u>(238,637)</u>	<u>(242,721)</u>	<u>232,709</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u>(397,014)</u>	<u>(396,906)</u>	<u>309,554</u>
Cash and cash equivalents at the beginning of the year	9	435,785	407,006	126,231
<b>Cash and cash equivalents at the end of the year</b>	9	<u>38,770</u>	<u>10,100</u>	<u>435,785</u>

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.



# Buckland School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2018

#### **a) Reporting Entity**

Buckland 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 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

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

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

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

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying 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.

##### **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 13.

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

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

##### **Classification of leases**

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

#### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward 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 Schools**

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.

##### **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**

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, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Accounts Receivable is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt. This impairment loss is the difference between the carrying amount of the receivable and the present value of the amounts expected to be collected and has been included under Other Expenditure in the Statement of Comprehensive Revenue and Expense, if not otherwise shown separately.

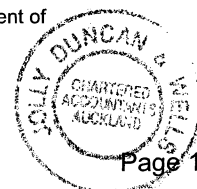
#### **i) Inventories**

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

#### **j) Investments**

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

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



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

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

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

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

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

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

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements – Crown	10-50 years
Furniture and equipment	3-20 years
Ground Equipment	10-20 years
Information and communication technology	3-5 years
Textbooks	5 years
Library resources	12.5% Diminishing value

#### **l) Intangible Assets**

##### *Software costs*

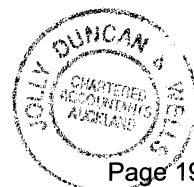
Computer software acquired by the School is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination.

Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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



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

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

*Non cash generating assets*

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

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

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

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

**n) Accounts Payable**

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

**o) Employee Entitlements**

*Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

**p) 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).

**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.

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.

**s) Budget Figures**

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

**v) Services received in-kind**

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



## 2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	374,146	361,114	363,478
Teachers' salaries grants	1,231,181	1,177,357	1,146,206
Use of Land and Buildings grants	442,029	342,000	439,075
Other government grants	64,730	30,920	55,532
	<u>2,112,086</u>	<u>1,911,391</u>	<u>2,004,291</u>

## 3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<i>Revenue</i>			
Donations	12,070	16,550	15,466
Fundraising	20,715	25,000	45,883
Activities	67,666	60,000	72,509
Trading	32,363	26,500	21,806
	<u>132,814</u>	<u>128,050</u>	<u>155,664</u>
<i>Expenses</i>			
Activities	72,951	59,500	72,541
Trading	29,118	25,500	19,985
	<u>102,070</u>	<u>85,000</u>	<u>92,526</u>
<i>Surplus for the year Locally raised funds</i>	<u>30,744</u>	<u>43,050</u>	<u>63,138</u>

## 4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Equipment repairs	411	400	-
Teaching Resources	35,418	42,773	37,404
Employee benefits - salaries	1,360,475	1,341,607	1,264,092
Staff development	13,657	17,000	4,860
	<u>1,409,961</u>	<u>1,401,780</u>	<u>1,306,356</u>

## 5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
ACC Premiums	5,277	500	4,485
Audit Fee	4,323	4,324	4,258
Accountancy Fee	4,915	4,000	4,000
Board of Trustees Expenses	3,186	3,500	3,851
Communication	4,393	3,900	4,467
Consumables	10,564	9,750	8,719
Copyrights	811	800	770
General Expenses	9,939	11,200	9,011
Engraving & Prizegiving	1,583	1,500	989
Principal Expenses	660	1,000	1,086
Employee Benefits - Salaries	46,216	45,350	41,654
Insurance	4,899	5,000	5,187
Principal Appraisal	6,930	7,000	6,975
Board of Trustees Fees	3,565	4,400	3,625
	<u>107,261</u>	<u>102,224</u>	<u>99,077</u>



## 6. Finance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Finance Costs	886	-	615
	<u>886</u>	<u>-</u>	<u>615</u>

## 7. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	45,377	47,450	45,494
Cyclical Maintenance Provision	(2,779)	-	5,564
Grounds	9,774	9,800	6,868
Heat, Light and Water	16,948	23,000	23,969
Repairs and Maintenance	14,371	23,650	14,430
Use of Land and Buildings	442,029	342,000	439,075
	<u>525,721</u>	<u>445,900</u>	<u>535,400</u>

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

## 8. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Swimming Pool	2,012	2,000	2,116
Building Improvements - Crown	4,041	4,000	3,871
Furniture and Equipment	28,950	24,000	26,097
Information and Communication Technology	17,144	14,000	15,105
Leased Assets	5,200	3,000	2,902
Library Resources	3,572	3,000	3,655
	<u>60,919</u>	<u>50,000</u>	<u>53,746</u>

## 9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	100	100	100
Bank Current Account	38,670	10,000	343,648
Bank Call Account	-	-	92,037
Cash and cash equivalents for Cash Flow Statement	<u>38,770</u>	<u>10,100</u>	<u>435,785</u>

## 10. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	18,087	-	-
Interest Receivable	6,456	6,200	6,216
Teacher Salaries Grant Receivable	84,487	80,000	68,748
	<u>109,030</u>	<u>86,200</u>	<u>74,964</u>
Receivables from Exchange Transactions	24,543	6,200	6,216
Receivables from Non-Exchange Transactions	84,487	80,000	68,748
	<u>109,030</u>	<u>86,200</u>	<u>74,964</u>

## 11. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	2,342	2,000	2,297
School Uniforms	15,538	15,000	14,075
	<u>17,880</u>	<u>17,000</u>	<u>16,372</u>

## 12. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	1,222,831	1,200,000	1,182,511
Non-current Asset			
Long-term Bank Deposits with Maturities Greater than One Year	-	-	-



### 13. Property, Plant and Equipment

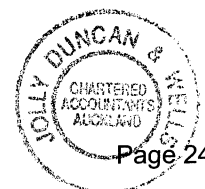
	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Swimming Pool	24,822	-	-	-	(2,012)	22,810
Building Improvements	107,419	102,245	-	-	(4,041)	205,623
Furniture and Equipment	141,244	53,097	-	-	(28,950)	165,391
Information and Communication Technology	30,447	16,144	-	-	(17,144)	29,448
Leased Assets	5,803	9,194	-	-	(5,200)	9,797
Library Resources	25,583	4,065	(1,073)	-	(3,572)	25,003
<b>Balance at 31 December 2018</b>	<b>335,318</b>	<b>184,745</b>	<b>(1,073)</b>	<b>-</b>	<b>(60,919)</b>	<b>458,069</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Swimming Pool	41,009	(18,199)	22,810
Building Improvements	271,286	(65,664)	205,623
Furniture and Equipment	477,607	(312,218)	165,389
Information and Communication Technology	152,529	(123,082)	29,448
Textbooks	10,781	(10,781)	-
Leased Assets	19,264	(9,467)	9,797
Library Resources	80,248	(55,246)	25,003
<b>Balance at 31 December 2018</b>	<b>1,052,725</b>	<b>(594,656)</b>	<b>458,069</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Swimming Pool	26,938	-	-	-	(2,116)	24,822
Building Improvements	111,289	-	-	-	(3,871)	107,418
Furniture and Equipment	131,061	27,477	-	-	(26,097)	132,441
Information and Communication Technology	45,502	8,853	-	-	(15,105)	39,250
Leased Assets	8,705	-	-	-	(2,902)	5,803
Library Resources	25,562	5,144	(1,467)	-	(3,655)	25,584
<b>Balance at 31 December 2017</b>	<b>349,057</b>	<b>41,474</b>	<b>(1,467)</b>	<b>-</b>	<b>(53,746)</b>	<b>335,318</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Swimming Pool	41,009	(16,187)	24,822
Building Improvements	169,041	(61,622)	107,419
Furniture and Equipment	422,562	(281,318)	141,244
Information and Communication Technology	134,435	(103,988)	30,447
Textbooks	10,780	(10,780)	-
Leased Assets	10,070	(4,267)	5,803
Library Resources	79,523	(53,940)	25,583
<b>Balance at 31 December 2017</b>	<b>867,420</b>	<b>(532,102)</b>	<b>335,318</b>

The net carrying value of equipment held under a finance lease is \$9,797 (2017: \$5,803)



#### 14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating Creditors	19,227	19,000	22,727
Employee Entitlements - Salaries	85,870	85,000	70,779
	105,097	104,000	93,506
Payables for Exchange Transactions	105,097	103,800	93,264
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	200	242
	105,097	104,000	93,506

The carrying value of payables approximates their fair value.

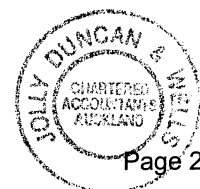
#### 15. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	29,153	29,153	23,589
Increase/ (decrease) to the Provision During the Year	(2,779)	-	5,564
Provision at the End of the Year	26,374	29,153	29,153
Cyclical Maintenance - Current	26,374	-	16,153
Cyclical Maintenance - Term	-	15,333	13,000
	26,374	15,333	29,153

#### 16. Painting Contract Liability

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Liability	-	-	-
Non Current Liability	-	-	-
	-	-	-

In 2010 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2012, with regular maintenance in subsequent years. The agreement has an annual commitment of \$5,997. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money. A new contract is in place with Programmed Maintenance Services (N.Z.) Ltd which commences 15 January 2019.



## 17. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	4,697	4,600	3,025
Later than One Year and no Later than Five Years	4,114	4,100	1,703
Later than Five Years	-	-	-
	8,811	8,700	4,728

## 18. Funds Held for Capital Works Projects

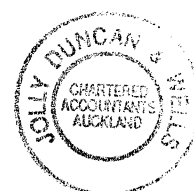
During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
5YA Block 1 and 5 Upgrade completed		238,421	109,727	348,148	-
Totals		238,421	109,727	348,148	-
<b>Represented by:</b>					-
Funds Held on Behalf of the Ministry of Education					-
Funds Due from the Ministry of Education					-
					-
	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
5YA Block 1 and 5 Upgrade in progress			278,000	39,579	238,421
Totals		-	278,000	39,579	238,421

## 19. Related Party Transactions

The school is an entity controlled by the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.



## 20. Remuneration

### Key management personnel compensation

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

	<b>2018 Actual \$</b>	<b>2017 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,565	3,625
Full-time equivalent members	0.19	0.29
<i>Leadership Team</i>		
Remuneration	316,338	303,662
Full-time equivalent personnel	3	3
Total key management personnel remuneration	<u>319,903</u>	<u>307,287</u>
Total full-time equivalent personnel	<u>3.19</u>	<u>3.29</u>

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>2018 Actual \$000</b>	<b>2017 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

### Other Employees

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

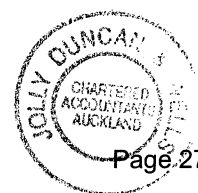
<b>Remuneration \$000</b>	<b>2018 FTE Number</b>	<b>2017 FTE Number</b>
110 - 120	-	-
100 - 110	-	-
	<u>-</u>	<u>-</u>

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

## 21. 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>2018 Actual</b>	<b>2017 Actual</b>
Total	-	-
Number of People	-	-



## 22. Contingencies

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

### Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

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

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2018 the Board has no contracted agreements for capital works.

(Capital commitments at 31 December 2017: \$360,362)

### (b) Operating Commitments

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

Rental agreements with Telecom Equipment Financing for the lease of teachers' laptop computers.

	2018 Actual \$	2017 Actual \$
No later than One Year	214	993
Later than One Year and No Later than Five Years	-	214
Later than Five Years	-	-
	214	1,207

## 24. Managing Capital

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

## 25. Financial Instruments

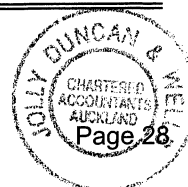
The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	38,770	10,100	435,785
Receivables	109,030	86,200	74,964
Investments - Term Deposits	1,222,831	1,200,000	1,182,511
Total Loans and Receivables	1,370,631	1,296,300	1,693,260

### Financial liabilities measured at amortised cost

Payables	105,097	104,000	93,506
Finance Leases	8,811	8,700	4,729
Total Financial Liabilities Measured at Amortised Cost	113,908	112,700	98,235



## 26. Events After Balance Date

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

**JOLLY DUNCAN & WELLS**  
CHARTERED ACCOUNTANTS | BUSINESS ADVISORS

**INDEPENDENT AUDITOR'S REPORT**

**TO THE READERS OF BUCKLAND PRIMARY SCHOOL FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Buckland Primary School (the School). The Auditor-General has appointed me, Brian Sheridan, using the staff and resources of Jolly Duncan & Wells, 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 13 to 29, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 29 May 2019. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 1 to 12 which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

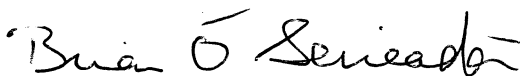
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Brian Sheridan  
**JOLLY DUNCAN & WELLS**  
On behalf of the Auditor-General  
Auckland, New Zealand