

# RIVERDALE SCHOOL (PALMERSTON NORTH)

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

<b>Ministry Number:</b>	2437
<b>Principal:</b>	Debra Peck
<b>School Address:</b>	Slacks Road, Palmerston North
<b>School Postal Address:</b>	PO Box 6093, Awapuni, Palmerston North, 4445
<b>School Phone:</b>	06 354 2416
<b>School Email:</b>	office.riverdaleschool@gmail.com

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Gained</b>	<b>Occupation</b>	<b>Term Expires/Expired</b>
Dwayne George	Chairperson	Elected	Branch Manager	Jun 2022
Caren Bailey	Chairperson	Elected	Manager	Jun 2019
Debra Peck	Principal	ex Officio		
Tony West	Acting Principal	ex Officio		
Michael Smit	Parent Rep	Elected	Auditor	Jun 2022
Ian Fitchett	Parent Rep	Elected	Consultant	Jun 2022
Tessa Lyons	Parent Rep	Elected	Events Senior	Jun 2022
Caren Bailey	Parent Rep	Co-opted	Manager	Jun 2022
Nick Reid	Parent Rep	Elected	Teacher	Jun 2019
Kelly Johnson	Parent Rep	Elected	Director of Strategy	Jun 2019
Jack Paki	Parent Rep	Co-opted	Consultant	Jun 2019
Selina McCallum	Staff Rep	Elected	Teacher	Jun 2022

**Accountant / Service Provider:** Education Services Ltd

# RIVERDALE SCHOOL (PALMERSTON NORTH)

Annual Report - For the year ended 31 December 2019

## Index

<b>Page</b>	<b>Statement</b>
	<b>Financial Statements</b>
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 12	Statement of Accounting Policies
13 - 21	Notes to the Financial Statements
	<b>Other Information</b>
	Analysis of Variance
	Kiwisport

# Riverdale School (Palmerston North)

## Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Dwayne Jeremy George  
Full Name of Board Chairperson

Debra Ann Peck  
Full Name of Principal

  
Signature of Board Chairperson

  
Signature of Principal

27 May 2020  
Date:

27 May 2020  
Date:

**Riverdale School (Palmerston North)**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	3,040,382	2,777,241	2,825,254
Locally Raised Funds	3	116,145	79,131	130,708
Interest income		6,385	4,000	6,010
Gain on Sale of Property, Plant and Equipment		150	-	-
		<u>3,163,062</u>	<u>2,860,372</u>	<u>2,961,972</u>
<b>Expenses</b>				
Locally Raised Funds	3	45,724	61,352	52,805
Learning Resources	4	2,221,742	2,009,882	2,044,035
Administration	5	150,224	150,155	137,547
Finance		2,383	2,000	2,833
Property	6	593,356	563,437	498,238
Depreciation	7	74,855	73,329	77,685
Loss on Disposal of Property, Plant and Equipment		-	-	1,877
		<u>3,088,284</u>	<u>2,860,155</u>	<u>2,815,020</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>74,778</b>	<b>217</b>	<b>146,952</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>74,778</b></u>	<u><b>217</b></u>	<u><b>146,952</b></u>

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



**Riverdale School (Palmerston North)**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
<b>Balance at 1 January</b>		<u>854,416</u>	<u>701,799</u>	<u>694,879</u>
Total comprehensive revenue and expense for the year		74,778	217	146,952
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	12,585
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	24	<u>929,194</u>	<u>702,016</u>	<u>854,416</u>
Retained Earnings		929,194	702,016	854,416
<b>Equity at 31 December</b>		<u>929,194</u>	<u>702,016</u>	<u>854,416</u>

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



**Riverdale School (Palmerston North)**  
**Statement of Financial Position**

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	345,682	60,701	165,609
Accounts Receivable	9	156,040	150,226	163,975
GST Receivable		9,451	3,850	26,925
Prepayments		2,367	6,450	7,838
Inventories	10	1,193	822	-
Investments	11	367,567	157,722	163,819
Funds owed for Capital Works Projects	18	-	-	34,772
		<b>882,300</b>	<b>379,771</b>	<b>562,938</b>
<b>Current Liabilities</b>				
Accounts Payable	13	174,591	156,898	170,417
Revenue Received in Advance	14	-	377	-
Provision for Cyclical Maintenance	15	-	41,119	-
Painting Contract Liability - Current Portion	16	3,633	3,633	6,802
Finance Lease Liability - Current Portion	17	11,049	4,567	12,962
Funds held for Capital Works Projects	18	195,164	-	-
		<b>384,437</b>	<b>206,594</b>	<b>190,181</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>497,863</b>	<b>173,177</b>	<b>372,757</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	545,747	588,909	561,247
		<b>545,747</b>	<b>588,909</b>	<b>561,247</b>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	101,133	60,070	71,975
Painting Contract Liability	16	-	-	464
Finance Lease Liability	17	13,283	-	7,149
		<b>114,416</b>	<b>60,070</b>	<b>79,588</b>
<b>Net Assets</b>		<b>929,194</b>	<b>702,016</b>	<b>854,416</b>
<b>Equity</b>		<b>929,194</b>	<b>702,016</b>	<b>854,416</b>

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



**Riverdale School (Palmerston North)**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		751,574	677,353	702,943
Locally Raised Funds		123,769	79,131	119,237
Goods and Services Tax (net)		17,474	-	(23,075)
Payments to Employees		(408,140)	(256,200)	(232,384)
Payments to Suppliers		(259,756)	(428,964)	(407,335)
Cyclical Maintenance Payments in the year		-	(25,000)	-
Interest Paid		(2,383)	(2,000)	(2,833)
Interest Received		4,456	4,000	6,772
<b>Net cash from Operating Activities</b>		<b>226,994</b>	<b>48,320</b>	<b>163,325</b>
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(43,852)	(93,590)	(100,087)
Purchase of Investments		(203,748)	-	(6,097)
<b>Net cash to Investing Activities</b>		<b>(247,600)</b>	<b>(93,590)</b>	<b>(106,184)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	12,585
Finance Lease Payments		(8,588)	(13,798)	(7,552)
Painting contract payments		(3,633)	(3,633)	(3,633)
Funds Held for Capital Works Projects		212,900	-	(16,334)
<b>Net cash from/ (to) Financing Activities</b>		<b>200,679</b>	<b>(17,431)</b>	<b>(14,934)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>180,073</b>	<b>(62,701)</b>	<b>42,207</b>
Cash and cash equivalents at the beginning of the year	8	165,609	123,402	123,402
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>345,682</b>	<b>60,701</b>	<b>165,609</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

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



# Riverdale School (Palmerston North)

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

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

Riverdale School (Palmerston North) (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 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

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

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

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

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

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

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

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

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



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

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

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

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

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

#### *Cyclical Maintenance Provision*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 15.

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

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

### **Donations, Gifts and Bequests**

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

### **Interest Revenue**

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

### **d) Use of Land and Buildings Expense**

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

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

### **g) Cash and Cash Equivalents**

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

### **h) Accounts Receivable**

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

### **Prior Year Policy**

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

### **i) Inventories**

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

## j) Investments

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

### **Prior Year Policy**

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

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

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

## 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.

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10-40 years
Furniture and Equipment	5-20 years
Information and Communication	4-5 years
Library Resources	12.5% DV

Leased assets are depreciated over the life of the lease.

## **l) Intangible Assets**

### *Software costs*

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

### *Non cash generating assets*

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

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

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

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

## **n) Accounts Payable**

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

#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date and annual leave earned to but not yet taken at balance date.

##### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

#### **p) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

#### **q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

#### **r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

#### **s) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

#### **t) Financial Assets and Liabilities**

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

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

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

**u) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

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

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

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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





## 2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	539,627	524,853	516,653
Teachers' Salaries Grants	1,897,562	1,701,732	1,741,773
Use of Land and Buildings Grants	411,037	391,407	383,519
Resource Teachers Learning and Behaviour Grants	2,542	-	2,729
Other MoE Grants	186,214	159,249	180,580
Other Government Grants	3,400	-	-
	<u>3,040,382</u>	<u>2,777,241</u>	<u>2,825,254</u>

## 3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	50,356	23,000	60,658
Bequests & Grants	-	-	6,158
Activities	33,991	56,131	53,218
Trading	10,310	-	10,674
Fundraising	250	-	-
Other Revenue	21,238	-	-
	<u>116,145</u>	<u>79,131</u>	<u>130,708</u>
<b>Expenses</b>			
Activities	35,816	61,352	41,334
Trading	9,748	-	11,471
Fundraising (Costs of Raising Funds)	160	-	-
	<u>45,724</u>	<u>61,352</u>	<u>52,805</u>
<i>Surplus for the year Locally raised funds</i>	<u>70,421</u>	<u>17,779</u>	<u>77,903</u>

## 4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	23,415	56,750	57,206
Library Resources	403	800	719
Employee Benefits - Salaries	2,040,671	1,802,932	1,822,394
Staff Development	40,423	50,000	55,542
Special Care Unit	116,830	99,400	107,896
Extra Curricular Activities	-	-	278
	<u>2,221,742</u>	<u>2,009,882</u>	<u>2,044,035</u>

## 5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,507	4,375	4,375
Board of Trustees Fees	3,160	3,800	3,150
Board of Trustees Expenses	15,551	16,000	12,665
Communication	3,633	3,800	3,605
Consumables	13,082	13,300	11,107
Operating Lease	300	-	663
Other	17,823	12,600	11,241
Employee Benefits - Salaries	71,293	77,000	71,827
Insurance	8,995	7,400	7,394
Service Providers, Contractors and Consultancy	11,880	11,880	11,520
	<u>150,224</u>	<u>150,155</u>	<u>137,547</u>

## 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	13,211	13,000	11,328
Cyclical Maintenance Expense	29,158	23,355	(48,004)
Grounds	4,357	5,550	6,476
Heat, Light and Water	16,057	17,300	20,052
Rates	5,554	5,700	5,505
Repairs and Maintenance	16,566	18,200	27,253
Use of Land and Buildings	411,037	391,407	383,519
Security	6,149	5,000	5,000
Employee Benefits - Salaries	84,794	78,000	72,321
Contractors And Consultants	6,473	5,925	14,788
	<u>593,356</u>	<u>563,437</u>	<u>498,238</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.

## 7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements	24,588	22,923	24,285
Furniture and Equipment	24,031	22,576	23,917
Information and Communication Technology	10,308	12,658	13,410
Leased Assets	14,739	12,442	13,181
Library Resources	1,189	2,730	2,892
	<u>74,855</u>	<u>73,329</u>	<u>77,685</u>



### 8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	300	-	95
Bank Current Account	44,561	77,313	79,429
Bank Call Account	300,821	(16,612)	86,085
Cash and cash equivalents for Statement of Cash Flow	<u>345,682</u>	<u>60,701</u>	<u>165,609</u>

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

Of the \$345,682 Cash and Cash Equivalents, \$195,164 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

### 9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	11,136	7,666	18,760
Banking Staffing Underuse	-	25,914	23,269
Interest Receivable	2,625	1,458	696
Teacher Salaries Grant Receivable	142,279	115,188	121,250
	<u>156,040</u>	<u>150,226</u>	<u>163,975</u>
Receivables from Exchange Transactions	13,761	9,124	19,456
Receivables from Non-Exchange Transactions	142,279	141,102	144,519
	<u>156,040</u>	<u>150,226</u>	<u>163,975</u>

### 10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	315	763	-
Uniform	878	59	-
	<u>1,193</u>	<u>822</u>	<u>-</u>

### 11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	367,567	157,722	163,819
Total Investments	<u>367,567</u>	<u>157,722</u>	<u>163,819</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	404,034	14,603	-	-	(24,588)	394,049
Furniture and Equipment	113,114	15,071	-	-	(24,031)	104,154
Information and Communication Tech	15,937	9,148	-	-	(10,308)	14,777
Leased Assets	19,455	18,893	-	-	(14,739)	23,609
Library Resources	8,707	1,639	-	-	(1,189)	9,158
<b>Balance at 31 December 2019</b>	<b>561,247</b>	<b>59,354</b>	<b>-</b>	<b>-</b>	<b>(74,855)</b>	<b>545,747</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	672,067	(278,018)	394,049
Furniture and Equipment	535,724	(431,570)	104,154
Information and Communication	148,181	(133,404)	14,777
Leased Assets	54,809	(31,200)	23,609
Library Resources	48,988	(39,830)	9,158
<b>Balance at 31 December 2019</b>	<b>1,459,769</b>	<b>(914,022)</b>	<b>545,747</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	385,718	44,159	(1,558)	-	(24,285)	404,034
Furniture and Equipment	106,463	30,887	(319)	-	(23,917)	113,114
Information and Communication Tech	38,225	8,857	(17,735)	-	(13,410)	15,937
Leased Assets	27,472	5,164	-	-	(13,181)	19,455
Library Resources	10,101	1,498	-	-	(2,892)	8,707
<b>Balance at 31 December 2018</b>	<b>567,979</b>	<b>90,565</b>	<b>(19,612)</b>	<b>-</b>	<b>(77,685)</b>	<b>561,247</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	657,465	(253,431)	404,034
Furniture and Equipment	520,653	(407,539)	113,114
Information and Communication	139,033	(123,096)	15,937
Leased Assets	51,870	(32,415)	19,455
Library Resources	47,348	(38,641)	8,707
<b>Balance at 31 December 2018</b>	<b>1,416,369</b>	<b>(855,122)</b>	<b>561,247</b>

### 13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	6,001	30,814	34,751
Accruals	4,507	4,248	4,375
Capital Accruals for PPE Items	20	-	3,410
Banking Staffing Overuse	15,643	-	-
Employee Entitlements - Salaries	142,279	115,188	121,250
Employee Entitlements - Leave Accrual	6,141	6,648	6,631
	<u>174,591</u>	<u>156,898</u>	<u>170,417</u>
Payables for Exchange Transactions	174,591	156,898	170,417
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>174,591</u>	<u>156,898</u>	<u>170,417</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income in Advance	-	377	-
	<u>-</u>	<u>377</u>	<u>-</u>

### 15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	71,975	77,834	119,979
Increase to the Provision During the Year	29,158	23,355	20,158
Adjustment to the Provision	-	-	(68,162)
Provision at the End of the Year	<u>101,133</u>	<u>101,189</u>	<u>71,975</u>
Cyclical Maintenance - Current	-	41,119	-
Cyclical Maintenance - Term	101,133	60,070	71,975
	<u>101,133</u>	<u>101,189</u>	<u>71,975</u>

### 16. Painting Contract Liability

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Liability	3,633	3,633	6,802
Non Current Liability	-	-	464
	<u>3,633</u>	<u>3,633</u>	<u>7,266</u>

In 2014 the Board signed an agreement with Programme Maintenance Services Ltd (the contractor) for an agreed programme of work covering a 8 year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2014, with regular maintenance in subsequent years. The agreement has an annual commitment of \$6,802. 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.

## 17. Finance Lease Liability

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

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
No Later than One Year	11,477	4,567	13,782
Later than One Year and no Later than Five Years	14,922	-	7,149
	<u>26,399</u>	<u>4,567</u>	<u>20,931</u>

## 18. Funds Held (Owed) for Capital Works Projects

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Electrical Upgrade	<i>completed</i>	10,496	(210)	10,286	-	-
Block 1 Alterations	<i>completed</i>	(40,823)	40,823	-	-	-
Block 4 Alterations	<i>in progress</i>	(4,445)	294,655	95,046	-	195,164
Totals		<u>(34,772)</u>	<u>335,268</u>	<u>105,332</u>	<u>-</u>	<u>195,164</u>

### Represented by:

Funds Held on Behalf of the Ministry of Education	195,164
Funds Due from the Ministry of Education	-
	<u>195,164</u>

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Electrical Upgrade	<i>in progress</i>	-	10,496	-	-	10,496
Block 1 Alterations	<i>in progress</i>	-	307,964	348,787	-	(40,823)
Block 4 Alterations	<i>in progress</i>	-	-	4,445	-	(4,445)
Block 1 Internal Gutter Leak	<i>completed</i>	-	5,597	5,597	-	-
Block 1 & 4 Life Cycle Plumbing Fixtur	<i>completed</i>	-	21,479	21,479	-	-
Totals		<u>-</u>	<u>345,536</u>	<u>380,308</u>	<u>-</u>	<u>(34,772)</u>

## 19. Related Party Transactions

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

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

## 20. Remuneration

### Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,160	3,150
Full-time equivalent members	0.15	0.16
<i>Leadership Team</i>		
Remuneration	538,333	510,751
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	541,493	513,901
Total full-time equivalent personnel	5.15	5.16

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:

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	1.00	-
	1.00	0.00

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:

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

## 22. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

(a) \$623,423.66 contract for Block 4 Alterations as agent for the Ministry of Education. This project is fully funded by the Ministry and \$294,655 has been received of which \$99,491 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2018: nil)

### (b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

## 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:

### Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	345,682	60,701	165,609
Receivables	156,040	150,226	163,975
Investments - Term Deposits	367,567	157,722	163,819
Total Financial assets measured at amortised cost	<u>869,289</u>	<u>368,649</u>	<u>493,403</u>

### Financial liabilities measured at amortised cost

Payables	174,591	156,898	170,417
Finance Leases	24,332	4,567	20,111
Painting Contract Liability	3,633	3,633	7,266
Total Financial Liabilities Measured at Amortised Cost	<u>202,556</u>	<u>165,098</u>	<u>197,794</u>



## 26. Events After Balance Date

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

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

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

## 27. Comparatives

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

## 28. Adoption of PBE IFRS 9 Financial Instruments

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

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

- Note 11 Investments:

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

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

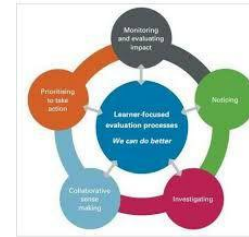


# Analysis of Variance Reporting



<b>School Name:</b>	Riverdale School - Maths 2019	<b>School Number:</b>	2437 - Target 1
<b>Strategic Aim:</b>	Student Achievement Target 1: To identify students within Tier 2, who, with a specific intervention based on their individual needs, could make 18 months or accelerated progress in maths.		
<b>Annual Aim:</b>	Maths: Tier 2 Students to accelerate their learning in Maths (acceleration in this instance to be defined as reaching the expectation for the year level).		
<b>Target:</b>	6 Akonga (5 in Year 5, 1 in Year 4), who were identified as Below or Well Below expectation in December 2018		
<b>Baseline Data:</b>	From December 2018 End of Year Data:  5 Students at Stage 4, Global Strategy, 1 Student Early Stage 5, Global Strategy		





<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																																			
<p>SENCO identified a group of Tier 2 akonga who, with the benefit of an individualised intervention, could accelerate their learning in maths.</p> <p>6 Akonga were identified</p> <ul style="list-style-type: none"> <li>- 5 in Poutama</li> <li>- 1 in Pounamu Atawhai</li> </ul> <p>The specific level of maths strategy required for 18 months progress and for accelerated learning (reading AT expectation) was identified for each student and shared with Team Leaders.</p> <p>By the end of Term 1 teachers had conducted a full gloss test and identified the potential barriers for learning for each child individually.</p> <p>A teacher aide was allocated to support % of these children in maths throughout the year. The teacher aide worked within the area of number knowledge, providing a repetitive and overlapping programme covering the basic concepts of Stage 4 and 5 in both teams initially.</p>	<table border="1" data-bbox="609 486 1164 933"> <thead> <tr> <th>Child</th> <th>Knowledge</th> <th>Strategy</th> <th>18 months progress</th> <th>Acceleration</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>Early S5</td> <td>Early S6</td> <td></td> <td>Y</td> </tr> <tr> <td>B</td> <td>Early S5</td> <td>Stage 4</td> <td>N</td> <td></td> </tr> <tr> <td>C</td> <td>Early S5</td> <td>Stage 4</td> <td>N</td> <td></td> </tr> <tr> <td>D</td> <td>Mid S5</td> <td>Stage 5</td> <td>Y</td> <td></td> </tr> <tr> <td>E</td> <td>Mid S5</td> <td>Early S6</td> <td></td> <td>Y</td> </tr> <tr> <td>F</td> <td></td> <td>Stage 5</td> <td>Y</td> <td></td> </tr> </tbody> </table> <p>Two children have accelerated learning and reached the level AT the expectation for Year 5.</p> <p>Two children made 18 months progress within a year, and are well placed to accelerate in 2020.</p> <p>Two children (one is in Year 4) are still having difficulty in maths, however both have made significant gains in knowledge. Mastering Stage 4 during the year.</p>	Child	Knowledge	Strategy	18 months progress	Acceleration	A	Early S5	Early S6		Y	B	Early S5	Stage 4	N		C	Early S5	Stage 4	N		D	Mid S5	Stage 5	Y		E	Mid S5	Early S6		Y	F		Stage 5	Y		<p>The intervention was at an individualised level. Teachers were required to diagnose the gaps in learning early in the year and plan a specific programme to bridge that gap.</p> <p>In Poutama, a different approach to support from the teacher aide was trialed in Term 3 and 4. Rather than use a specific planned programme, delivered to a group, that was repetitive and developed the knowledge skills, an individual child was allocated time with the teacher aide and could self direct the learning that they needed support with. This proved highly successful for building self confidence for the students. Learning was driven by them, not done “to them”.</p> <p>Working 1-1 meant they were not being watched or judged by their peers - they felt better about taking risks and making mistakes.</p> <p>The programme was personalised - this meant better engagement. The</p>	<p>Small and specific target groups work. By keeping the number of children being targeted small the teacher is more able to allocate time and individualised attention.</p> <p>Where possible targeted intervention should be provided at an individualised level - both by the classroom teacher and teacher aides.</p> <p>I do recognise that time and resourcing doesn't always allow for this.</p>
Child	Knowledge	Strategy	18 months progress	Acceleration																																		
A	Early S5	Early S6		Y																																		
B	Early S5	Stage 4	N																																			
C	Early S5	Stage 4	N																																			
D	Mid S5	Stage 5	Y																																			
E	Mid S5	Early S6		Y																																		
F		Stage 5	Y																																			



Training was provided for the Teacher Aide who was new to teaching number knowledge.

The 6th child was referred to RTLB and had a specific literacy intervention for 6 months of the year. This child was also reclassified as Tier 1. However as maths is regarded as his strength he remained in this target group.

Class teachers provided regular and ongoing specific targeted intervention throughout the year.

During 2019 teachers conducted their “Teaching as Inquiry” into creating a Mathematical Mindset. The focus for teaching mathematics shifted from a mastery through workshops approach to making authentic and purposeful connections with learning. Problem based or rich tasks are used regularly to allow akonga to apply their learning. Teachers were expected to include elements of this inquiry into this years maths programmes.

learning was exactly what that student needed at that exact time.

Building on the Mathematical Mindset Teaching as Inquiry the teachers used a lot of praise, talk and gave feedback to boost their confidence. Developing a positive mindset and encouraging self-belief (many of these students lack this to start with). Celebrating ALL successes - whether it was attitude, taking a risk, knowing something new.

Relationships were a focus - building a positive working relationship built on trust - kids felt safe to try, take risks, ask questions, say they don't understand.

## Planning for next year:

Online PLD opportunity for interested teachers - going deeper into creating a Mathematical Mindset using Jo Boaler’s research.

Consideration for providing personalised 1:1 interventions by teacher aides and teachers for children in Tier 2

# Tātaritanga raraunga



# Analysis of Variance Reporting



<b>School Name:</b>	Riverdale School - Writing 2019	<b>School Number:</b>	2437 - Target 2
<b>Strategic Aim:</b>	Target 1: Maximise individual capability through quality teaching and learning		
<b>Annual Aim:</b>	Student Achievement Target 2: Writing; Akonga Maori who were at the expectation by December 2018, and who could make the shift to above by the end of 2019.		
<b>Target:</b>	10 Akonga Maori from across Year 3 - 6		
<b>Baseline Data:</b>	10 Akonga Maori; 3 at level 1iii, 2 at level 2 beginning, 3 at level 2 mid, 2 at level 2 advanced.		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>As part of the Kotahitanga Cluster an expert Literacy advisor (ELA) was employed to help raise achievement across the cluster.</p> <p>We specifically employed her to address Maori achievement goals.</p> <p>We were aware that we had very few Maori that were Above in Writing.</p> <p>The ELA indicated that she would work with 8 children.</p> <p>We <a href="#">identified a number of Maori</a> through the achievement data that had potential to be ABOVE expectations if targeted. They were presenting high in Reading achievement, but were at AT in Writing.</p> <p>Nikki Harland (NH) then <a href="#">surveyed</a> those Akonga regarding their attitude and thinking in relation to Writing. Some the learners were given quiet time and space to think about, and</p>	<p>The first sessions, planned by the writing consultant, were undertaken with the children (see <a href="#">“Improving Writing for Maori Learners”</a> slide show for details)</p> <p>Children produced <a href="#">samples</a> immediately to demonstrate their learning against the session goals.</p> <p>NH observed 3 learners in class to see if the learning translated back to their work in class. The finding was that, if prompted, they could recall, and remember to use the strategy the ELA had taught. However, with the teachers, not knowing what had occurred in those session, or what strategies had been taught, of course they couldn’t continue to prompt. Therefore there would be no long term advantage or change.</p> <p>Our expert had little to no impact.</p>	<p>A one off session with a group of children outside the classroom, as suggested by the ELA, bore no long term impact.</p> <p>Once convinced that to have an on going influence the ELA would need to be upskilling teachers, only one session, with three teachers, occurred. Therefore, it is widely understood to expect little impact on the student long term acceleration.</p> <p>The Maori male who is BELOW appears to have a barrier in motivation and interest in writing and despite the in class program being adjusted to inspire and motivate him, finding a topic significantly exciting enough to him, has proven a momentous obstacle to his progress.</p> <p>The children who made expected progress (instead of accelerated</p>	<p>7 of the 10 target children will be remaining at Riverdale in 2020 and will be in year 4, 5 and 6.</p> <p>Given that mindset towards Writing appears to be the compelling barrier to acceleration. It would suggest that out of the box thinking for these akonga to hook them into writing is the initial key to success.</p> <p>Not one thing will hook all of these learners into writing. So taking the time to find their ‘spark’ will be imperative.</p> <p>ie. writing rap songs, scripts, argue for their side in a real context, a manual on how to do/ fix something or a manual of facts on something they are passionate about.</p> <p>Provide lots of discussion and debate prior to writing so they</p>



record their answers, while others were undertaken as a ‘chat’ style interview and NH scribed the answers.

NH copied Writing samples from their books as authentic examples of achievement to inform next steps.

From the surveys the children were grouped for need (including confidence in Writing).

NH chose 10 children to be targeted.

The ELA then planned and taught two writing sessions based on the needs indicated in their samples (one for each group).

### [Session 1 plan](#)

Following the initial sessions NH had a discussion with the ELA around effectiveness of this process and offered an outline for a preferred option. One off sessions are ineffective. The requirement was to teach teachers who would then be upskilled to make changes with akonga

After one session with teachers, the consultant terminated her contract, so no further sessions were held. The feed back, from teachers, was that it was minimally useful, but had added some skills to the Writing toolbox of 3 teachers.

Despite the focus on these children we had 1 Maori female achieve the desired ABOVE status, while we had 1 Maori male stay static, officially putting him BELOW where we would expect him to be. The remaining 4 females and 4 males progressed at a steady trajectory and while achieving the next level up, this means they remain AT.

progress) did so despite being targeted by teachers for additional and targeted teaching. For many of those learners a mindset change in regards to Writing would be the initial hurdle to overcome.

want to get THEIR ideas and opinions recorded.

Use competition, challenge, humour, action and offer real or fantasy contexts.

Allow TIME, scaffolding and support to enable the interest or passion to play out to a satisfactory ending, for the writer, over a piece of writing, rather than rushing through a sequence of sessions determined by the timetable.



in an on-going way, for authentic and sustained change.

Teachers identified areas that they know they would benefit from further upskilling in. [Teacher chosen Writing Goals](#).

The ELA was unable to fulfill the second teacher sessions as she had discontinued her work with us.

Classroom teachers have concentrated efforts for each of the children targeted in the Charter Goal. Examples of the additional targeting are:

- to be the focus of twice termly discussions involving all of the collaboration teacher around what the child is doing in Writing, what the teacher is doing to extend them and new ideas to trial.
- Children are grouped for need, gaps to extend identified and targeted workshops to work on those specific knowledge gaps.



- Teacher giving extra support 2-3 time a week to scaffold ways of getting started with ideas ( reluctance to write is a psychological barrier for many).
- Writing topics were adjusted to help hook them in and choices to motivate were also offered.
- Self Directed Learning Must Do's included tasks to motivate, engage and prompt interest in extending writing.

### Planning for next year:

Bring these children and what we know about them to the attention of the new teachers along with the suggestions for mindset shift above. Upskilling the teachers is the most effective long term way of effecting positive change. DP in charge of Literacy could work closely with teachers to scaffold, brainstorm and lead teacher capability in accelerating achievement in reluctant writers depending on other teacher commitments (as per school wide PD), because these PD/teacher support sessions will have to be outside of teaching times. This sits alongside the recommendations from the 'Look Inside...' BOT reports that have indicated a need for in school PD, around making accurate Over All Teacher Judgements (OTJ's) that reflect level expectations consistently across the school.



# Tātaritanga raraunga



# Analysis of Variance Reporting



<b>School Name:</b>	Riverdale School - Reading 2019	<b>School Number:</b>	2437 - Target 3
<b>Strategic Aim:</b>	Student Achievement Target 3: To identify students within Tier 1 and 2, who with a specific intervention on decoding and encoding, could accelerate their instructional reading achievement		
<b>Annual Aim:</b>	Reading: Tier 1 and 2 Students to accelerate their learning in Reading		
<b>Target:</b>	<p>10 Akonga from Year 4 - 6</p> <p>6 Akonga from Tier 1, 4 from Tier 2</p> <p>Aiming for an 18 month increase within 12 months - accelerated progress</p>		
<b>Baseline Data:</b>	<p>From December 2018 End of Year Data:</p> <p>Reading Instructional Age:</p> <p>3 Akonga at Level 8</p> <p>2 Akonga at Level 12/13,</p> <p>1 Akonga at Level 15</p> <p>1 Akonga at Level 19</p> <p>1 Akonga at Level 21</p> <p>2 Akonga reading from 8.5-10.5 years</p>		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>SENCO identified 10 students from within Tier 1 and 2 of our Special Needs Monitoring system who would best benefit from a targeted intervention in decoding and encoding.</p> <p>Teacher Aide training in the administration and implementation of the STEPs Web programme</p> <ul style="list-style-type: none"> <li>- RTLB assistance initially from Karen Blundell</li> <li>- Support from Kelly Mercer SENCO</li> <li>- PLD for 3 teacher aides and SENCO from Steps Web support person Ros Lugg</li> <li>- PLD for TA during U-Learn</li> </ul> <p>STEPS Web programme implemented in Term 1 for all students</p> <p>Ongoing regular lessons supported by the teacher aides which included;</p> <ul style="list-style-type: none"> <li>- online programme</li> <li>- STEPs web work book</li> <li>- printable resources</li> <li>- hands on games</li> </ul>	<p><b><u>June Results: Mid Year</u></b></p> <p>All children have improved their spelling age            6/10 had made 18 months - 2 years progress in spelling age            4/10 had made a years progress in spelling age</p> <p>One student has accelerated progress in reading. Reaching “at expectation”.            Three students are making progress in reading            One student has dropped a level, despite regular teaching in reading and Steps Web.</p> <p><a href="#">Refer to doc</a> for full summary at mid year</p>	<p>STEPS web in the first instance focuses on <b>encoding</b> words.            It is a systematic programme that teaches the phonetic code. A large portion of the programme is breaking words up into their sound parts and recording those sounds.</p> <p>It is logical and expected that early indications of success would be within the spelling age.</p> <p>Reading is a much harder skill. The children have to <b>decode</b> words. They are required to understand what the letters are, the sounds made by each letter and how they blend together to create words.</p> <p>At mid year it was observed that the teachers of the children in Pounamu Atawhai were not use to working with children with significant learning needs in reading. Support was put in place to help coach the teachers and build confidence when teaching instructional reading.</p> <p>Pae Ake teachers created a daily target group for these children. Both children moved 1-2 reading levels in the next 6</p>	<p>In terms of our target we have seen more progress with the children on Tier 2 who are on STEPs Web.</p> <p>Tier 1 children have more complex needs and although STEPs Web is a programme designed to support learners with needs, these children require the intervention and diagnostic skill of a teacher.</p> <p>Tier 2 children who are identified as having difficulties in encoding and decoding will continue to work on STEPs Web with teacher aides in 2020.</p> <p>Kelly Mercer DP/SENCO has been designated to “impact teach” in this area in 2020. Tier 1 children or those on Tier 2 not making accelerated progress, will have a personalised programme in 2020.</p> <p>This will include sharing research and transferable strategies with teachers to add to their tool kit for teaching children with difficulties in encoding and decoding.</p>



Daily Lessons - Mon-Thursday for 30 minutes each as a minimum

These were regularly monitored by SENCO to ensure adequate and regular use of the programme.

Children were encouraged to use the programme games and other resources as a part of their self directed learning programmes and at home.

*At mid-year it was identified there was not a significant transfer to the akonga instructional reading age as yet.*

To address this we added in support for a teacher who is new to teaching children with significant needs in reading at this year level. Coaching sessions in Term 3 with Kelly Mercer, were implemented. Nikki Harland took over on her return in Term 4.

A new teacher began in Pounamu Atawhai with skills in teaching reading with children with high needs in Term 3. There was a small gain in instructional level within a term as a result.

## November Results: End of Year

All children in Pounamu Atawhai, who continue to have daily STEP's Web programme have continued to improve their spelling age since mid year.

The 2 children in Pae Ake have been on the programme the longest, starting early in 2018. They shifted their focus in Term 4 to applying the skills to writing, however this saw a drop in spelling score.

**2/10 children met the target of accelerated progress in reading - 18 months progress within one school year. Both of these students are in Tier 2.**

4/10 children have made a years progress in the school year. Three of these children are in Tier 2. For Child A on Tier 1 this is highly significant.

[Refer to doc](#) for full summary at end of year

months. Previous to this progress had been static.

Stopping STEP's Web has seen a decrease in spelling age for these 2 children.

It will need to be observed how other children on STEP's Web respond when they too are no longer on the programme. How can we ensure they maintain their spelling skills?

Tier 1 children have significant learning needs and any progress is challenging and should be celebrated. However, it is not surprising to find the most growth within the children in Tier 2. These children do not have diagnosed learning difficulties or entrenched learning behaviours that impact on their ability to progress. This is where we should see the most progress first.



## Planning for next year:

Teacher Aides to be allocated to work with Tier 2 children on STEPs Web programme from Year 3 upwards. (It is a recommendation from Ros Lugg not to use the programme for children younger than this).

Kelly Mercer - DP/Learning Support will work with children on Tier 1 and those not making accelerated progress on the STEPS Web programme.

With staffing changes for 2020 there are now  $\frac{2}{3}$  teachers in Pounamau Atawhai who are trained in early reading and literacy skills, including encoding and decoding.



## Kiwisport 2019

### Riverdale school #2437

Direct fund payments to primary schools were initiated in October 2009 and Secondary Schools began on 1 January 2010. The funding equates to approximately \$21 per secondary student and \$13 per primary student.

- The Direct Fund is provided to all schools (public and private). The amount allocated to each school is based on per capita formula and is funded directly by the Ministry of Education (MOE) through the Operational Grant.
- The Direct Fund is for schools to use on initiatives that lead to the outcomes sought from Kiwisport; for example - more children and young people participating regularly in organised sport. Schools have discretion about how the fund is used.
- The Primary School Direct Fund for primary schools, calculated according to the number of pupils in the school. In some instances the amount of direct funding that will be provided to the school is not likely to make an impact on participation levels in sport unless those primary schools can be connected with other organisations and other funders to maximise the benefits that could be derived from the funding.

### Riverdale School Income MOE: 2019: (\$5,701.04)

Sports Administrator = \$5,400

Physical Education Budget = \$4,000-(3,000 EOTC Rangī Woods Camp)

PE Shed resources to support competition and teams (including; netball, cricket, Hockey and Rippa Rugby)

Trips and Activities = \$1,200 Swimming Sports and Athletics Day (Hire of off site facilities and transport to the events)

Cross Country = \$175

Rippa Rugby Module = \$800 -250 students involved from Year 1-6 (all equipment supplied for six weeks finals day event and prizes , trophies etc)

Miles Pearce - Expert Basketball Teaching Term 1-3 = \$1,400 (Year 1-6 students - every child in our school)

Rhys Watkin - Golf Explorers Term 3 \$300

**Total Riverdale School Expenditure 2019 : (\$9283.04)**



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## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Riverdale School (the School). The Auditor-General has appointed me, Glenn Fan-Robertson, using the staff and resources of BDO Central (NI), 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 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and 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 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 27 May 2020. 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.

**PARTNERS:** David Pearson Ross Hadwin Glenn Fan-Robertson Heather Hallam Lisa Townshend Billie Stanley

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## Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

## 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 Analysis of Variance, Board of Trustees Listing and Kiwisport 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.



Glenn Fan-Robertson  
BDO Central (NI)  
On behalf of the Auditor-General  
Palmerston North, New Zealand