

Kedgley Intermediate School

Annual Report for the year ended 31 December 2019

Ministry Number:	1329
Principal:	Pelu Leaupepetele
School Address:	181 Portage Road, Papatoetoe, Auckland 2025
School Postal Address:	PO Box 23337, Papatoetoe, Auckland 2155
School Phone:	09 278 4202
School Email:	reception@kedgley.school.nz
Service Provider:	Edtech Financial Services Ltd

Kedgley Intermediate School

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Tommy Laban	Chairperson	Elected May 2019	Health & Safety Advisor	May 2022
Pelu Leaupepetele	Principal	ex Officio		
Limaeka Amani	Parent Representative	Elected May 2019	Nurse	May 2022
Deepak Kumar	Parent Representative	Elected May 2019	Support Work	May 2022
Casey Makiri	Parent Representative	Elected May 2019	Student	May 2022
Karmjit Singh	Parent Representative	Elected May 2016	Self-Employed	May 2019
Sialele Pulou	Staff Representative	Elected May 2019	Teacher	May 2022
Heather Miller	Staff Representative	Elected May 2016	Teacher	Resigned Jan 2019

Kedgley Intermediate School

Annual Report

For the year ended 31 December 2019

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Kedgley Intermediate School
Statement of Responsibility
For the year ended 31 December 2019

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

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

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

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

TOMMY LABAN

Full Name of Board Chairperson

PELU LEMPEPETELE

Full Name of Principal

26 May 2020

Date:

26 May 2020

Date:

Kedgley Intermediate School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	5,683,574	5,342,038	5,378,197
Locally Raised Funds	3	291,141	212,990	214,757
Interest Income		29,833	20,000	28,368
		<hr/>	<hr/>	<hr/>
		6,004,548	5,575,028	5,621,322
Expenses				
Locally Raised Funds	3	255,702	227,200	206,034
Learning Resources	4	3,727,361	3,419,641	3,343,597
Administration	5	361,459	421,109	318,738
Finance		21,098	10,910	24,963
Property	6	1,404,475	1,339,319	1,333,191
Depreciation	7	122,551	120,000	146,171
Loss on Disposal of Property, Plant and Equipment		11,069	-	-
Amortisation of Intangible Assets		-	-	1,287
		<hr/>	<hr/>	<hr/>
		5,903,715	5,538,179	5,373,981
Net Surplus / (Deficit) for the year		100,833	36,849	247,341
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		100,833	36,849	247,341

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

Kedgley Intermediate School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Balance at 1 January		1,280,011	1,280,011	1,032,670
Total comprehensive revenue and expense for the year		100,833	36,849	247,341
Equity at 31 December	24	1,380,844	1,316,860	1,280,011
Retained Earnings		1,380,844	1,316,860	1,280,011
Equity at 31 December		1,380,844	1,316,860	1,280,011

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.

Kedgley Intermediate School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	513,481	554,781	627,157
Accounts Receivable	9	260,965	198,500	220,104
GST Receivable		55,699	30,500	30,364
Prepayments		60,868	20,000	19,086
Inventories	10	1,397	1,500	1,343
Investments	11	550,000	600,000	550,000
		<u>1,442,410</u>	<u>1,405,281</u>	<u>1,448,054</u>
Current Liabilities				
Accounts Payable	13	358,916	325,500	327,736
Revenue Received in Advance	14	-	12,000	15,290
Provision for Cyclical Maintenance	15	109,927	39,262	28,826
Finance Lease Liability - Current Portion	16	56,193	50,405	45,834
Funds Held in Trust	17	328	150	169
Funds Held for Capital Works Projects	18	53,130	-	35,958
		<u>578,494</u>	<u>427,317</u>	<u>453,813</u>
Working Capital Surplus/(Deficit)		<u>863,916</u>	<u>977,964</u>	<u>994,241</u>
Non-current Assets				
Property, Plant and Equipment	12	704,500	515,234	544,702
		<u>704,500</u>	<u>515,234</u>	<u>544,702</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	69,917	104,400	136,589
Finance Lease Liability	16	117,655	71,938	122,343
		<u>187,572</u>	<u>176,338</u>	<u>258,932</u>
Net Assets		<u>1,380,844</u>	<u>1,316,860</u>	<u>1,280,011</u>
Equity	24	<u>1,380,844</u>	<u>1,316,860</u>	<u>1,280,011</u>

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

Kedgley Intermediate School

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,514,994	1,479,520	1,494,599
Locally Raised Funds		278,227	209,994	231,945
Goods and Services Tax (net)		(25,335)	(136)	(16,917)
Payments to Employees		(776,452)	(667,324)	(601,718)
Payments to Suppliers		(807,820)	(881,629)	(501,539)
Cyclical Maintenance Payments in the year		(48,805)	-	-
Interest Paid		(21,098)	(10,910)	(24,962)
Interest Received		30,804	20,452	28,367
Net cash from Operating Activities		144,515	149,967	609,775
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(172,556)	(90,532)	(103,014)
Purchase of Investments		-	(50,000)	(550,000)
Net cash from Investing Activities		(172,556)	(140,532)	(653,014)
Cash flows from Financing Activities				
Finance Lease Payments		(102,966)	(45,834)	(61,259)
Painting Contract Payments		-	-	(36,123)
Funds Administered on Behalf of Third Parties		159	(19)	9,400
Funds Held for Capital Works Projects		17,172	(35,958)	(79,660)
Net cash from Financing Activities		(85,635)	(81,811)	(167,642)
Net increase/(decrease) in cash and cash equivalents		(113,676)	(72,376)	(210,881)
Cash and cash equivalents at the beginning of the year	8	627,157	627,157	838,038
Cash and cash equivalents at the end of the year	8	513,481	554,781	627,157

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

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

Kedgley Intermediate School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

Reporting Entity

Kedgley Intermediate 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.

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 27.

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.

Kedgley Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

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 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.

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.

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.

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

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.

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.

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.

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

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

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 \$1,000 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.

Kedgley Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

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

Impairment of property, plant, and equipment

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 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.

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.

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.

Kedgley Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

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 Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

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).

Financial Assets and Liabilities

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

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

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

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

2 Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	1,344,150	1,369,943	1,324,681
Teachers' Salaries Grants	3,108,912	2,885,500	2,879,944
Use of Land and Buildings Grants	1,047,854	1,003,655	1,003,655
Resource Teachers Learning and Behaviour Grants	7,833	1,000	4,340
Other MoE Grants	161,338	69,500	165,577
Other Government Grants	13,487	12,440	-
	<u>5,683,574</u>	<u>5,342,038</u>	<u>5,378,197</u>

3 Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	45,102	22,300	15,301
Activities	56,893	26,440	30,449
Trading	187,085	163,500	168,794
Fundraising	2,061	750	213
	<u>291,141</u>	<u>212,990</u>	<u>214,757</u>
Expenses			
Activities	60,634	45,450	34,708
Trading	193,259	181,000	171,326
Fundraising (Costs of Raising Funds)	1,809	750	-
	<u>255,702</u>	<u>227,200</u>	<u>206,034</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>35,439</u>	<u>(14,210)</u>	<u>8,723</u>

4 Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	54,594	71,206	45,359
Information and Communication Technology	1,160	1,000	1,205
Extra-Curricular Activities	30,070	25,735	11,385
Library Resources	973	1,000	725
Employee Benefits - Salaries	3,596,841	3,269,700	3,242,590
Staff Development	43,723	51,000	42,333
	<u>3,727,361</u>	<u>3,419,641</u>	<u>3,343,597</u>

Kedgley Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

5 Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	9,290	9,290	8,830
Board of Trustees Fees	3,450	4,000	1,960
Board of Trustees Expenses	36,406	40,923	30,539
Communication	14,168	13,000	13,283
Consumables	38,099	103,290	48,903
Other	899	3,030	5,915
Employee Benefits - Salaries	235,464	223,500	191,002
Insurance	11,587	12,000	10,249
Service Providers, Contractors and Consultancy	12,096	12,076	8,057
	<u>361,459</u>	<u>421,109</u>	<u>318,738</u>

6 Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	19,608	18,000	17,810
Consultancy and Contract Services	71,411	71,411	69,994
Cyclical Maintenance Expense	63,234	36,033	59,601
Grounds	20,908	18,000	14,490
Heat, Light and Water	50,348	48,000	44,648
Repairs and Maintenance	57,422	72,220	58,958
Use of Land and Buildings	1,047,854	1,003,655	1,003,655
Security	14,130	12,000	11,433
Employee Benefits - Salaries	59,560	60,000	52,602
	<u>1,404,475</u>	<u>1,339,319</u>	<u>1,333,191</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year end reporting purposes.

7 Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	8,601	3,642	4,436
Furniture and Equipment	46,057	31,476	38,341
Information and Communication Technology	27,654	25,609	31,194
Textbooks	-	2,728	3,323
Leased Assets	35,548	52,207	63,593
Library Resources	4,691	4,338	5,284
	<u>122,551</u>	<u>120,000</u>	<u>146,171</u>

Kedgley Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

8 Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	650	650	650
Bank Current Account	512,831	404,131	496,507
Short-term Bank Deposits	-	150,000	130,000
Cash and cash equivalents for Cash Flow Statement	<u>513,481</u>	<u>554,781</u>	<u>627,157</u>

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

Of the \$513,418 Cash and Cash Equivalents, \$53,130 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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,507	5,000	5,294
Receivables from the Ministry of Education	26,637	-	26,637
Interest Receivable	2,981	3,500	3,952
Teacher Salaries Grant Receivable	<u>228,840</u>	<u>190,000</u>	<u>184,221</u>
	<u>260,965</u>	<u>198,500</u>	<u>220,104</u>
Receivables from Exchange Transactions	5,488	8,500	9,246
Receivables from Non-Exchange Transactions	<u>255,477</u>	<u>190,000</u>	<u>210,858</u>
	<u>260,965</u>	<u>198,500</u>	<u>220,104</u>

10 Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	458	700	635
School Uniforms	<u>939</u>	<u>800</u>	<u>708</u>
	<u>1,397</u>	<u>1,500</u>	<u>1,343</u>

11 Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	550,000	600,000	550,000
Total Investments	<u>550,000</u>	<u>600,000</u>	<u>550,000</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	48,176	113,637	(6,802)	-	(8,601)	146,410
Furniture and Equipment	237,788	85,851	(2,842)	-	(46,057)	274,740
Information and Communication Technology	62,645	44,927	(496)	-	(27,654)	79,422
Textbooks	355	-	(355)	-	-	-
Leased Assets	156,359	108,637	(58,360)	-	(35,548)	171,088
Library Resources	39,379	1,519	(3,367)	-	(4,691)	32,840
Balance at 31 December 2019	544,702	354,571	(72,222)	-	(122,551)	704,500

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	190,611	(44,201)	146,410
Furniture and Equipment	803,801	(529,061)	274,740
Information and Communication Technology	311,526	(232,104)	79,422
Motor Vehicles	73,659	(73,659)	-
Textbooks	112,378	(112,378)	-
Leased Assets	217,331	(46,243)	171,088
Library Resources	142,380	(109,540)	32,840
Balance at 31 December 2019	1,851,686	(1,147,186)	704,500

The Board considers that no assets have suffered an impairment during the year.

The net carrying value of equipment held under a finance lease is \$171,088 (2018: \$156,359).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	52,612	-	-	-	(4,436)	48,176
Furniture and Equipment	207,672	68,457	-	-	(38,341)	237,788
Information and Communication Technology	62,693	31,146	-	-	(31,194)	62,645
Textbooks	3,678	-	-	-	(3,323)	355
Leased Assets	124,793	95,159	-	-	(63,593)	156,359
Library Resources	41,252	3,411	-	-	(5,284)	39,379
Balance at 31 December 2018	492,700	198,173	-	-	(146,171)	544,702

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	99,601	(51,425)	48,176
Furniture and Equipment	1,098,501	(860,713)	237,788
Information and Communication Technology	460,480	(397,835)	62,645
Motor Vehicles	73,659	(73,659)	-
Textbooks	118,539	(118,184)	355
Leased Assets	320,099	(163,740)	156,359
Library Resources	154,031	(114,652)	39,379
Balance at 31 December 2018	2,324,910	(1,780,208)	544,702

Kedgley Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

13 Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	57,059	110,000	113,682
Accruals	51,392	10,000	14,709
Employee Entitlements - Salaries	231,371	190,000	184,221
Employee Entitlements - Leave Accrual	19,094	15,500	15,124
	<u>358,916</u>	<u>325,500</u>	<u>327,736</u>
Payables for Exchange Transactions	358,916	325,500	327,736
	<u>358,916</u>	<u>325,500</u>	<u>327,736</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	-	12,000	15,290
	<u>-</u>	<u>12,000</u>	<u>15,290</u>

15 Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	165,415	165,415	105,814
Increase/(decrease) to the Provision During the Year	63,234	36,033	42,924
Use of the Provision During the Year	(48,805)	(57,786)	16,677
Provision at the End of the Year	<u>179,844</u>	<u>143,662</u>	<u>165,415</u>
Cyclical Maintenance - Current	109,927	39,262	28,826
Cyclical Maintenance - Term	69,917	104,400	136,589
	<u>179,844</u>	<u>143,662</u>	<u>165,415</u>

16 Finance Lease Liability

The school has entered into a number of finance lease agreements for ICT equipment and photocopiers.

Minimum lease payments payable (includes interest portion):

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	70,500	-	45,834
Later than One Year and no Later than Five Years	132,051	-	122,343
	<u>202,551</u>	<u>-</u>	<u>168,177</u>

Kedgley Intermediate School

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

17 Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	328	150	169
	<u>328</u>	<u>150</u>	<u>169</u>

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

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:

		2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
SPG	<i>In progress</i>		69,483	837,112	815,866	-	90,729
SYA Rooms 5 & 6	<i>completed</i>		24,529	-	25,526	(997)	-
SYA Prefab	<i>In progress</i>		(58,238)	282,353	261,714	-	(37,599)
SYA Roof Room 5, 6 & 32	<i>completed</i>		7,125	(7,125)	-	-	-
SYA Roof Prefabs	<i>completed</i>		(6,941)	6,941	-	-	-
SMN Painting	<i>completed</i>		-	48,964	48,964	-	-
Totals			<u>35,958</u>	<u>1,168,245</u>	<u>1,152,070</u>	<u>(997)</u>	<u>53,130</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	90,729
Funds Due from the Ministry of Education	(37,599)
	<u>53,130</u>

		2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
SPG	<i>In progress</i>		-	125,000	55,517	-	69,483
SYA Rooms 5 & 6	<i>In progress</i>		-	329,037	304,508	-	24,529
SYA Prefab	<i>In progress</i>		-	-	58,238	-	(58,238)
SYA Roof Room 5, 6 & 32	<i>In progress</i>		-	36,000	28,875	-	7,125
SYA Roof Prefabs	<i>In progress</i>		-	66,502	73,443	-	(6,941)
SYA Toilet Block	<i>completed</i>		-	22,187	22,187	-	-
Totals			<u>-</u>	<u>578,726</u>	<u>542,768</u>	<u>-</u>	<u>35,958</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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

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	3,450	1,960
Full-time equivalent members	0.44	0.60
<i>Leadership Team</i>		
Remuneration	447,410	577,340
Full-time equivalent members	4.00	5.50
Total key management personnel remuneration	450,860	579,300
Total full-time equivalent personnel	4.44	6.10

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	165-170	150-160
Benefits and Other Emoluments	4-5	1-2
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	2	2
	2	2

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

21 Compensation and Other Benefits Upon Leaving

There were no compensation or other benefits paid or payable to persons upon leaving.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

22 Contingencies

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

(Contingent liabilities and assets as 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:

\$750,000 contract to have the SPG upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$837,112 has been received of which \$815,866 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as 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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2019

25 Financial Instruments

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Financial assets measured at amortised cost (2018: Loans and receivables)			
Cash and Cash Equivalents	513,481	554,781	627,157
Receivables	260,965	198,500	220,104
Investments - Term Deposits	550,000	600,000	550,000
Total Financial assets measured at amortised cost	1,324,446	1,353,281	1,397,261
Financial liabilities measured at amortised cost			
Payables	358,916	325,500	327,736
Finance Leases	173,848	122,343	168,177
Total Financial Liabilities Measured at Amortised Cost	532,764	447,843	495,913

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 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

28 Comparatives

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

Independent Auditor's Report

To the readers of Kedgley Intermediate School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Kedgley Intermediate School (the School). The Auditor-General has appointed me, Steve Hayes, using the staff and resources of RSM Hayes Audit, 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 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. 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.

Emphasis of matter – COVID-19

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

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information includes the statement of responsibility, board member list, analysis of variance, 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 Kedgley Intermediate School.



Steve Hayes
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



2020 - 2023

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Analysis of Variance 2019

Strategic Goal 1

Whanaungatanga - Building a community of learners					
Whanaungatanga	2019 - 2020 Milestones & Measures	Update	Who	When	Status
To consolidate and embed current school-wide literacy capability	Increased confidence in professional knowledge by teachers		MI		
	Teaching as Inquiry Action plan created with timeframe via google docs	Staff is well on their way with their inquiry. Kahui Ako staff will use their inquiry with AUoE PD	MI		
	Teacher development & understanding around OTJs		CL		
Assessment Focus Group	Regular PD & meetings with assessment Focus Group		MI		
Visible culture of assessment effectively analysed to inform teaching practice	Staff have a clear understanding and demonstrate confidence when having conversations around data and student learning		MI		
Provide Leadership PD & Opportunities	Leadership PD fortnightly	Establishing a culture of learning at the leadership level. Fortnightly readings for the core leadership to digest and discuss has been very successful To offer support for our new whanau leaders - JH, TH, JB & JD . Time will be allocated, start in term 2 and meet up with them individually to discuss their leadership journey so far.	PL		

Consolidate & further develop collaborative practice	Staff expertise in digital and collaborator dispositions	Continuing to move docs via online has challenged some staff. This will be a matter of time before all staff are feeling like "expertes" Staff having already planned for learning areas collaboratively has made it easier.	CL		
	Staff are driving more of their own learning	More clarity in the delivery and what we feel needs to be seen when delivering the learning MI has worked with staff around expectations and learning walls which should drive the learning and students will have a resource to respond to regarding their learning and individual learning progress	STAFF		
Teacher Capability	Staff expertise in digital and collaborator dispositions				
Status Key					
Not due to start	Not Achieved in 2019 <i>Relevant action will be developed in 2020</i>	Partially Achieved in 2019 <i>Will be continued in 2020</i>	Achieved in 2020 <i>Strengthen/Consolidate in 2019</i>		

Strategic Goal 2

Kaitiakitanga Goal 2 - Develop safe & stimulating learning conditions for Kedgley Intermediate learning community					
Kaitiakitanga	2019 - 2020 Milestones & Measures	Update	Who	When	Status
Upgrade interior & exterior selected classrooms	Upgrading interior of blocks A,B & C: 1. Painting 2. Carpet 3. Autex placed on walls 4. Whiteboard units 5. New LED lighting		PL & RP	July - Oct	
Upgrade classrooms exterior	Weatherboards to replace any damaged exterior boards Village painted with the new colour scheme - refer to Rooms 5 & 6		PL & RP	July - Oct	
Additional resources	New Projectors to be installed Lockable Whiteboards units to allow storage of Devices Power input access in each whiteboard unit		PL & RP	April	
Upgrade Staffroom	Install new Kitchen to cater for growing numbers in staff Refloor - carpet or tile		PL & RP		
Promote staff commitments to their learners and the wider KIS learning community	Purpose statements are placed, promoted and visible around the school for all staff members.	New staff purpose statements have been installed. Waiting for sign writers to complete final install on in correct purpose statements - 90% complete	PL		
Continue to promote the school brand beyond the KIS	Use a variety of platforms to promote KIS::		PL		

	<ul style="list-style-type: none"> 1. School Vans 2. School Zones - Gazebo X2 3. KIS Community Board current with visual images 					
Leave your mark promotions	<p>Have past & present role models from KIS promoted:</p> <ul style="list-style-type: none"> 1. Naming the class blocks under local backyard heroes 2. Celebrating Auckland champion winners from 2017 3. Students artwork promoted around the school 4. Positive quotes from students promoted across the school 		PL			
Continue roll out 2018 health & safety plan to ensure KIS is compliant	<p>Regular Health & Safety Meeting is held with the H&S team once a term.</p> <p>Issues or concerns raised are addressed ASAP</p> <p>All incidents are recorded and discussed</p>		KS			
Continue adding more devices to assist with equality	Teachers feel supported with more devices to assist with learning in the classroom		LI & RP	OCT		
Develop KIS health & Wellbeing App	KIS has its own H&W app for all to use when needing support		SL			

Status Key		
Not due to start	Not Achieved in 2019 <i>Relevant action will be developed in 2020</i>	Partially Achieved in 2019 <i>Will be continued in 2020</i>
		Achieved in 2020 <i>Strengthen/Consolidate in 2019</i>

Strategic Goal 3

Rangatiratanga - Lalaga making genuine connections beyond the class					
Rangatiratanga	2019 - 2020 Milestones & Measures	Update	Who	When	Status
Continue reporting to parents is student-driven and next learning steps are co-constructed	Parents are well informed with their child's learning progress 4x during 2020		MI & LI	Ongoing	
	Student driven report for terms 1,2 and 4				
	Move to a digital report to align with e-portfolio and supporting docs				
Connect with our whanau beyond the gates					
Kedgley Connect - host community events at least 1 a term	Community working alongside Kedgley Intermediate.		PL & DPs		
	KIS Connect - Meet the Whanau	Very successful first KIS event for 2020. With well over 400 attendees from our community.	PL & ST	Feb	
	KIS Connect - Diversity Hui		MI & ST		
	KIS Connect - Cultural Exchange		SP & JD		
	KIS Connect - Whakanui		NF & KS		
Encourage whanau participation	Invite parents to be apart of possible programs in 2020				

	<ul style="list-style-type: none"> Rich Tasks Talent Quest KIS Connect Events Annual Prize Giving 					
	Kedgley Connect events are set up for learning and celebrations.			PL & DPs		
	Review and approach our discipline when working with whanau. Introduce Kotahitanga programme.			KS & NF		
	Talanoa Ako after hours programme			SL & EB		
Status Key						
Not due to start	Not Achieved in 2019 <i>Relevant action will be developed in 2020</i>	Partially Achieved in 2019 <i>Will be continued in 2020</i>	Achieved in 2020 <i>Strengthen/Consolidate in 2019</i>			

Strategic Goal 4

Pono - Providing authentic student leadership that promotes self-belief					
Pono	2019 - 2020 Milestones & Measures	Update	Who	When	Status
Promote leadership opportunities for students to apply for or assist in leading the strategic direction of KLS.	Serve to Lead identify & confirm student leaders for 2020	Confirmed and appointed 25 members after applying in writing and undergoing a panel interview with Deputy Principal and Head students. Year Level Year 7 - 6 students Year 8 - 19 students Breakdown of Ethnicity 7 - Maori, 4 - Tonga, 8 - Samoan 4 - Indian, 1 - Niuean and 1 - Arab.	SP	Mar	
	Upstanders identify & confirm student leaders for 2020		NF	Mar	
	School support identify & confirm student leaders for 2020	Students and Staff appointed 4 Head students. 1 Indian, 2 Maori and 1 Tongan	KS	Mar	
Challenge current roles of head students to further promote their leadership skills and potential	Head students are organising weekly assemblies & having weekly meetings to discuss where to next for student well being		MI & JB		
Serve to Lead - Promoting opportunities for our S2L to serve our local community	Tuakana- Teina Reading Programme - S2L to work with contributing primary schools and read with year 2-3 students needing support 2 a week.		SP	April	

	Eagles Eye - Community panui to be sent out fortnightly informing our community of our success so far	This is ongoing. S2L Students have been rostered on fortnightly to write up a newsletter informing parents and community on the ongoing success in school. The success varies from week to week. Eg. Success in a sporting event or Leading their learning in class or whanau team.	SP		
	Continue hosting key events and assemblies	S2L has weekly meetings with DP to work on key events happening in each term. Head students and S2L team lead Merit Assemblies as well as Whanau Assembly.	SP		
Upstanders - Continue to promote upstanders and developing ways for the members to have an positive impact all involved at KIS	Aiga Group is formed and established part of Upstanders		NF		
	Continue to work with MADD Messenger to nurture leadership capacity within the group				
	Promote the Upstanders values 1. Eagles Eye 2. Assemblies 3. Break Time Events				
	Continue promoting I CARE tool and ensuring the whole school are aware and understand using the tool				
Develop international relationships in Asia and the Pacific.	Students apply for international trips to Niue 2020 and China 2021.	Covid-19	MI		
	Create a project to serve in an international community that will add value to the area				

Continue participating in Project Wy To challenge and build on current relationships with parents	Parents and child take part in 8 week challenge 1. Rotorua 10km run 2. Tough Guy & Tough Gal Challenge		ST		
Selected students design, develop and create a sustainable project that will have a positive impact on our local environment	"The Hive " Project - Students look at possible ways to host and farm bees.		FT & JW		
Status Key					
Not due to start	Not Achieved in 2019 <i>Relevant action will be developed in 2020</i>	Partially Achieved in 2019 <i>Will be continued in 2020</i>	Achieved in 2020 <i>Strengthen/Consolidate in 2019</i>		

KIS Annual Analysis 2020

Literacy Target

Focus	Reading		
Strategic Aim	Pasifika & Maori students are engaged in their learning and are achieving educational success		
Annual aim for 2020	To raise the rate of progress for all Pasifika & Maori learners working towards the expected level for reading.		
Baseline data 2019	Analysis of school - wide data in November 2019 identified 342 (50.8%) of Pasifika and Maori learners were working within or beyond the expected level. 80 (18%) were towards.		
Targets 2020	<ul style="list-style-type: none">• We would expect that 68% of year 7 students are working within or beyond the expected level• We would expect that 72% of year 8 students are working within or beyond the expected level		
Actions (What we did)	Outcomes (What Happened)	Reasons for why the variance (Why did it happen)	Evaluations (Where to next)
Identified the individual students and their learning needs and the support each student needed to improve their progress and achievement	<u>*2019 - 408 (60.6%) working within or beyond the expected curriculum level</u> We had 226 (30%) Pasifika Learners working within or beyond the expected level. While	Provided in class support as well as one to one learning opportunities through the ESOL programme. Professional Development for learning support staff.	Introduce a 3rd sub level to monitor the learners who would normally operate between Early and Advanced 1. Early
Staff participated in professional			

<p>development in literacy development with external agency</p> <ul style="list-style-type: none"> • OTJs in Reading • Reading Observation <p>Continued to implement reciprocal teaching initiative across the school</p>	<p>we did not meet our 2019 target we made shifts in learning.</p> <p>We had 67 Maori Learners working within or beyond the expected level. While we did not meet our 2019 target we made shifts in learning.</p> <ul style="list-style-type: none"> • 68 year 8 learners shifted from 4E to 4A(2019) • 50 learners shifted within & beyond in our school wide Maori data • 5% shift for boys from 2018 to 2019 		<p>2. Proficient</p> <p>3. Advance</p> <p>Staff professional development for literacy 3 times a term - needs based.</p> <p>Students to identify the target student learning pathway tracking sheet</p> <p>Teacher and student co-construct reading goals for the term</p> <p>Continue to identify the learning needs of each individual student and provide the support required to improve progress and achievement.</p> <p>Review current assessment & curriculum systems.</p> <p>Develop target programmes to meet the needs of the students and inform teacher practice with delivery of teaching</p>
<p>Kahui Ako – West Papatoetoe</p> <ul style="list-style-type: none"> • PD for all staff - Reciprocal Teaching 	<p>PD for all staff - Reciprocal Teaching</p> <p>Continue to implement sustainable systems for reciprocal teaching</p>	<p>Teachers who received professional development made shifts with individuals learning.</p>	<p>Allocate a part of the staff meetings and whanau meetings to discuss the progress of RT</p>

	<p>Recording a video and receive student feedback about the RT</p> <p>Reciprocal teaching is implemented into all classrooms and students are familiar with the RT model, common language and are using the skills</p>	Turnover in staff	
		Consistency with administering assessment tools.	<p>Provide professional development in using school management systems to retrieve data and analysis more effectively to inform teaching practice and where to next for individuals learning.</p> <p>Kahui Ako: COL more involved with target students and staff</p>
<p>Planning for next year: An annual target will be set in next year's annual plan regarding the students who did not achieve <i>at least</i> at the expected curriculum level for writing.</p>			

KIS Annual Analysis 2020: Numeracy Target

Focus	Numeracy			
Strategic Aim	Pasifika & Maori students are engaged in their learning and are achieving educational success			
Annual aim for 2020	To raise the rate of progress for all Pasifika & Maori learners working towards the expected level for reading.			
Baseline data 2019	Analysis of school - wide data in November 2019 identified 342 (50.8%) of Pasifika and Maori learners were working within or beyond the expected level. 80 (18%) were towards.			
Targets 2020	<ul style="list-style-type: none">• We would expect that 62% of year 7 students are working within or beyond the expected level• We would expect that 72% of year 8 students are working within or beyond the expected level			
	Actions (What we did)	Outcomes (What Happened)	Reasons for why the variance (Why did it happen)	Evaluations (Where to next)
Identified the individual students and their learning needs and the support each student needed to improve their progress and achievement Staff participated in professional development in numeracy development with numeracy lead teacher		<u>*2019 - 408 (60.6%) working within or beyond the expected curriculum level</u> We had 425 (62%) students working at or above the expected level. While we did not meet our 2018 target we made positive shifts in learning.	Promoted Maori learners and acknowledged the tikanga and learning working side by side for all staff. Staff turnover employing 7 PRTs needing to consolidate their numeracy delivery of the curriculum.	Introduce a 3rd sub level to monitor the learners who would normally operate between Early and Advanced 4. Early 5. Proficient 6. Advance Staff professional development

<p>Introduced Reciprocal Teaching process into numeracy</p> <p>Introduced Mathletics into all classes</p>	<ul style="list-style-type: none"> Year 8 - start of the year there were 31 students working within & beyond. End of year we had 174 learners achieving within and beyond. Year 7 - start of the year there were 131 learners achieving within & beyond. End of the year we had 148 learners achieving within and beyond. 42% shift year 8 Maori learners are within & beyond 37% shift year 7 Maori learners are within & beyond 	<p>Limited resources for tactile learners</p> <p>Teachers who received professional development made shifts with individuals learning.</p> <p>Consistency with administering assessment tools.</p>	<p>for numeracy 3 times a term - needs based.</p> <p>Continue to identify the learning needs of each individual student and provide the support required to improve progress and achievement.</p> <p>Review current assessment & curriculum systems.</p> <p>Develop target programmes to meet the needs of the students and inform teacher practice with delivery of teaching</p> <p>Provide professional development in using school management systems to retrieve data and analysis more effectively to inform teaching practice and where to next for individuals learning.</p>
<p>Planning for next year: An annual target will be set in next year's annual plan regarding the students who did not achieve at least at the expected curriculum level for writing.</p>			

OUR NUMERACY STRATEGIC GOAL 2020

<p>We will develop student's skills, concepts, understanding and attitudes that will enable them to cope confidently with mathematics of everyday life. Students will be helped to think, reason logically and resolve problems experienced in everyday living. Identification of talented mathematicians will be fostered and extended. Our programmes will be skills driven to enable students to participate successfully in the next level of mathematics as they progress through in their school life.</p>			
Strategic Goal	Baseline Data	Target	Actions
<p>To improve teaching, learning and achievement so that Mathematics levels at all year levels are at the expected curriculum level.</p>	<p>Current baseline data shows a concern at:</p> <p><u>Year 7 - Numeracy</u></p> <p>Currently 225 out of 373 learners are working towards the expected curriculum level</p> <p><u>Yr 7 Student Demographics</u></p> <p>373 students : 184 males & 189 females</p> <p>*61 learners are Maori: 32 males & 29 females</p> <p>*14 New Zealand European: 4 males & 10 males</p> <p>*217 out of 373 learners are Pasifika</p> <p>88 Samoan: 37 males & 51 females</p>	<p><u>Year 7-2019 Maths Target</u></p> <p>225 learners who are working towards will make progress to be within the expected curriculum level after 1 year at KIS.</p> <p>Working towards expected curriculum level</p> <p>*39 out of the 61 Maori learners</p> <p>*7 out of the 14 NZ European learners</p> <p>*140 out of the 217 Pasifika learners</p> <p>*32 out of 64 Indian learners</p> <p>*6 out of 16 Asian learners</p> <p>*1 Middle Eastern learner</p> <p>109 learners are working within expected curriculum level</p> <p>*18 out of the 61 Maori learners</p> <p>*3 out of the 14 NZ learners</p> <p>*63 out of the 217 Pasifika learners</p> <p>*19 out of 64 Indian learners</p>	<p>Each class teacher would have identified target students to monitor. Strategic meetings take place twice a week to discuss the achievement of target students.</p> <ul style="list-style-type: none"> Teacher goals are aligned with student progress using the teacher inquiry process. Work with parents of targeted learners on ways to scaffold the learning in the homes. An explicit focus on the teaching of number knowledge particularly basic facts and place value and the application of to problem solving. A focus on strengthening the learning in the homes –

	<p>58 Tongan: 37 males & 21 females 36 Cook Isl: 19 males & 17 females 22 Fijian: 12 males & 10 females 11 Niue: 4 males & 7 females 2 Tokelauan: 1 male & 1 female</p> <p>*64 learners are Indian: 29 males & 35 females</p> <p>*16 learners are Asian: 8 males & 8 females</p> <p>*1 learner is Middle Eastern: 1 male</p>	<p>*6 out of 16 Asian learners</p> <p>39 learners are working beyond expected curriculum level</p> <p>*4 out of the 61 Maori learners</p> <p>*4 out of the 14 NZ European learners</p> <p>*14 out of the 217 Pasifika learners</p> <p>*13 out of 64 Indian learners</p> <p>*4 out of 16 Asian learners</p>	hosting a series of 6 workshops in 2020
	<p>Year 8 - Numeracy</p> <p>Currently 171 out of 364 learners are working towards the expected curriculum level</p> <p>Yr 8 Student Demographics</p> <p>364 students: 159 males & 192 females</p> <p>59 learners are Maori: 26 males & 33 females</p> <p>13 learners are NZ European: 7 males & 6 females</p> <p>190 out of 364 learners are Pasifika: 100 Samoan: 45 males & 56 females 47 Tongan: 23 males & 24 females 29 Cook Isl: 11 males & 18 females</p>	<p>Year 8-2019 Maths Target</p> <p>171 learners who are working towards will make progress to be within the expected curriculum level after 1 year at KIS.</p> <p>171 are working towards expected curriculum level</p> <p>*23 out of the 59 Maori learners</p> <p>*5 out of the 13 NZ European learners</p> <p>*104 out of the 190 Pasifika learners</p> <p>*35 out of the 81 Indian learners</p> <p>*2 out of the 14 Asian learners</p> <p>*1 Middle Eastern learner</p> <p>*1 Australian learner</p> <p>164 are working within expected curriculum level</p>	

	<p>4 Fijian: 2 males & 2 females 8 Niue: 3 males & 5 females 1 Tokelauan: 1 female 1 Other Pasifika: 1 female</p> <p>81 learners are Indian: 39 males & 42 females</p> <p>14 learners are Asian:</p> <p>4 learners Middle Eastern: 2 males & 2 males</p> <p>1 learner is African Origin: 1 female</p> <p>1 learner is Australian: 1 female</p> <p>1 learner is Dutch: 1 male</p>	<p>*28 out of the 59 Maori learners *5 out of the 13 NZ European learners * 89 out of the 190 Pasifika learners *33 out of the 81 Indian learners *5 out of the 14 Asian learners *3 out of the 4 Middle Easter learners *1 Dutch learner</p> <p>56 are working beyond expected Curriculum level</p> <p>*8 out of the 59 Maori learners *3 out of the 13 NZ European learner *24 out of the 190 Pasifika learners *13 out of the 81 Indian learners *7 out of the 14 Asian learners *1 African Origin learner</p>	
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OUR LITERACY - READING STRATEGIC GOAL 2020

To raise students literacy level across all year levels, enabling students to confidently communicate clearly in written, oral and reading form, where their reading comprehension and understanding are above their chronological age and where their writing are constructive, creative and

presentable to meet the audience they are writing to. Students will be equipped with the skills to move onto the next levels of their school life.				
Strategic Goal	Baseline Data	Target	Actions	
To improve teaching, learning and achievement so that Reading levels at all year levels are at the expected curriculum level.	<p>Current baseline data shows a concern at:</p> <p><u>Year 7 - Reading</u></p> <p>Currently 167 out of 364 learners are working towards the expected curriculum level</p> <p><u>Yr 7 Student Demographics</u></p> <p>373 students : 184 males & 189 females</p> <p>*61 learners are Maori: 32 males & 29 females</p> <p>*14 New Zealand European: 4 males & 10 males</p> <p>*217 out of 373 learners are Pasifika</p> <p>88 Samoan: 37 males & 51 females</p> <p>58 Tongan: 37 males & 21 females</p> <p>36 Cook Isl: 19 males & 17 females</p> <p>22 Fijian: 12 males & 10 females</p> <p>11 Niue: 4 males & 7 females</p> <p>2 Tokelauan: 1 male & 1 female</p> <p>*64 learners are Indian: 29 males & 35 females</p> <p>*16 learners are Asian: 8 males & 8</p>	<p><u>Year 7-2019 Reading Target</u></p> <p>167 learners who are working towards will make progress to be within the expected curriculum level after 1 year at KLS.</p> <p>167 learners are working towards expected curriculum level</p> <p>*30 out of the 61 Maori learners</p> <p>*4 out of 14 NZ European learners</p> <p>*104 out of the 217 Pasifika learners</p> <p>*22 out of 64 Indian learners</p> <p>*6 out of 16 Asian learners</p> <p>*1 Middle Eastern learner</p> <p>157 learners are working within expected curriculum level</p> <p>*30 out of the 61 Maori learners</p> <p>*5 out of the 14 NZ European learners</p> <p>*89 out of the 217 Pasifika learners</p> <p>*27 out of 64 Indian learners</p> <p>*6 out of 16 Asian learners</p> <p>49 learners are working beyond expected curriculum level</p> <p>*1 out of the 61 Maori learners</p> <p>*5 out of the 14 NZ European learners</p> <p>*24 out of the 217 Pasifika learners</p>	<ul style="list-style-type: none"> Each class teacher would have identified target students to monitor. Strategic meetings take place twice a week to discuss the achievement of target students Teacher goals are aligned student progress using the teacher inquiry process <ul style="list-style-type: none"> Embed Reciprocal Teaching strategies in all classrooms Apply for PLD funding for Oral language - whole school focus to ... <ul style="list-style-type: none"> Equip teachers to deliver an effective oral language program Support and enrich the Kahui ako goal: Reciprocal Teaching Develop and strengthen student oral language skills to 	

	<p>females</p> <p>*1 learner is Middle Eastern: 1 male</p>	<p>*15 out of 64 Indian learners *4 out of 16 Asian learners</p> <p>Year 7-2019 Writing Target 234 learners who are working towards will make progress to be within the expected curriculum level after 1 year at KIS.</p> <p>234 learners are Working towards expected curriculum level *43 out of the 61 Maori learners *6 out of the 14 NZ European learners *141 out of the 217 Pasifika learners *34 out of 64 Indian learners *9 out of 16 Asian learners *1 Middle Easter learner</p> <p>110 learners are working within expected curriculum level *16 out of the 61 Maori learners *7 out of the 14 NZ European learners *59 out of the 217 Pasifika learners *22 out of 64 Indian learners *6 out of 16 Asian learners</p> <p>29 learners are working beyond expected curriculum level *2 out of the 61 Maori learners *1 out of the 14 NZ European learners *17 out of the 217 Pasifika learners *8 out of 64 Indian learners *1 out of 16 Asian learners</p>	<p>work collaboratively, articulate their thinking, understanding and learning in all curriculum areas, improve questioning skills, participate in rich discussions and to interact with their peers effectively to improve learning across the curriculum.</p> <ul style="list-style-type: none"> ○ Improve inquiry skills • Strengthen student ownership of learning and an ability to be able to identify next learning steps <ul style="list-style-type: none"> ○ • A focus on strengthening the learning in the homes – hosting a series of workshops in 2020
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	<p><u>Year 8 - Reading</u> Currently 144 out of 364 learners are working towards the expected curriculum level</p> <p><u>Yr 8 - Writing</u> Currently 181 out of 364 learners are working towards the expected curriculum level</p> <p><u>Yr 8 Student Demographics</u> 364 students : 159 males & 192 females</p> <p>59 learners are Maori: 26 males & 33 females</p> <p>13 learners are NZ European: 7 males & 6 females</p> <p>190 out of 364 learners are Pasifika: 100 Samoan: 45 males & 56 females 47 Tongan: 23 males & 24 females 29 Cook Isl : 11 males & 18 females 4 Fijian: 2 males & 2 females 8 Niue: 3 males & 5 females 1 Tokelauan: 1 female 1 Other Pasifika: 1 female</p> <p>81 learners are Indian: 39 males & 42 females</p> <p>14 learners are Asian:</p> <p>4 learners Middle Eastern: 2 males & 2 males</p>	<p><u>Year 8-2019 Reading Target</u> 144 learners who are working towards will make progress to be within the expected curriculum level after 1 year at KIS.</p> <p>144 learners are working towards expected curriculum level *23 out of the 59 Maori learners *5 out of the 13 NZ European Learners *77 out of the 190 Pasifika learners *35 out of the 81 Indian learners *2 out of the 14 Asian learners *1 out of the 4 Middle Eastern learners *1 Australian learner</p> <p>162 learners are working within expected curriculum level *28 out of the 59 Maori learners *5 out of the 13 NZ European learners *87 out of the 190 Pasifika learners *33 out of the 81 Indian learners *5 out of the 14 Asian learners *1 Dutch learner</p> <p>58 learners are working beyond expected Curriculum level *8 out of the 59 Maori learners *3 out of the 13 NZ European learners *26 out of the 190 Pasifika learners *13 out of the 81 Indian learners *7 out of the 14 Asian learners *1 African Origin learner</p>	
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	<p>1 learner is African Origin: 1 female</p> <p>1 learner is Australian: 1 female</p> <p>1 learner is Dutch: 1 male</p>	<p><u>Year 8-2019 Writing Target</u></p> <p>181 learners who are working towards will make progress to be within the expected curriculum level after 1 year at KIS.</p> <p>181 learners are working towards expected curriculum level</p> <p>*30 out of the 59 Maori learners</p> <p>*3 out of the 13 NZ European learners</p> <p>*104 out of the 190 Pasifika learners</p> <p>*38 out of the 81 Indian learners</p> <p>*3 out of the 14 Asian learners</p> <p>*1 out of the 4 Middle Eastern learner</p> <p>*1 Australian learner</p> <p>*1 Dutch learner</p> <p>154 learners are working within expected curriculum level</p> <p>*19 out of the 59 Maori learners</p> <p>*7 out of the 13 NZ European learners</p> <p>*89 out of the 190 Pasifika learners</p> <p>*31 out of the 81 Indian learners</p> <p>*5 out of the 14 Asian learners</p> <p>*3 out of the 4 Middle Eastern learners</p> <p>56 learners are working beyond expected Curriculum level</p> <p>*10 out of the 59 Maori learners</p> <p>*3 out of the 13 NZ European learners</p> <p>*24 out of the 190 Pasifika learners</p> <p>*12 out of the 81 Indian learners</p> <p>*6 out of the 14 Asian learners</p> <p>*1 African Origin learner</p>	
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Principal: Pelu Leaupepetele



KIWISPORT 2019

Kiwisport is a government funding initiative to support students' participation in sport. In 2019 the school received total Kiwisport funding of \$10,234.73 (excluding GST).

This funding was spent on equipment, registration fees, uniforms and transportation to enable students to participate in sport activities including:

Softball, tag, orienteering, ki-o-rahi, hockey, football, kayaking, table tennis, netball, rugby, rugby league, basketball, volleyball touch and athletics.

We also held a whole school athletics day, interschool tag and rugby 9's modules.

Yours faithfully

Pelu Leaupepetele
Principal

BELIEVE BECOME INSPIRE