



FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number: 1520

Members of the Board of Trustees

| Name | Position | How Position Gained | Term Expires |
|-----------------------|-----------------------|---------------------|--------------|
| Ofa Katoa | Chairperson | Re-elected Jun 2019 | May 2022 |
| Iosua Esera | Principal | Ex officio | |
| Julia Belford | Parent Representative | Elected Jun 2019 | |
| Taniela Fangai'uiha | Parent Representative | Re-elected Jun 2019 | May 2022 |
| Charlene Peters | Parent Representative | Elected Jun 2019 | May 2022 |
| Deepanjali Raj | Parent Representative | Re-elected Jun 2019 | May 2022 |
| Ioelu Tautaiolefua | Parent Representative | Re-elected Jun 2019 | May 2022 |
| Naomi TeWhare | Parent Representative | Re-elected Jun 2019 | May 2022 |
| Tania Lakokiperitania | Staff Representative | Re-elected Jun 2019 | May 2022 |
| Epenesa Sooula | Parent Representative | Elected May 2016 | May 2019 |

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Mangere East, Auckland 2024
School Phone: (09) 276 4560
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SUTTON PARK PRIMARY SCHOOL

Financial Statements - For the year ended 31 December 2019

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Sutton Park Primary 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.

MRS OFA H. KATDA
Full Name of Board Chairperson

MR JOSUA F. ESERA
Full Name of Principal


Signature of Board Chairperson


Signature of Principal

01/08/2020
Date:

7 August 2020
Date:

Sutton Park Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

| | Notes | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 4,575,677 | 4,377,645 | 4,362,588 |
| Locally Raised Funds | 3 | 205,682 | 166,100 | 218,829 |
| Interest Earned | | 12,858 | 10,000 | 13,429 |
| International Students | 4 | - | 5,000 | 5,078 |
| | | <u>4,794,217</u> | <u>4,558,745</u> | <u>4,599,925</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 137,447 | 59,500 | 161,447 |
| International Students | 4 | 530 | 4,500 | 263 |
| Learning Resources | 5 | 3,205,329 | 3,179,177 | 3,138,443 |
| Administration | 6 | 234,477 | 252,358 | 238,533 |
| Finance Costs | | 3,175 | 5,844 | 6,585 |
| Property | 7 | 1,038,439 | 993,762 | 944,480 |
| Depreciation | 8 | 164,629 | 160,000 | 164,192 |
| Loss on Disposal of Property, Plant and Equipment | | 17,351 | - | - |
| | | <u>4,801,376</u> | <u>4,655,142</u> | <u>4,653,944</u> |
| Net Surplus / (Deficit) | | (7,159) | (96,397) | (54,019) |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <u>(7,159)</u> | <u>(96,397)</u> | <u>(54,019)</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.

Sutton Park Primary School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | 798,256 | 798,256 | 815,993 |
| Total comprehensive revenue and expense for the year | (7,159) | (96,397) | (54,019) |
| Capital Contributions from the Ministry of Education | | | |
| Contribution - Furniture and Equipment Grant | - | - | 36,282 |
| Equity at 31 December | 791,098 | 701,859 | 798,256 |
| Retained Earnings | 791,098 | 701,859 | 798,256 |
| Reserves | - | - | - |
| Equity at 31 December | 791,098 | 701,859 | 798,256 |

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

Sutton Park Primary School
Statement of Financial Position
As at 31 December 2019

| | | 2019 | 2019 | 2018 |
|---|-------|----------------|----------------|----------------|
| | Notes | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 9 | 114,134 | 46,538 | 249,817 |
| Accounts Receivable | 10 | 183,345 | 160,550 | 160,550 |
| GST Receivable | | 23,124 | 18,873 | 18,873 |
| Prepayments | | 9,182 | 11,177 | 11,177 |
| Inventories | 11 | - | 538 | 538 |
| Investments | 12 | 275,000 | 235,061 | 285,061 |
| Funds due for Capital Works Projects | 20 | 312,776 | - | 138,775 |
| | | <u>917,562</u> | <u>472,737</u> | <u>864,792</u> |
| Current Liabilities | | | | |
| Accounts Payable | 14 | 222,529 | 219,149 | 318,564 |
| Revenue Received in Advance | 15 | 1,287 | - | - |
| Provision for Cyclical Maintenance | 16 | 174,411 | - | - |
| Finance Lease Liability - Current Portion | 18 | 13,017 | 21,482 | 39,243 |
| Grants in Advance | 19 | 5,477 | - | - |
| Funds held for Capital Works Projects | 20 | 282,171 | - | 243,953 |
| | | <u>698,892</u> | <u>240,631</u> | <u>601,759</u> |
| Working Capital Surplus/(Deficit) | | 218,670 | 232,106 | 263,033 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 13 | 630,181 | 717,343 | 757,007 |
| | | <u>630,181</u> | <u>717,343</u> | <u>757,007</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 16 | 51,257 | 225,669 | 204,618 |
| Finance Lease Liability | 18 | 6,497 | 21,921 | 17,166 |
| | | <u>57,754</u> | <u>247,590</u> | <u>221,784</u> |
| Net Assets | | <u>791,098</u> | <u>701,859</u> | <u>798,256</u> |
| Equity | | <u>791,098</u> | <u>701,859</u> | <u>798,256</u> |

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

Sutton Park Primary School

Statement of Cash Flows

For the year ended 31 December 2019

| | Notes | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|---|----------|----------------------|-------------------------------------|----------------------|
| Cash flows from Operating Activities | | | | |
| Government Grants | | 1,336,493 | 1,348,123 | 1,329,189 |
| Locally Raised Funds | | 205,651 | 165,470 | 232,348 |
| International Students | | - | 5,000 | 5,078 |
| Goods and Services Tax (net) | | (4,251) | 741 | 741 |
| Payments to Employees | | (699,827) | (794,190) | (736,103) |
| Payments to Suppliers | | (759,487) | (667,807) | (585,771) |
| Interest Paid | | (3,175) | (5,844) | (6,585) |
| Interest Received | | 12,161 | 11,613 | 17,267 |
| Net cash from / (to) the Operating Activities | | 87,564 | 63,105 | 256,164 |
| Cash flows from Investing Activities | | | | |
| Purchase of PPE (and Intangibles) | | (52,401) | (126,152) | (63,484) |
| Proceeds from Sale of Investments | | 10,061 | 14,939 | 114,938 |
| Net cash from / (to) the Investing Activities | | (42,340) | (111,213) | 51,453 |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | - | - | 36,282 |
| Finance Lease Payments | | (39,649) | (9,839) | (42,272) |
| Painting contract payments | | - | (21,708) | - |
| Funds Administered on Behalf of Third Parties | | (5,477) | - | (20,000) |
| Funds Held for Capital Works Projects | | (135,782) | - | 36,720 |
| Net cash from Financing Activities | | (180,907) | (31,547) | 10,730 |
| Net increase/(decrease) in cash and cash equivalents | | (135,683) | (79,655) | 318,347 |
| Cash and cash equivalents at the beginning of the year | 9 | 249,817 | 126,193 | (68,530) |
| Cash and cash equivalents at the end of the year | 9 | 114,134 | 46,538 | 249,817 |

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

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

Sutton Park Primary School

Notes to the Financial Statements

1 Statement of Accounting Policies

For the year ended 31 December 2019

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 29.

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 13.

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.

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

k) Property, Plant and Equipment

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

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

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

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

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

Furniture and equipment

Information and communication technology

Leased assets held under a Finance Lease

Library resources

20 years

10 years

5 years

3 - 4 years

12.5% Diminishing value

l) 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.

m) 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.

n) 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.

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

o) Revenue Received in Advance

Revenue received in advance relates to student payments for Camp, 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 Camp, should the School be unable to provide the services to which they relate.

p) 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. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

q) 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).

r) 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, 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.

s) 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.

t) Budget Figures

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

u) Services received in-kind

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

2 Government Grants

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|----------------------------------|----------------------|-------------------------------------|----------------------|
| Operational grants | 1,179,366 | 1,175,123 | 1,147,584 |
| Teachers' salaries grants | 2,420,691 | 2,306,518 | 2,306,518 |
| Use of Land and Buildings grants | 785,494 | 723,004 | 723,004 |
| Other MoE Grants | 190,126 | 173,000 | 185,482 |
| | <u>4,575,677</u> | <u>4,377,645</u> | <u>4,362,588</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 | 15,393 | 91,000 | 40,074 |
| Fundraising | 107,131 | 51,500 | 89,781 |
| Trading | 15,186 | 13,600 | 19,157 |
| Activities | 67,973 | 10,000 | 69,817 |
| | <u>205,682</u> | <u>166,100</u> | <u>218,829</u> |
| Expenses | | | |
| Activities | 119,907 | 54,500 | 133,045 |
| Trading | 3,587 | 2,000 | 4,597 |
| Fundraising (costs of raising funds) | 13,953 | 3,000 | 23,805 |
| | <u>137,447</u> | <u>59,500</u> | <u>161,447</u> |
| <i>Surplus for the year Locally raised funds</i> | <u>68,235</u> | <u>106,600</u> | <u>57,383</u> |

During the year ended 31 December 2019 there were the following overseas trips organised by Sutton Park Primary School:

China Trip: A group of 30 consisting of 25 students, 3 teachers and 2 parents (including a Board Parent Representative) visited their sister school in China.

Tonga Trip: A group of 7 students, 3 teachers and 1 parent travelled to Tonga to learn about the Tongan culture, how to live as a Tongan and how to integrate with Tongans. These trips were funded by funds raised by students and family of \$71,574 and the expenses incurred was \$69,205.

During the year ended 31 December 2018 there were the following overseas trips organised by Sutton Park Primary School:

China Trip: A group of 30 consisting of 25 students, 3 teachers and 2 parents (including a Board Parent Representative) visited their sister school in China. The trip was funded by funds raised by students and family (\$42,500) and use of Crown funding (\$15,285).

Samoa Trip: A group of 7 students, 3 teachers and 1 parent travelled to Samoa to learn about the Samoan culture, how to live as a Samoan and how to integrate with Samoans. Students spent a day at Samoa Primary and St Joseph School in Samoa. The income generated for this trip was \$18,594 and the expense incurred was \$16,145.

4 International Student Revenue and Expenses

| | 2019 Actual Number | 2019 Budget (Unaudited) Number | 2018 Actual Number |
|--|--------------------------|---|--------------------------|
| International Student Roll | 0 | 0 | 0 |
| Revenue | | | |
| International student fees | \$ - | \$ 5,000 | \$ 5,078 |
| Expenses | | | |
| Other Expenses | 530 | 4,500 | 263 |
| | 530 | 4,500 | 263 |
| <i>Surplus for the year International Students</i> | (530) | 500 | 4,815 |

5 Learning Resources

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular | 219,289 | 223,242 | 191,308 |
| Equipment repairs | 1,562 | 2,500 | 1,508 |
| Information and communication technology | - | - | 6,068 |
| Library resources | 963 | 1,300 | 800 |
| Employee benefits - salaries | 2,937,691 | 2,916,135 | 2,913,926 |
| Staff development | 45,824 | 36,000 | 24,833 |
| | 3,205,329 | 3,179,177 | 3,138,443 |

During the year ended 31 December 2019 there were the following overseas trips organised by Sutton Park Primary School:

Tonga Trip: Included in professional development costs were the travel costs of \$4,155 for 5 teachers who travelled to Tonga to attend professional development training, funded by the Board.

During the year ended 31 December 2018 there were the following overseas trips organised by Sutton Park Primary School:

Tonga Trip: This was part of a relief effort given the aftermath of Cyclone Gita where the school had delivered one aid container to Kuini Salote College in Tonga. Included in professional development costs were the travel costs of \$2,784 for 3 teachers who travelled to Tonga to gift the aid container in person, funded by the Board.

6 Administration

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee | 6,140 | 6,800 | 6,500 |
| Board of Trustees Fees | 7,212 | 8,000 | 6,771 |
| Board of Trustees Expenses | 14,461 | 18,000 | 16,309 |
| Communication | 7,269 | 12,120 | 8,836 |
| Consumables | 19,336 | 19,000 | 20,871 |
| Operating Lease | 5,520 | 5,520 | 5,520 |
| Other | 22,784 | 23,550 | 23,653 |
| Employee Benefits - Salaries | 132,059 | 137,345 | 128,204 |
| Insurance | 5,672 | 8,000 | 7,796 |
| Service Providers, Contractors and Consultancy | 14,024 | 14,024 | 14,074 |
| | 234,477 | 252,358 | 238,533 |

7 Property

| | 2019 | 2019 | 2018 |
|--|------------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Caretaking and Cleaning Consumables | 24,355 | 25,000 | 24,255 |
| Consultancy and Contract Services | 58,765 | 58,000 | 58,412 |
| Cyclical Maintenance Provision | 21,050 | 34,151 | (3,211) |
| Grounds | 12,146 | 10,800 | 6,489 |
| Heat, Light and Water | 42,266 | 37,500 | 42,046 |
| Repairs and Maintenance | 46,944 | 58,307 | 48,055 |
| Use of Land and Buildings - Non Integrated | 785,494 | 723,004 | 723,004 |
| Employee Benefits - Salaries | 47,419 | 47,000 | 45,430 |
| | 1,038,439 | 993,762 | 944,480 |

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

8 Depreciation of Property, Plant and Equipment

| | 2019 | 2019 | 2018 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Building Improvements - Crown | 45,362 | 43,995 | 45,148 |
| Furniture and Equipment | 55,775 | 51,041 | 52,378 |
| Information and Communication Technology | 25,530 | 21,990 | 22,567 |
| Leased Assets | 37,963 | 40,558 | 41,621 |
| Library Resources | - | 2,415 | 2,479 |
| | 164,629 | 160,000 | 164,192 |

9 Cash and Cash Equivalents

| | 2019 | 2019 | 2018 |
|--|----------------|---------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cash on Hand | 81 | - | 74 |
| Bank Current Account | 114,053 | 46,538 | 249,744 |
| Net cash and cash equivalents and bank overdraft for Cash Flow Statement | 114,134 | 46,538 | 249,817 |

Of the **\$114,134** Cash and Cash Equivalents plus **\$275,000** Short-term Bank Deposits, **\$282,171** 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.

10 Accounts Receivable

| | 2019 | 2019 | 2018 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Receivables | 1,949 | 630 | 630 |
| Interest Receivable | 4,371 | 3,674 | 3,674 |
| Teacher Salaries Grant Receivable | 177,026 | 156,246 | 156,246 |
| | 183,345 | 160,550 | 160,550 |
| Receivables from Exchange Transactions | 6,319 | 4,304 | 4,304 |
| Receivables from Non-Exchange Transactions | 177,026 | 156,246 | 156,246 |
| | 183,345 | 160,550 | 160,550 |

11 Inventories

| | 2019 | 2019 | 2018 |
|------------|----------|-------------|------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Stationery | - | 538 | 538 |
| | - | 538 | 538 |

12 Investments

The School's investment activities are classified as follows:

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 275,000 | 235,061 | 285,061 |

13 Property, Plant and Equipment

| | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|---|--------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| 2019 | | | | | | |
| Building Improvements | 311,760 | 5,655 | - | - | (45,362) | 272,053 |
| Furniture and Equipment | 293,846 | 46,029 | - | - | (55,775) | 284,100 |
| Information and Communication Technology | 76,419 | 717 | - | - | (25,530) | 51,606 |
| Leased Assets | 57,632 | 2,754 | - | - | (37,963) | 22,423 |
| Library Resources | 17,351 | - | (17,351) | - | - | - |
| Balance at 31 December 2019 | 757,007 | 55,154 | (17,351) | - | (164,629) | 630,181 |

| | Cost or Valuation \$ | Accumulated Depreciation \$ | Net Book Value \$ |
|--|----------------------------|-----------------------------------|-------------------------|
| Accumulated Depreciation | | | |
| 2019 | | | |
| Building Improvements | 908,606 | (636,553) | 272,053 |
| Furniture and Equipment | 1,058,714 | (774,614) | 284,100 |
| Information and Communication Technology | 299,309 | (247,704) | 51,606 |
| Leased Assets | 91,094 | (68,671) | 22,423 |
| Library Resources | - | - | - |
| Balance at 31 December 2019 | 2,357,724 | (1,727,542) | 630,181 |

The net carrying value of equipment held under a finance lease is **\$51,606**.

| | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|---|--------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| 2018 | | | | | | |
| Building Improvements | 356,907 | - | - | - | (45,148) | 311,760 |
| Furniture and Equipment | 310,478 | 35,746 | - | - | (52,378) | 293,846 |
| Information and Communication Technology | 71,436 | 27,550 | - | - | (22,567) | 76,419 |
| Leased Assets | 75,611 | 23,642 | - | - | (41,621) | 57,632 |
| Library Resources | 19,640 | 190 | - | - | (2,479) | 17,351 |
| Balance at 31 December 2018 | 834,072 | 87,127 | - | - | (164,192) | 757,007 |

| | Cost or Valuation \$ | Accumulated Depreciation \$ | Net Book Value \$ |
|--|----------------------------|-----------------------------------|-------------------------|
| Accumulated Depreciation | | | |
| 2018 | | | |
| Building Improvements | 902,951 | (591,191) | 311,760 |
| Furniture and Equipment | 1,012,685 | (718,839) | 293,846 |
| Information and Communication Technology | 298,593 | (222,174) | 76,419 |
| Leased Assets | 137,629 | (79,997) | 57,632 |
| Library Resources | 62,755 | (45,404) | 17,351 |
| Balance at 31 December 2018 | 2,414,613 | (1,657,606) | 757,007 |

The net carrying value of equipment held under a finance lease is **\$57,632**.

14 Accounts Payable

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Operating creditors | 25,208 | 55,708 | 105,523 |
| Accruals | 6,450 | - | 6,600 |
| Banking staffing overuse | 5,633 | - | 33,000 |
| Employee Entitlements - salaries | 177,026 | 156,246 | 166,246 |
| Employee Entitlements - leave accrual | 8,213 | 7,195 | 7,195 |
| | <u>222,529</u> | <u>219,149</u> | <u>318,564</u> |
| Payables for Exchange Transactions | 222,529 | 219,149 | 318,564 |
| | <u>222,529</u> | <u>219,149</u> | <u>318,564</u> |

The carrying value of payables approximates their fair value.

15 Revenue Received in Advance

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|-------|----------------------|-------------------------------------|----------------------|
| Other | 1,287 | - | - |
| | <u>1,287</u> | <u>-</u> | <u>-</u> |

16 Provision for Cyclical Maintenance

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 204,618 | 204,618 | 183,565 |
| Increase to the Provision During the Year | 21,051 | 21,051 | 21,051 |
| Adjustment to the Provision | (1) | - | 2 |
| Use of the Provision During the Year | - | - | - |
| Provision at the End of the Year | <u>225,668</u> | <u>225,669</u> | <u>204,618</u> |
| Cyclical Maintenance - Current | 174,411 | - | - |
| Cyclical Maintenance - Term | <u>51,257</u> | <u>225,669</u> | <u>204,618</u> |
| | <u>225,668</u> | <u>225,669</u> | <u>204,618</u> |

17 Painting Contract Liability

In 2018 the Board cancelled its contract with Programmed Property Services Ltd.

18 Finance Lease Liability

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

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 13,017 | 21,482 | 39,243 |
| Later than One Year and no Later than Five Years | 6,497 | 21,921 | 17,166 |
| | <u>19,513</u> | <u>43,403</u> | <u>56,409</u> |

19 Funds Held in Trust

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Funds Held in Trust on Behalf of Third Parties - Current | 5,477 | - | - |
| | <u>5,477</u> | <u>-</u> | <u>-</u> |

These funds are held in trust for the Teacher-Led Innovation Fund and for Homestay students.

20 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 \$ |
|--|--------------------|---------------------------|----------------------------|------------------|---|---------------------------|
| Block 1 Modernisation | <i>in progress</i> | 243,953 | 39,947 | (2,980) | 1,252 | 282,171 |
| Block 1 & 12 Roof/Drainage | <i>completed</i> | - | 31,770 | (62,325) | 30,555 | - |
| Emergency Roof Replacement | <i>completed</i> | (8,820) | - | - | 8,820 | - |
| ILE/Toilet Upgrade/Roof Replacement | <i>completed</i> | - | 55,412 | (10,741) | (44,671) | - |
| Modernisation | <i>in progress</i> | (12,016) | 16,412 | (2,976) | (1,420) | - |
| Roof Replacement | <i>in progress</i> | (5,464) | - | - | 5,464 | - |
| Temporary Accommodation | <i>in progress</i> | (112,475) | - | (200,301) | - | (312,776) |
| Totals | | <u>105,178</u> | <u>143,541</u> | <u>(279,323)</u> | <u>(0)</u> | <u>(30,604)</u> |

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

282,171
(312,776)
(30,604)

| | 2018 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contribution/ (Write-off to R&M) \$ | Closing Balances \$ |
|----------------------------|--------------------|---------------------------|----------------------------|------------------|---|---------------------------|
| Block 1 Modernisation | <i>in progress</i> | - | 247,110 | (3,157) | - | 243,953 |
| Emergency Roof Replacement | <i>in progress</i> | - | - | (8,820) | - | (8,820) |
| Modernisation | <i>in progress</i> | 14,950 | 64,675 | (91,641) | - | (12,016) |
| Roof Replacement | <i>in progress</i> | (2,906) | - | (2,558) | - | (5,464) |
| Temporary Accommodation | <i>in progress</i> | - | - | (112,475) | - | (112,475) |
| Totals | | <u>12,044</u> | <u>311,785</u> | <u>(218,651)</u> | <u>-</u> | <u>105,178</u> |

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

243,953
(138,775)
105,178

21 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.

22 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 | 7,212 | 6,771 |
| Full-time equivalent members | 0.08 | 0.08 |
| <i>Leadership Team</i> | | |
| Remuneration | 356,456 | 346,868 |
| Full-time equivalent members | 3.00 | 3.00 |
| Total key management personnel remuneration | 363,668 | 353,639 |
| Total full-time equivalent personnel | 3.08 | 3.08 |

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 | 150 - 160 | 140 - 150 |
| Benefits and Other Emoluments | 1 - 5 | 1 - 5 |
| Termination Benefits | 0 | 0 |

Other Employees

Three other employees received total remuneration over \$100,000 in 2019.

| Remuneration \$000 | 2019 FTE Number | 2018 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110 | 3.00 | 1.00 |
| | 3.00 | 1.00 |

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

23 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 \$0 | 2018 Actual \$10,000 |
|------------------|-----------------------|----------------------------|
| Total | 0 | 1 |
| Number of People | | |

24 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 - as below:)

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 and 31 December 2018, a contingent liability for the school may exist.

25 Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into the following capital commitments:

- (a) Contract for Block 1 Modernisation to be completed in 2020, which will be fully funded by the Ministry of Education. \$541,042 has been received of which \$258,870 has been spent on the project to date; and
- (a) Contract for Temporary Accommodation to be completed in 2020, which will be fully funded by the Ministry of Education. \$0 has been received and \$312,776 has been spent on the project to date.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contract:

- (a) 1 operating lease with Advavo Limited for a phone system.

| | 2019 Actual \$ | 2018 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | 2,760 | 5,520 |
| Later than One Year and No Later than Five Years | - | 2,760 |
| Later than Five Years | - | - |
| | <u>2,760</u> | <u>8,280</u> |

26 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.

27 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 | 2019 | 2018 |
|---|---------|-------------|---------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | | \$ | |
| Cash and Cash Equivalents | 114,134 | 46,538 | 249,817 |
| Receivables | 183,345 | 160,550 | 160,550 |
| Investments - Term Deposits | 275,000 | 235,061 | 285,061 |
| Total Financial assets measured at amortised cost | 572,480 | 442,149 | 695,429 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|---------|---------|
| Payables | 222,529 | 219,149 | 318,564 |
| Finance Leases | 19,513 | 43,403 | 56,409 |
| Total Financial Liabilities Measured at Amortised Cost | 242,043 | 262,552 | 374,973 |

28 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.

29 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 10 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 12 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

30 Failure to comply with section 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

‘Cast the net wide, set it deep, to nourish learners for life.’



Analysis of Variance

Target for Improving Student Achievement – 2020

Area Selected: Writing

Year Level: Year 1-8

Target Group: - By the end of 2020 65% Year 3 will achieve at Early Level 2 of the Curriculum.

By the end of 2020, every teacher in Years 5-8 will follow the
Writing Process

Target:

By the end of 2020 every child will improve 2 e-asttle sublevels in Writing.

Learning progressions - how many learning progressions would equate to 1 ½ years.

| Strategies | Resources | Responsibility | Timeline |
|---|--|---------------------------|----------------|
| <ul style="list-style-type: none"> ● 2 pieces of published work from every student in Years 5-8 will be achieved by the end of every term. | Literacy Resources Budget & Time Team Leaders and Teachers | Teacher & Team Leader | Term 1 ongoing |
| <ul style="list-style-type: none"> ● Monitor progress from the language learning progressions, SPS Writing Progressions through teaching and modelling through storytelling, videos, audio and visual representation of ideas to motivate students. | Literacy Resources Budget & Time Team Leaders and Teachers | Teacher & Team Leader | Term 1 ongoing |
| <ul style="list-style-type: none"> ● To increase student's vocabulary and how best to use them to express ideas and to deliberately teach grammar and language structures to strengthen first and second languages. | Literacy Resources Budget & Time Team Leaders and Teachers | Teacher & Team Leader | Term 1 ongoing |
| <ul style="list-style-type: none"> ● Developing teachers knowledge of writing approaches - buddy writing, teacher write, students contribute | Parents and Caregivers Budget & Time Team Leaders and Teachers | Teacher & Team Leader | Term 1 ongoing |
| <ul style="list-style-type: none"> ● Teachers to read aloud to students daily and expand on vocabulary, phrases and clauses used in the text for children to use in their writing. | Literacy Resources Budget & Time Team Leaders and Teachers | Teacher & Team Leader | Term 1 ongoing |
| <ul style="list-style-type: none"> ● Staff formally reflecting on Writing progress – how well are we going? Where are we? What do we need to focus on? Regular sharing of effective practice – use CRT to visit others, use syndicate meetings to share and collaborate ideas and reflect on personal inquiry. | Literacy Resources Budget & Time Team Leaders and Teacher | Teacher & Team Leader | Term 1 ongoing |
| <ul style="list-style-type: none"> ● Individual teachers, syndicate / whanau to identify students at risk and co-design modified programmes to accelerate their progress. | Literacy Resources Budget & Time | Team Leaders and Teachers | Term 1 ongoing |
| <ul style="list-style-type: none"> ● Writing has purpose or experience and motivating topics. Use of VISUALS and VIDEOS to enhance imagination and vocabulary. | Literacy Resources Budget & Time | Team Leaders and Teachers | Term 1 ongoing |

‘Cast the net wide, set it deep, to nourish learners for life.’



Analysis of Variance
Target for Improving Student Achievement – 2020

Area Selected: Mathematics

Year Level: Year 1-8

Target Group: - By the end of 2020 every child will progress by a minimum of 1.5 years of learning progression in Mathematics..

Target:

By the end of 2020 90% Year 4 will achieve at Level 2 of the Curriculum.

By the end of 2020, every teacher in Years 5-8 will have a balanced Mathematics programme and 70% of Year 8 students will achieve at Level 4 of the Curriculum.

| Strategies | Resources | Responsibility | Timeline |
|---|---|--|------------------------|
| ● Use evidence based teaching i.e identify the big ideas to be learned by the students through reliable data from a range of assessments. | Critical analysis of PAT, E-Asttle, Jam, Gloss testing . | Teacher, Curriculum Leader, Assessment coordinator. In school Col support teacher. | Term one and on going. |
| ● Create collaborative learning environment whereby children learn and increase their understanding of numeracy through heterogeneous grouping. | PD and and reading research articles Collegial support. | Teacher. In school Col support teacher. | Term one and on going. |
| ● Foster and embrace student centred, problem solving and discovery learning approach. | ALIM support materials on nzmaths.co.nz. Figure it out books. Enrich website. Arbs | Teacher, In school Col support teacher. Team Leader | Term one and on going. |
| ● Staff formally reflecting on maths progress – how well are we going? Where are we? What do we need to focus on? Regular sharing of effective practice – use CRT to visit others, use syndicate meetings to share and collaborate ideas and reflect on personal inquiry. | Assessment tasks. Feedback and Feedforward. Peer reflections and critical analysis using CRT days. | Teacher, Team leader. In school Col support teacher. Deputy Principal. | Twice a term. |
| ● Track your target children regularly – identify where they are in their learning and keep them at the forefront of your planning. | Assessment tasks. In class observations. | Teacher, Team Leader. In school Col support teacher. | Weekly |
| ● Opportunities are provided to students to practice new learning and understand real life applications of ideas learned in class. | Follow on individual activities for practice. Homework. Peer discussions, explanations and justifications. Figure it out books. | Teacher. Team Leader, Curriculum Leader, In school Col support teacher. | 2-3 times a week. |
| ● To engage parents / caregivers of students in establishing home and school partnership to enhance mathematics learning awareness, attitude and motivation. | 3 way conversations, Take away problems to solve with parents. Mathematics game packs to played at home with parents. | Teacher. | Once a week. |

'Cast the net wide, set it deep, to nourish learners for life.'



Analysis of Variance

Target for Improving Student Achievement – 2020

| | |
|-----------------|----------------|
| Area Selected : | Mea Maori |
| Year Level: | Tau 1- 8 |
| Target Group: | Tamariki katoa |

Target:

Maori students achieving success as Maori. All students understand things Maori.

By the end of 2020, every student will learn to mihi in reo Maori that will include the child's pepeha and that of the school.

The Years 5-8 students in the mainstream will have evidence of increased understanding of things Maori in the Mangere area.

| Strategies | Resources | Responsibility | Timeline |
|---|------------------------------------|-----------------------|--------------------|
| ● Community Experts - invite/visit? | ● Community kaumatua / Whaea Molly | Whaea Molly, Mr Esera | Term 1 and ongoing |
| ● School Waiata | ● Rumaki Reo | Teachers | Term 1 and ongoing |
| ● High expectations - Teachers and Students - Community Visits - Oruarangi (Stonefields), Mangere Education Centre, Ihumatao (Marae, Mountain, River) | ● Whaea Molly | Team Leaders | Term 1 and ongoing |
| ● Maori Art - what kind? Visual? Carving? Raranga? Taniko? (experts needed) incorporating Maori Arts, performing arts (waiata, haka) | ● Whaea Molly | Teachers | Term 1 and ongoing |
| ● Pepeha/Mihi | ● Rumaki Reo | Teachers | Term 1 and ongoing |
| ● Modelling and teaching | ● Whaea Molly, Whaea Marie | Teachers | Term 1 and ongoing |

| Specific Target | Outcome (What happened?) | Analysis | Evaluation |
|-----------------|-----------------------------|----------|------------|
|-----------------|-----------------------------|----------|------------|

| All ākonga will be achieving at Manawa Ora or Manawa Toa for their time in immersion level. | <ul style="list-style-type: none">There are 17 ākonga in total in Whaia Te Matauranga. 6 of the 17 ākonga are new enrolments and have not yet completed a full year of school. The data for these ākonga is therefore excluded from this analysis.100% of the 11 ākonga in WTM, are at Manawa Ora or Manawa Toa for their <i>time in immersion</i>.This target was set because this was the first year of rumaki or total immersion learning.The baseline kaiako judgement for ākonga was based on the kaiako’s observation of ākonga. Planning for ākonga was determined by kaiako observation of the needs of ākonga.Assessment for learning PLD across the whole school with a particular focus on kōrero and tuhituhi is helping to make the learning clear for kaiako and ākonga.All ākonga are now able to respond to basic instructions. They can ask and respond to simple questions. Ākonga can transfer knowledge of sentence patterns learnt in kōrero to other curriculum areas. | <p>Analysis of student progress against Te Marautanga o Aotearoa</p> <table><tr><th>TMoA Levels</th><th>Beginning of 2015</th><th>End of 2015</th></tr><tr><td>1 He Pīpī</td><td>100% or 11/11 ākonga</td><td></td></tr><tr><td>1 He Kaha</td><td></td><td>36% or 4/11 ākonga</td></tr><tr><td>1 He Kaha Ake</td><td></td><td>64% or 7/11 ākonga</td></tr></table> <p>Analysis of student achievement by time at school</p> <p>According to the <i>time at school measure</i> all 11 ākonga are achieving at Manawa Āki and Manawa Taki.</p> <p>Tau 1: 1 of 1 ākonga at Manawa Āki.</p> <p>Tau 2: 2 of 3 at Manawa Aki, 1 of 3 at Manawa Taki.</p> <p>Tau 3: 4 of 6 at Manawa Āki and 2 of 6 at Manawa Taki.</p> <p>Tau 4: 1 of 1 ākonga at Manawa Āki.</p> | TMoA Levels | Beginning of 2015 | End of 2015 | 1 He Pīpī | 100% or 11/11 ākonga | | 1 He Kaha | | 36% or 4/11 ākonga | 1 He Kaha Ake | | 64% or 7/11 ākonga | <ul style="list-style-type: none">Ākonga have made progress within early level 1 TMoA as illustrated by the table. However, targets that aim to accelerate learning to the end of Level 1 and solidly in level 2 for ākonga in years 3 and 4 are necessary in 2016. This is necessary if ākonga are to be able access learning in the curriculum through to Wharekura.Kaiako ability to assess kōrero has improved.Kaiako knowledge of progressions within the marau has improved. Assessment is more accurate as a result of this. It is clearer to the kaiako where ākonga are achieving at and what their next steps for learning are. <p>Recommendations:</p> <ul style="list-style-type: none">In 2016, the 8 ākonga who are late enrolments will be identified and specific targets to accelerate their achievement for their <i>time at school</i> from Manawa Āki to be at Manawa Ora will be set.Kaiako to learn how to use Ngā Rauemi Aromatawai Reo ā-waha as another assessment tool for kōrero.Kaiako to link the teaching inquiry focus in 2016 to the needs of this specific group of ākonga. |
|---|---|---|-------------|-------------------|-------------|-----------|----------------------|--|-----------|--|--------------------|---------------|--|--------------------|---|
| TMoA Levels | Beginning of 2015 | End of 2015 | | | | | | | | | | | | | |
| 1 He Pīpī | 100% or 11/11 ākonga | | | | | | | | | | | | | | |
| 1 He Kaha | | 36% or 4/11 ākonga | | | | | | | | | | | | | |
| 1 He Kaha Ake | | 64% or 7/11 ākonga | | | | | | | | | | | | | |

‘Cast the net wide, set it deep, to nourish learners for life.’



Analysis of Variance

Target for Improving Student Achievement – 2020

Area Selected: Reading

Year Level: Year 1-8

Target Groups

By the end of 2020, 65% Year 3 will achieve at Early Level 2 of the Curriculum.

By the end of 2020, every teacher in Years 5-8 will have a balanced Reading Programme and that 75% of Year 8 students will be reading at Level 4 of the Curriculum.

By the end of 2020, every child will be able to articulate his/her learning clearly and confidently in Tongan, Samoan, reo Maori and English.

Target:

At the end of 2020 every student will achieve a minimum of 1.5 years of learning progress in reading.

| Strategies | Resources | Responsibility | Timeline |
|---|--|--|------------------------|
| ● Use evidence based teaching i.e identify the big ideas to be learned by the students through reliable data from a range of assessments. | Critical analysis of PAT, E-Asttle, Jam, Gloss testing . | Teacher, Curriculum Leader, Assessment coordinator. In school Col support teacher. | Term one and on going. |
| ● Create collaborative learning environment whereby children learn and increase their understanding of numeracy through heterogeneous grouping. | PD and and reading research articles Collegial support. | Teacher. In school Col support teacher. | Term one and on going. |
| ● Foster and embrace student centred, problem solving and discovery learning approach. | ALIM support materials on nzmaths.co.nz. Figure it out books. Enrich website. Arbs | Teacher, In school Col support teacher. Team Leader | Term one and on going. |
| ● Staff formally reflecting on maths progress – how well are we going? Where are we? What do we need to focus on? Regular sharing of effective practice – use CRT to visit others, use syndicate meetings to share and collaborate ideas and reflect on personal inquiry. | Assessment tasks. Feedback and Feedforward. Peer reflections and critical analysis using CRT days. | Teacher, Team leader. In school Col support teacher. Deputy Principal. | Twice a term. |
| ● Track your target children regularly – identify where they are in their learning and keep them at the forefront of your planning. | Assessment tasks. In class observations. | Teacher, Team Leader. In school Col support teacher. | Weekly |
| ● Opportunities are provided to students to practice new learning and understand real life applications of ideas learned in class. | Follow on individual activities for practice. Homework. Peer discussions, explanations and justifications. Figure it out books. | Teacher. Team Leader, Curriculum Leader, In school Col support teacher. | 2-3 times a week. |
| ● To engage parents / caregivers of students in establishing home and school partnership to enhance mathematics learning awareness, attitude and motivation. | 3 way conversations, Take away problems to solve with parents. Mathematics game packs to played at home with parents. | Teacher. | Once a week. |



SUTTON PARK SCHOOL
89 Vine Street, Mangere East, Auckland 2024
Telephone (09) 276 4560 Email: office@suttonpark.school.nz

Principal: Fa'atili Iosua Esera

Statement of Kiwi Sport Funding

Kiwisport is a Government funded initiative to support student participation in organised sport. In 2019 the school received total Kiwisport funding of \$7,682.84 (excluding GST). The funding was put towards the purchase of Sports Gear, Sport activities and transports the total cost of which was \$8,000.00

The number of students participating in organised sport at the end of the school year was 100% of the school roll.

Iosua Esera
Principal

Independent Auditor's Report

To the readers of Sutton Park Primary School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Sutton Park Primary School (the School). The Auditor-General has appointed me, Elaine Yong, 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 3 to 19, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and 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 7 August 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 28 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.

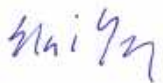
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 Sutton Park Primary School.

A handwritten signature in blue ink, appearing to read 'Elaine Yong'.

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