

Boulcott School

2018 Annual Report

Ministry Number: 2813
Principal: Stu Devenport
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Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Paul Martin	Chair Person	Elected 2016	May 2019
Stu Devenport	Principal ex Officio	Principal	
Tracey Joe	Treasurer	Elected 2016	May 2019
Kai Khaw	Secretary	Co-opted 2016	May 2019
David Cody	Parent Rep	Re - elected 2016	May 2019
Deena Anderson	Parent Rep	Re - elected 2016	May 2019
Glenn Goad	Parent Rep	Co-opted 2016	May 2019
Nic Olivier	Parent Rep	Elected 2016	May 2019
Carmen Chambers	Staff Rep	Elected 2018	Resigned December 2018
Accountant / Service Provider		Tracey Joe	

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Boulcott School

Annual Report on the 2018 School Year

Principal's Report

It is a pleasure to share my second Annual Report as Principal of Boulcott School.

1. School Organisation and Roll:

The school continued its teaching team structure with 3 syndicates; Junior (Y1&2) Middle (Y3&4) & Senior (Y5&6). The Junior team was made up of 6 classes by the end of the year and was led by our Associate Principal, Jo Lock. The Middle team was led by Team Leader Holly Hughes and consisted of 5 classes. The Seniors team had 4 classes and was led by Team Leader, Melissa Coton. The SENCO role was led by Deputy Principal, Jodi Mitchell. All members of the leadership team lead the teaching and learning of their areas.

The continued enforcement of the school's enrolment scheme and zone limited the number of children able to start at Boulcott School. Boulcott School's roll still reached 362 by the end of the academic year (the roll was 371 at the same time in 2017, 376 in 2016, 372 in 2015, 376 in 2014 and 301 in 2013).

Class sizes were maintained at or under 30 for Year 3-6 students and under 22 for Year 1-2 students.

The school was open for 384 half days.

2. Personnel:

There were a few changes to the leadership team at the beginning of 2018. We also changed the structure which was previously flat one of three Associate Principals and a Team Leader, to 1 Deputy Principal, 1 Associate Principal and 2 Team Leaders. Jodi Mitchell joined the team as our new Deputy Principal & SENCO. We also had Melissa Coton join us as Team Leader who is leading our Senior Team.

2018 also saw several changes in teaching staff at Boulcott School. Claire Williams and Lisa Hassell returned from maternity leave. Two new teachers joined the team at the beginning of the year, Corrina Rayson and Kaajal Patel. Fiona Ranchod went on maternity leave at the end of Term 3 with Ashley Chesterfield returning to cover Fiona's class. Carmen Chambers also went on study leave to complete her Master's in Education in Term 3 and 4. Craig Beer covered Carmen's class in her absence.

A roll-growth class commenced at the beginning of Term 3. Karen Henry filled this teaching position.

Barbara Morrison continued her role of Reading Recovery teacher. Ruth Olds was appointed at the beginning of 2018 to take our Gifted and Talented programme, which was rebranded as Passion Based Learning. This position is a fully funded BoT position.

With the arrival of several new students with high behaviour needs, 2 new Teacher Aides were appointed; Karen Prince & Anna Boyce.

The quality teachers who joined the Boulcott School staff have ensured that programme delivery and high student achievement levels continued for students.

3. Staff and Curriculum Development:

In 2018, staff continued to focus their professional development in the areas of maths which was led by Melissa Coton. All staff members received up-skilling in maths teaching and assessment techniques, moderation and the motivation of reluctant writers.

Professional development was also provided in Inquiry Learning. Much of our initiatives were from Inquiry teaching expert, Kath Murdoch.

Because we had new members of the leadership team (including myself who arrived at the end of 2017), professional development and coaching was provided to this team by Chris Rowan.

4. Variance Report:

The Ministry of Education's planning and reporting procedures require that schools include a report on areas of variance between what was planned and what was achieved in developments each year. Boulcott School's variance report for the 2018 school year is attached.

5. Governance:

The Board of Trustees continued their second year of governance. Below are our Board members for the year and their portfolios:

- Paul Martin: Board Chair
- Tracey Joe: Finance
- Kai Khaw: Secretary/Property
- Nic Oliver: Property
- Deena Anderson: Home & School, Grants
- Glenn Goad: Summerset liaison
- Carmen Chambers: Staff representative

The full Board met ten times on publicly notified occasions during the 2018 school year along with additional times. The Board continued its prudent governance role on behalf of the school community.

The Board of Trustees updated the School Charter, strategic goals, annual targets and development plans for 2018. All planning and reporting requirements by the Ministry of Education were completed.

A key focus of the Board in 2018 was consulting with the school community stakeholders in order to develop a future focused Charter for 2019-21. This included consulting with parents, whanau groups, teachers and students.

Reviews of school policies and their implementation followed the School Docs review schedule. School information and promotions continued to be communicated via the school website, Facebook page and newsletter.

The Board of Trustees were greatly supported by the Home and School Association whose various fundraising events led to the generous donation of \$19,144.42 to the BOT for school purchases.

6. Students Achievements and Successes:

The learning needs of our students are central to all programmes and operations of the school. The annual academic review shows that learning programmes allow students to achieve to a high standard in all academic areas. Student achievement data was presented regularly to the Board.

Individual and small group assistance programmes were provided through learning support programmes and teacher aide support to targeted individuals. In class enrichment and small group extension programmes were provided to able students in maths, literacy/thinking skills, leadership and writing.

Academic/Cultural: Following the pattern from previous years, our students achieved highly as evidenced by: results in reading prose testing, PAT/AsTTle assessments and quality written language samples. Good skill levels and problem solving displayed in mathematics.

High standard of art/craft work displayed in classrooms, corridors and the foyer.

Student leadership skills were promoted with opportunities given to children to act as House Captains, Environmental Captains, Peer Mediators and Councillors.

Every child was involved in our school wide musical production 'A Night At the Movies' that took place in our school hall.

A formal prize giving recognising student success was held.

A successful Year 6 leavers' celebration evening was held in the last week of the school year. This event recognised the contribution and service the Year 6 students had made to the school during 2018.

Our Senior students were involved in several new extension opportunities in 2018, including Mathswell Competition and EPRO8 problem solving competition.

Sporting/Cultural: In netball, rugby, touch rugby, water polo, cricket, soccer, basketball, swimming and cross country our teams competed with distinction.

The school was represented in all local inter school sporting events and an appreciative note of thanks goes to teachers and parents who gave so generously of their time to help coach/manage our teams.

Children participated in selected extracurricular activities including: choir, Kapa haka and music tuition groups. The choir performed in a massed school choir at Artsplash and the Kapa haka performed at a celebration night and at an interschool cultural sharing celebration - Polyfest.

Boulcott School staff acknowledges the hard work of the Board of Trustees and the support and partnership offered in advancing the learning opportunities for children at Boulcott School.

Board of Trustees - Chairperson's Report

2018 has been a transformational year for Boulcott School that has once again seen continued development and success across academic, cultural and sporting disciplines. Stu Devenport has completed his first full year as Principal where he has guided the school on a pedagogical journey that ensures the school continues to evolve with modern day learning environments and teaching best practice. At the same time Stu has ensured that our strong history and CHEER values are maintained as the core to everything we do.

The Board acknowledge the dedication and passion that all teaching staff, teacher aides and support staff contribute towards the Boulcott School community. Their commitment is paramount to the success of the school.

2018 saw Primary teachers and principals participate in rolling strikes for the first time since 1994. As a Board we acknowledge the pressure this places on some families, however we are fully behind all staff when it comes to ensuring they feel valued in their role. We support their call for ensuring they are equipped with the correct resources and workloads to ensure all children are delivered an education that they deserve.

Once again there have been no changes with the Parent-Elected and Co-Opted members of the Board during 2018 which ensures continuity and effectiveness as a Board. Special mention to the work performed by Tracey Joe in her role as Treasurer. Financial governance and management in a School environment is extremely complex and Tracey's expertise and dedication ensures the school is fiscally sound.

The future of School Trustee Boards in their current format is under review and is something we are keeping a close eye on. However, 2019 will still see the next triennial Trustee elections being held and I firmly believe the new Board that is elected will govern a school that is expertly managed, has great staff, is fiscally strong and most importantly has the best Tamariki.

Aku mihi nui ki a koe

This report has been compiled by:



Stuart Devenport
Principal



Paul Martin
Board Chairperson

Other Matters

Kiwi-Sport Funding

The school received \$4758.03 in Kiwi-Sport funding during 2018. This is used in three ways:

- 1) The Board of Trustees committed funds to subsidise the school's Learn to Swim programmes, which were taught by qualified swimming coaches at Naenae Pool.
- 2) To employ relief teachers to facilitate the co-ordination of sports teams, liaise with parents, coaches, managers, and outside agencies to promote involvement in sport.
- 3) Some specific sporting equipment was also purchased to allow students to participate in sporting events.

While the Kiwi-Sport funding does not cover the actual cost of these provisions, it does go some way towards helping co-ordinate student involvement and participation in sport at Boulcott School.

Analysis of Variance Reporting



School Name:	Boulcott School	School Number:	2813
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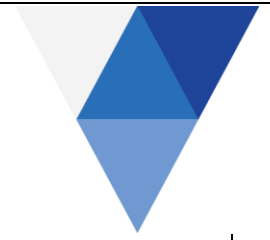
Strategic Aim:	<p>Enhancing Student Achievement</p> <p>Strategic Goal:</p> <p>By developing an innovative curriculum, we will develop students as creative, active thinkers, good communicators and life-long learners.</p> <p>A broad, stimulating curriculum supporting high levels of participation and expectations for achievement, across all areas, will be presented. This curriculum will ensure inclusive learning experiences are delivered, providing support for students to meet their particular learning needs.</p> <p>Teaching and programming decisions will be made based on quality assessment data that will result in improved learning outcomes for all students, including Maori and Pasifika</p>
Annual Aim:	<p>Annual Goals:</p> <ol style="list-style-type: none"> 1. To continue to improve student achievement in Mathematics & Writing, against Boulcott’s Expectations, by the provision of schoolwide professional learning development work and the implementation of effective teaching practices. 2. To continue to improve student achievement and enhance creative, active thinking and communication in other curriculum areas (with an emphasis on Inquiry), through the revitalisation of the school’s site based curriculum.
Target:	To raise achievement of identified students from the cohorts above. These students will be identified in Term 1 of 2018 and monitored closely throughout the year. See team target information once developed. (see team goals for more detailed targets)
Baseline Data:	<p>Baseline Data - Academic Results from the end of 2017</p> <p>Reading</p> <ul style="list-style-type: none"> · Overall, solid improvement from all cohorts in Reading in 2017. · Our Pasifika group has shown considerable improvement from 2016 with over 10% increase in the number of students at or above expectation. · Our Year 2 Maori cohort will need close monitoring in 2018 · The 9 students below in the Year 4 cohort will need tracking closely in 2018. <p>Maths</p> <ul style="list-style-type: none"> · We have not made the gains we had hoped to make this year in Maths, especially with it being our targeted area. This is the reason for continuing to focus on Maths in 2018. · It is pleasing to see the improvement in the number of females at or above the standard in Maths (2.3% improvement). This is now more aligned to the male results. · Also pleasing to see an improvement with our Pasifika group (4.5% improvement from 2015).

Analysis of Variance Reporting

- The 14 **Year 4s** and 19 **Year 3s** that are below the standard will need close monitoring in 2018.
- Writing**
- Writing continues to be the weakest of our 3 core subjects, although we have had a slight increase in achievement.
 - Pleased to see the improvement of females at or above the standard (4.4% increase from 2016). Our Maori cohort has also made improvement (up 3.5% from 2016).
 - **Male** students still make up a large proportion of students below the writing standard, along with our **Pacifica** group.
 - Our **Year 2** (27.7% below) and **Year 4** (23.9% below) group will need close monitoring in 2018.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>1. Target Students & Monitoring</p> <ul style="list-style-type: none"> • Analysing student achievement information from the end of 2017 and the beginning of 2018 to develop class and team targets across the school. Particular emphasis will be on raising achievement in Maths & Writing with specific cohorts. • Revisiting the NZ Curriculum expectations for each year level and using these targeted teaching to accelerate progress. 	<p>1. Target Students and Monitoring</p> <p>For detailed information on student achievement from team targets, see team target setting documentation. All syndicates used National Standard information from the end of 2017 and assessment from the beginning of 2018 to establish these targets at the beginning of year. The teaching teams tracked the progress of these students regularly throughout the year, making written termly reflections on successes and challenges. Solid progress was made by many of the individuals in this target programme with a large proportion meeting the targets. The students who didn't achieve the targets still made considerable progress throughout the year. Teachers used NZ Curriculum Levels to report against in the middle and end of the year. This involved some additional professional development for teachers, including moderation to ensure there was consistency with using a different measure from National Standards.</p>	<p>1. Target Students and Monitoring</p> <p>Having a team approach to establishing and monitoring targets provided a platform for teachers to share successful strategies and overcome challenges together. The move from National Standards to Curriculum Levels required additional professional development for teachers, many of which had not taught without National Standards. With this being a new approach in making judgements, further time and development will be required to ensure there is consistency from teacher to teacher.</p>	<ol style="list-style-type: none"> 1. Continue the Team approach to monitoring target children. 2. Provide more time for development in making judgements against Curriculum Levels. 3. Providing professional development on coaching conversations for teachers in 2019 will be useful in creating a more fluent and regular process for Teaching as Inquiry. 4. Provide more opportunities school wide and within teams to be moderating and sharing expectations on assessments. 5. Continue to develop our Boulcott Curriculum, focusing particularly on Literacy and Numeracy and Inquiry.

Analysis of Variance Reporting



2. Teacher Inquiry & Appraisal

- Teacher Inquiry & Goals linked to Target students and Standards.
- Introduce the new Codes & Standards from the Education Council.
- What is quality teaching and learning at Boulcott? What do Boulcott students deserve from us?

3. Assessment Procedures

- Review current assessment procedures particularly in Writing and Maths to ensure the assessment we are utilising are giving relevant information to inform the learning programmes.

4. Boulcott's Curriculum 'Our Way'

- Continue to develop and finalise our localised curriculum.

2. Teacher Inquiry & Appraisal

Professional development was held at the beginning of the year for teachers to learn about the new Code and Standards from the Education Council. These were used for attestations reports at the end of the year. Teacher Inquiry was linked to either raising achievement for target students, the syndicate action plan eg development in learning through play or a school goal eg Inquiry Learning. These Teacher Inquiries (TAIs) were used as a focal point for discussions at a team level where teachers could share successes and/or challenges.

3. Assessment Procedures

Our assessment schedule was reviewed at the beginning of the year and opportunities for moderation on assessments occurred at school and team level. There has been some inconsistencies identified in writing moderation this year which will need attention in 2019.

4. **Boulcott's Curriculum 'Our Way'** Some progress has been made in developing our Boulcott Curriculum, the most notable addition our 'Learning Assets' of Thinker, Communicator, Collaborator, Researcher & Inquirer. These need further development to be fully embedded into the classroom programmes. Further work is needed on Boulcott Curriculum, having

2. Teacher Inquiry & Appraisal

Linking Teacher Inquiry to target students and team goals helped narrow the focus for teachers and also enhance the strategies for acceleration for target students. A lot of the 'formal' discussion around the TAI's occurred between the teacher and Principal.

3. Assessment Procedures

We have a clear assessment schedule which is communicated well from Senior Leadership Team through to teaching teams. With new staff and leadership in 2018, it created some differing expectations on moderation and administration of some assessments.

4. Professional development from Kath Murdoch was a great catalyst for our development in Inquiry Learning and adopting the Learning Assets for our Curriculum. Because we want

Establish a Curriculum Design Team to drive this process.

6. Continue to fund the PBL teacher to be utilised throughout the school. Continue to look at how the programme can be promoted and enhanced.
7. Continue to provide professional development opportunities for Junior teachers in learning through play. As a teaching team they will refine the process of gathering information on student progress.

Analysis of Variance Reporting



5. Maths Development

- Explore the benefits of mixed ability of grouping through Rich Maths Tasks, ensuring we give maths an authentic context.

6. Inquiry Model

- Develop and implement a Boulcott Inquiry model that can be utilised throughout the school.

7. Learning Support

1. Refining systems for identifying and tracking 'at risk' students in learning.
2. Investigate alternative ways of utilising our teacher aides.

contributions from the teaching team.

5. Maths Development

Professional Development was provided to teaching staff at several times throughout the year on Rich Maths Tasks and the benefits of mixed ability grouping. There are pockets of teachers amongst the staff that have applied this to their classroom programme and further development will be needed for 2019.

6. Inquiry Model

Development in Inquiry Learning has had a strong focus this year with staff professional development, particularly with Kath Murdoch's philosophy. Our Inquiry model has been finalised and learning assets adopted. This will be a continued focus in 2019 as further work is needed in developed a shared understanding of Inquiry Learning throughout the school and to build teacher capability.

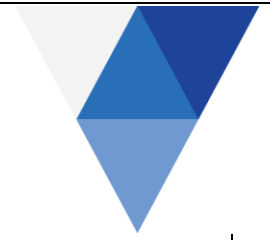
7. Learning Support

Etap (SMS) has been utilised to track the progress of 'at risk' students with a particular focus on recording successful strategies or programmes that have been beneficial for the learner. Some of the learning support programmes that were planned to be utilised for our at risk learners were not as beneficial as hoped

to ensure 'buy in' from all our teaching team and whanau, we want to provide time to share and allow contributions to the development of our Curriculum.

7. With the arrival of several children with high behaviour and learning needs, many of our teachers were re-allocated accordingly. This meant some of our group learning support programmes

Analysis of Variance Reporting



<p>8. Enrichment</p> <p>3. Continue to provide opportunities for extension and enrichment. Explore dedicating time to teaching to student’s passions and interests - keeping strong links with the classroom learning.</p> <p>9. Play Based Learning</p> <p>4. Investigate the benefits of a play based learning approach in the Junior School.</p>	<p>this year.</p> <p>8. Enrichment</p> <p>There are 60 students registered in our PBL (Passion Based Learning) programme at Boulcott School in 2018. 20% are Juniors (12 students), 26% Middles (16 students) and 54% Seniors (32 students). There are 10 students (Middles and Seniors) in more than 1 workshop. Extension opportunities have been offered in Literacy, Maths and problem solving with a focus on strengthening passions of learning.</p> <p>9. Play Based Learning</p> <p>The Junior team of teachers have commenced their journey on changing their practice to learning through play. The shift and practice happened quickly with benefits noted in children’s engagement and motivation to learn. Learning through play will continue to be a focus in 2019 to further embed practice, build teacher capability and monitor student progress.</p>	<p>didn’t have the impact on acceleration as we had planned.</p> <p>8. Providing a Board funded teacher for extension opportunities meant these opportunities could occur for these students.</p> <p>9. A strong focus on professional development, providing time for teachers to observe and visit other schools and time to experiment meant this initiative started successfully.</p>	
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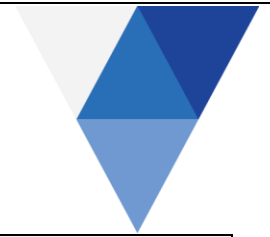
Planning for next year:

- Develop and implement a localised curriculum to meet the needs of all students with a focus on maths and literacy.
- Explore and develop knowledge and practice of the new Digital Technologies Curriculum.
- Develop and implement a sound inquiry learning model throughout the school that focuses on student centred learning & enhances collaboration.



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Analysis of Variance Reporting



Focus: Enhance Community Participation

Strategic Aims:

Quality relationships and effective engagement between the Principal, teachers, support staff, students and parents, family and whanau to promote student achievement and well-being will be fostered.

Annual Aim:

Annual Goal:

1. To continue to improve engagement with the school community and to further develop interactions with different ethnic groups within the school and celebrate our cultural diversity.

Baseline data:

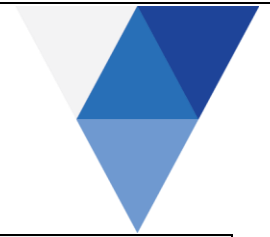
The school has stabilised in size in the 330-370 roll range. A changing ethnic and socio economic population mix has emerged over the past few years. Analysed schoolwide data is regularly reported to the Board to assist in strategic decision-making. Overall, Boulcott School has a supportive parent community who demonstrate a high interest in their child's achievement and engagement in all areas of the school.

Targets:

1. To collect feedback from all stakeholders in the school community on strengths and improvements .
2. For students to understand and support the relationship between family, school and community that assists their learning.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>1. Reporting to Parents</p> <ul style="list-style-type: none"> • Review current formal reporting platforms including face-to-face and written reporting. 	<p>1. The Senior Leadership Team reviewed and made changes to the reporting to parents schedule at the beginning of 2018. In term 1. We held a Meet the Teacher evening early in the year which gave parents an opportunity to share information on their child with the teacher. We utilised Seesaw to communicate student goal setting with families. Written academic reports were distributed mid year and end of year.</p>	<p>1. Changes to the reporting to parents format changed due to a change of leadership at the beginning of the year and feedback from teachers at the end of 2017. Adjustments were made to the written report templates to remove</p>	<ul style="list-style-type: none"> • We will continue to refine our processes reporting on student achievement with our whanau. Reporting in a timely and purposeful manner will be key to its success. • We plan to provide more opportunities for 'parent

Analysis of Variance Reporting



<p>2. Community Engagement</p> <ul style="list-style-type: none"> • Provide opportunities to share how and why we do things at Boulcott with the parent community. Particularly focusing on Maths, Growth Mindset, Digital Technologies, Play Based Learning. • Continue to support initiatives to bring school whanau together, eg Camp Out. • Provide informal opportunities to engage with families through coffee mornings/chats. <p>3. Consultation</p> <ul style="list-style-type: none"> • Provide opportunities to seek feedback on the strengths and possible improvements that could be made at Boulcott: Parents, Students, Whanau and other Community groups. This will feed into creation of new Charter for 2019. This will include consultation 	<p>We also held a follow up face-to-face interview in the middle of the year. Some feedback from families was they preferred a face-to-face interview earlier in the year. There was also some feedback around the reporting on curriculum levels, whether they clearly stated where students were achieving against expectations.</p> <p>2. We utilised email, seesaw, corridor displays and newsletters to communicate with families on new initiatives that were occurring in the classrooms. Our annual Camp Out was a huge success in Term 1. We had a small turn out of parents who attended our ‘pop-in and chat’ morning in Term 2 with the Senior Leadership Team.</p> <p>3. Throughout the year we used a variety of platforms to gain feedback and input into our new charter development. Our annual Whanau Hui was well attended by parents and wider whanau. We received useful feedback through casual conversation. An outcome from this evening was a small parent ropu being established. We utilised Celebration of Learning evenings to get snippets of feedback through a ‘START, STOP, KEEP’ approach. We utilised Google</p>	<p>National Standards, utilising Curriculum Levels instead for teacher judgements. We also separated the student voice section from the main report to avoid confusion for families.</p> <p>2. With the new initiatives that were being implemented in 2018, it was important for us to communicate the reasons for making these changes with whanau. There is further room to share these changes in a face-to-face platform in 2019 now that our philosophies on practice is consistent and teacher capability is building. Due to the lack of turn out from our first informal ‘pop-in’ session, we didn’t hold another one in Term 3.</p> <p>3. Consultation with all stakeholders are important to the Senior Leadership Team to ensure our future direction is aligned to our community’s values and expectations. It was also timely due to up-coming 10 Year Property Planning.</p>	<p>learning’ in 2019, sharing our practice and expectations. We also plan to hold termly ‘events’ to family and whanau to attend. Continuing to build strong relationships between home and school is essential to the school’s success.</p> <ul style="list-style-type: none"> • Our new charter will be implemented in 2019 and planning will be underway for enhancements to property. We will continue to use a variety of platforms to seek feedback from our school community. • We will continue to refine our communication tools between home and school.
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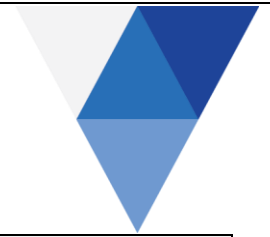


<p>with our Maori community.</p> <p>4. Communication</p> <ul style="list-style-type: none"> Continue to review how we communicate between home and school and investigate how we can improve. Particular focus on Digital Platforms eg Seesaw, Google Classroom, School App, Website development, Newsletters, Facebook. Seek feedback on how these are impacting on student learning. 	<p>Forms for online surveys to parents on a wider range of areas which gathered some useful trends. Just over 70 responses were collected from this survey.</p> <p>4. Emailing, Newsletters and Facebook continue to be valuable tools in communicating with our families. The teaching team continue to promote the use of Seesaw for sharing student learning. Teachers are utilising this to varying degrees. In the middle of the year we started trialling Google Forms for permission/assistance newsletters which has streamlined processes in the school office. Further development is needed on platform in 2019. A new website is in development, ready to roll out in 2019</p>	<p>Communication is also essential for a smooth running school and ensuring parent involvement in their child's education. Using online tools is valuable for families to have access to the school and their child's learning, especially if they have difficulty getting to school regularly.</p>	
<p>Planning for next year:</p> <ul style="list-style-type: none"> Refine methods of communicating with, and reporting to, our community. Grow our relationship with our Maori families and their involvement in all areas of school life. Celebrate our multicultural community in all areas of the school. 			



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Focus: Enhancing Student Well-being & Our Environment

Strategic Specific Aims:

Boulcott School is fully committed to the provision and preservation of a safe emotional and physical environment and embraces and values the diverse range of cultures represented within our school community. We recognise and respect the unique position of Maori as Tangata Whenua.

Annual Goal:

To ensure a safe, emotional and physical environment is created for all students.

Baseline data:

Boulcott School is a place where students, staff, parents and community are immensely proud of. The well-being of our children is essential to their success. Having a safe, modern environment will contribute to their success and well-being.

Target:

1. To ensure a safe, modern, welcoming school environment is provided for our students.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>1. Growth Mindset & Mindfulness</p> <ul style="list-style-type: none"> • Continue to promote and incorporate this initiative school-wide including class, team and assemblies. • Investigate the benefit of these programmes in a classroom setting to provide support for all students, particularly for students presenting with anxiety. 	<p>Growth Mindset & Mindfulness</p> <ul style="list-style-type: none"> • The focus of this was concentrated in the Middle syndicate. In Term 2 the team dedicated their integrated health topic towards this. • Middle Syndicate’s Inquiry unit is on the Power of Well-being. We are looking at the analogy of Te Whare Tapa Wha – the house with four walls. Each wall symbolises a different area of well-being. <ul style="list-style-type: none"> ○ Taha Tinana - Physical well-being ○ Taha Wairua - Spiritual well-being ○ Taha Whanau - Family well-being ○ Taha Hinengaro - Mental and emotional well-being • Two teachers completed professional development 	<p>Growth Mindset & Mindfulness</p> <p>We received mixed feedback from the parent community. Many families found the programme very positive, noting it created a lot of conversation at home about how to manage stressful situations and strategies for building resilience. We also received concerns from some families about how the PBS has links to the buddhist religion which may oppose their own</p>	<ul style="list-style-type: none"> • In 2019 we are keen to continue this focus throughout the school, potentially utilising the Feel Brave programme. • The Digital Technologies Curriculum will be further unpacked in 2019 to ensure we are ready for implementation in 2020. • A systems referral for support with implementation of PB4L SW was accepted by the RTLB service and will commence on

Analysis of Variance Reporting



<p>2. Digital Technologies</p> <ul style="list-style-type: none"> • Purchase of chromebooks for the Senior School to support online learning and collaboration. • Introduce Google Classroom in the Senior School to further support collaboration and learning links between home and school. • Explore the new components of the Digital Technologies strand from the Technology. Full implementation by 2020 	<p>with the Pause, Breathe, Smile programme and then taught the programme in their classrooms. Both teachers have identified this to be a successful programme noted that it helped children to build awareness, develop focused attention, and to better cope with the normal ups and downs of life.</p> <ul style="list-style-type: none"> • In Term 4 the Middle Team have explored the 'Feel Brave' programme which also focuses on building resilience and managing anxiety. These themes were also linked to our Life Education visits in Term 4. <p>Digital Technologies</p> <ul style="list-style-type: none"> • Overall a more consistent approach across all syndicates • We performed an audit on all devices in the school and redistribution of the iPads • We have streamlined apps so they are relevant and not taking up a lot of space causing problems with memory on the older iPads. • We have developed a new ICT user agreement for the Senior Syndicate. This could be rolled out across the school. • There has been the development of the ICT strategy document - which is ever-changing, depending on our needs). • There is now a way to log any ICT problems, providing a record for us and a means of us being able to take a bit more control over the minor things that can be sorted. • Setting up Google accounts for the Seniors, and in Term 4 the Year 4's - to be used specifically for coding. • Teachers in the Senior school using Google Classroom on a daily basis. 	<p>family values.</p> <p>Digital Technologies</p> <p>The focus this year was around infrastructure, systems and processes. Further is needed around teacher pedagogy and learning experiences for students.</p>	<p>Jan 30 2019 at a TOD (with TA's also participating).</p> <ul style="list-style-type: none"> • A multi-pronged approach will be implemented involving staff-wide, team, peer-observations and individual coaching/modelling support.
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Analysis of Variance Reporting



<p>3. Te Reo/Tikanga Maori</p> <ul style="list-style-type: none"> Continue to investigate ways of further incorporating aspects of Tikanga Maori in learning. Build teacher capability and confidence with Te Reo and Tikanga. Continue to provide opportunities for students to perform. <p>4. Behaviour Management/CHEER values</p> <ul style="list-style-type: none"> Review our current Behaviour Management processes and systems. Focus on developing a restorative approach when dealing with negative behaviour, including the Circle Time approach. Continue to promote the importance of these values in all areas of school life. Utilise the Wellbeing@school student survey to gain student voice on Boulcott School - this will feed into our future Charter development. 	<p>Te Reo Maori/Tikanga Maori</p> <ul style="list-style-type: none"> Overall there is excitement within the Te Reo/Tikanga committee and an 'can do it' 'will try it' attitude. Whaitiri has continued to work with us throughout the year with Kapa Haka developments but he was on sabbatical in Term 3 which meant the Junior and Middle teams had less time with him. Te Reo Maori Leader Teacher has provided regular planning and professional development for staff throughout the year. <p>Behaviour Management/CHEER values</p> <ul style="list-style-type: none"> <u>Behaviour Management Plan</u> was reviewed. This will be an on-going process in 2019 due to the focus on PB4L SW and Restorative Practice. Staff and team PD has focused on exploring <u>RP</u>: Restorative philosophy and practices. This will be further developed in 2019. Teachers have identified minor to major behaviours and started discussing prevention and responses. Some teachers are experimenting with <u>Restorative Circle Time</u> across the school. 2019 PD will focus on de-escalating behaviour (keeping small stuff small) the language of the 	<p>Te Reo Maori/Tikanga Maori</p> <p>Having our Whanau Hui provided the platform to establish a parent ropu. With our lead teacher on maternity leave in 2019 we will need to allocate this responsibility to another staff member to continue momentum. A result from our Whanau Hui at the end of Term 2 was a small parent ropu established. Lots of ideas have been floated including establishing some strong tikanga within the school including termly powhiri to welcome new students and staff, Marae visits and hangi!</p> <p>Behaviour Management/CHEER values</p> <p>A need to focus on this year and in future years comes from the feedback from teachers, students and parents. Inconsistencies have been identified in teacher expectations across the school.</p>	
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Analysis of Variance Reporting



<p>5. EnviroSchools</p> <ul style="list-style-type: none"> • Continue to grow our Enviro-Schools philosophy to ensure it continues to be incorporated into our learning programmes. • Investigate ways of utilising our community to support the Enviro-School programme. 	<p>Restorative chat and sharing <u>class treaties</u>, incentive and consequence systems.</p> <ul style="list-style-type: none"> • A PD session on effective, <u>Active Supervision</u> on duty indicated teachers need to develop a shared set of school-wide behaviour expectations for the playground. Teachers and students will develop a clear understanding of the <u>playground expectations and consequences</u>. House points are be actively used along with praise of positive behaviours - to ‘catch kids being good’ (showing the Cheer Values and pro-social behaviours). • <u>Cheer Values</u> are embedded across the school and are revisited in classes and assemblies. • <u>Well-being Survey</u> was completed by staff early in Term 4 and themes were discussed at Staff Meeting on 6.11.18. • Individual ‘check in and out’ and <u>behaviour contracts</u> have been put in place for some students requiring extra support in this area. MOE and RTLB have also supported with individual referrals around behaviour. <p>EnviroSchools</p> <ul style="list-style-type: none"> • Reinstated the practices from previous years (school composting, gardening, class sustainability actions, recycling, etc). • Contributed to the development of the WRC (regional council) resource called Active Travel Action. • Staff PLD: A lot of teaching staff attended an EnviroSchool hui at the start of 2018 and teaching staff have participated in 2 in house PLD (TOD and Tuesday pm). • Each class and each team are encouraged to choose an activity that reflects 1 of the EnviroSchools 5 	<p>EnviroSchools</p> <p>Our EnviroSchool principles are firmly embedded throughout the school. This has come from strong leadership over the previous years.</p>	
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Analysis of Variance Reporting

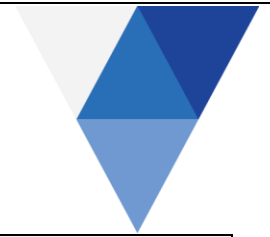


	<p>Guiding Principles.</p> <ul style="list-style-type: none"> • Movin’ March programme - to focus on sustainability and road safety by reducing congestion around our school. • Walking Pou designed, created, officially opened and in action on Ariki St. • Greenie Group re-established in Term 1 with the Year 5&6 students (Junior Greenies now underway - E. Falconer). • Greenie Group: activities including but not limited to organising Movin’ March, making i-movies, selling munch wraps, garden activities, developing new hallway envirowall, communications to boulcott community (assemblies, newsletter item) planning future activities. • Enviro Curriculum Committee - the committee discussed our local curriculum document for the Enviroschools section (ready to begin drafting). • Hosted an Enviroschool Hui here at Boulcott and attended Enviro Hui at other schools. • Organised Senior Team participation in HCC Pedal Power programme. 		
<p>Planning for next year:</p> <ul style="list-style-type: none"> • Develop and implement PB4L practises consistently throughout the school. • Continue to create opportunities to further embed the CHEER values throughout the school. • Continue to explore and implement strategies to enhance growth mindset, resilience and mindfulness. • Continue to enhance our journey as a Silver Enviro School. 			



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Focus: Fostering Effective Stewardship

Strategic Specific Aims:

The Board of Trustees will provide effective governance through quality decision-making focused on supporting student learning - engagement, progress, and achievement.

The Board of Trustees will ensure policies and procedures are inclusive and consultative, and are based on a robust self-review cycle around the key issues of student achievement, school practice and policy delivery.

Annual Aim:

- To continue internal evaluation processes and clearly communicate rationale and approaches of self review.
- The Board will utilise ERO's draft School Evaluation Indicators as it continues to refine systems and structures that strengthen the governance and management of the school.
- The Board will continue to be proactive in their communications with Summerset, along with our communications with the school community or other groups around its development.

Baseline data:

Analysed school wide data is regularly reported to the Board to assist in strategic decision-making. In 2018 this will focus on Maths, as the school's main curriculum area of development.

Target:

1. The Board's approach to internal review is clearly documented with shared understanding about student progress and achievement results, school practice and policy delivery.
2. The Board is proactive with communication of Summerset developments to ensure the interest of the school is kept as paramount.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>1. Student achievement reporting</p> <ul style="list-style-type: none"> • The Principal provides regular analysed school wide data to the Board to assist in strategic decision making. • Internal Review procedures and timings are agreed and documented. 	<p>Student achievement reporting</p> <ul style="list-style-type: none"> • The Principal and members of the Senior Leadership Team provided student achievement information at the beginning of the year (based on National Standards from 2017) and regular monitoring against team Target students throughout the year. 	<p>Student achievement reporting</p> <p>Slight changes were made to this reporting process due to the change in leadership and also the removal of National Standards.</p>	<ul style="list-style-type: none"> • Continue to provide regular reporting to the Board of Trustees on student progress and achievement. • Continue to utilise SchoolDocs and focus on promoting this with our school community to receive



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<p>Maths will be the focus of reporting to the BoT in 2018.</p> <p>2. School Docs The Board will continue to utilise SchoolDocs to assist with internal self review of policies and procedures.</p> <p>3. Property</p> <ul style="list-style-type: none"> • Work completed on Room 6 & 7 upgrade. • Liaise with MoE on repair work of half roof and Middle School cladding. • Start the process of creating a new 10YPP and 5YA for the start of 2019. • Continue to follow our Road Map initiatives for projects funded through Home and School and community grants. <p>4. Summerset</p> <ul style="list-style-type: none"> • The Board will continue to liaise with the Ministry of Education, Hutt City Council, Boulcott Kindergarten and the Boulcott Preservation Society and Summerset over the development of the site behind the school to minimise adverse effect on student learning. 	<p>School Docs</p> <ul style="list-style-type: none"> • SchoolDocs continues to be a valuable tool in reviewing policies and procedures at a Board and SLT level. <p>Property</p> <ul style="list-style-type: none"> • Room 6 and 7 was completed at the end of Term 1. • The Principal continued to liaise with the Ministry of Education on the Cladding and Hall project – both yet to be completed. • The Board has engaged with Ashby Property Services for support us with 10 Year Property Planning. <p>Summerset</p> <ul style="list-style-type: none"> • Community evening held and submissions for RMA completed. • The Board also provided three other opportunities to assist families in writing submissions against the RMA. • Ministry of Education to support with negotiation. • It has been challenging seeking guidance on appropriate approaches to this. 	<p>SchoolDocs Termly reviews help focus the Board on a few policies at a time.</p> <p>Property Delays with Ministry of Education, Carter Holt Harvey and Builders has held up the cladding and hall project The Road Map has continued to be a useful tool for focusing on development and enhancement projects</p> <p>Summerset & Communication Our local community are passionate about retaining the current environment which the school is a part of. There is apprehension and concern around the size and scale of the Summerset project so close to the school along with the impacts the construction will have on teaching and learning.</p>	<p>feedback on our policies and procedures.</p> <ul style="list-style-type: none"> • Continue to work with MoE and other parties to complete the two unfinished projects. • Continue to work with Ashby's for 10 Year property planning • Continue to build a relationship with Summerset personnel to ensure there is strong communication and the disruption of the teaching and learning programmes are minimised. • Seek new services for school finances after the Board Elections in May 2019.
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<p>5. Communication</p> <ul style="list-style-type: none"> Review systems of communicating with community and staff. <p>6. Finance</p> <ul style="list-style-type: none"> The BOT Financial Committee will liaise with the school's Auditor and communicate clearly the school's financial position: annual budget, revenue and expenditure, working capital and accumulated assets so these are monitored and managed to support strategic goals. 	<p>Communication</p> <ul style="list-style-type: none"> Termly newsletters are distributed by the Board of Trustees. This year there has been a specific focus on Summerset developments. <p>Finance</p> <ul style="list-style-type: none"> Positive report from Auditors in the middle of the year. This is a significant role that Tracey is fulfilling. A succession plan is required to fill this position in 2019. 	<p>Finance</p> <p>We are fortunate to have the expertise of a qualified Accountant as a member of our Board of Trustees who also has a good understanding of school processes and forecasting.</p>	
<p>Planning for next year: Continue to improve and modernise the physical buildings and learning spaces. Utilise our local environment & community resources to enhance the learning opportunities.</p>			

Members of the Board of Trustees

Name	Position	How position on Board gained	Term expires
Mr P Martin	Parent rep Chairperson	Elected May 2016 Chair from January 2017	May 2019
Mrs D Anderson	Parent rep	Re-Elected May 2016	May 2019
Mr D Cody	Parent rep	Re-Elected May 2016	May 2019
Mr G Goad	Parent rep	Co-opted August 2016	May 2019
Mrs T Joe	Parent rep	Elected May 2016	May 2019
Mr K Khaw	Parent rep	Co-opted August 2016	May 2019
Mr N Olivier	Parent rep	Elected May 2016	May 2019
Mr S Devenport	Principal	Appointed 30 October 2017	
Mrs C Chambers	Staff rep	Elected February 2018	Resigned December 2018

Statement of Responsibility

For the year ended 31 December 2018

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

The Board 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 control designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

In the opinion of the Board and management, the annual financial statements for the financial year fairly reflect the financial position and operations of the school.

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

Paul Scott Martin

Full Name of Board Chairperson

Paul Scott Martin

Signature of Board Chairperson

27/05/19

Date

Stuart James Devenport

Full Name of Principal

Stuart James Devenport

Signature of Principal

27/05/19

Date

Boulcott School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	2,564,132	2,526,103	2,499,437
Locally Raised Funds	3	102,875	44,280	106,894
Interest Earned		13,663	6,000	14,025
		<hr/>	<hr/>	<hr/>
		2,680,670	2,576,383	2,620,356
Expenses				
Locally Raised Funds	3	30,803	-	39,798
Learning Resources	4	1,926,682	1,841,912	1,853,596
Administration	5	130,651	135,201	136,594
Property	6	584,970	611,241	578,081
Depreciation	7	50,801	50,000	53,510
Loss on Disposal of Property, Plant and Equipment		-	-	73
		<hr/>	<hr/>	<hr/>
		2,723,908	2,638,354	2,661,651
Net Surplus / (Deficit) for the year		(43,238)	(61,971)	(41,295)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		(43,238)	(61,971)	(41,295)

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

Boulcott School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	<u>439,094</u>	<u>439,094</u>	<u>480,390</u>
Total comprehensive revenue and expense for the year	(43,238)	(61,971)	(41,295)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	4,474	-	-
Equity at 31 December	<u>400,330</u>	<u>377,123</u>	<u>439,094</u>
Retained Earnings	400,330	377,123	439,094
Reserves	-	-	-
Equity at 31 December	<u>400,330</u>	<u>377,123</u>	<u>439,094</u>

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

Boulcott School

Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	94,055	91,926	310,871
Accounts Receivable	9	105,585	101,751	114,905
Prepayments		4,423	8,483	8,483
Inventories	10	4,873	5,314	5,314
Investments	11	287,645	250,000	250,000
		<hr/>	<hr/>	<hr/>
		496,581	457,474	689,573
Current Liabilities				
GST Payable		12,830	12,000	46,002
Accounts Payable	13	145,695	151,067	189,452
Revenue Received in Advance	14	1,566	2,316	2,316
Provision for Cyclical Maintenance	15	71,660	74,627	68,627
Funds held for Capital Works Projects	16	38,800	-	114,742
		<hr/>	<hr/>	<hr/>
		270,552	240,011	421,139
Working Capital Surplus/(Deficit)		226,029	217,463	268,434
Non-current Assets				
Investments	11	-	-	-
Property, Plant and Equipment	12	206,452	196,861	211,861
		<hr/>	<hr/>	<hr/>
		206,452	196,861	211,861
Non-current Liabilities				
Provision for Cyclical Maintenance	15	32,151	37,201	41,201
		<hr/>	<hr/>	<hr/>
		32,151	37,201	41,201
Net Assets		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		400,330	377,123	439,094
Equity		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		400,330	377,123	439,094

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

Boulcott School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		559,402	583,881	571,365
Locally Raised Funds		101,125	44,280	109,720
Goods and Services Tax (net)		(33,172)	(30,499)	38,503
Payments to Employees		(377,269)	(327,321)	(385,900)
Payments to Suppliers		(317,984)	(268,124)	(235,206)
Cyclical Maintenance Payments in the year		(9,475)	(24,566)	(3,650)
Interest Received		14,062	5,933	13,958
Net cash from / (to) the Operating Activities		(62,312)	(16,490)	108,789
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	491
Purchase of PPE (and Intangibles)		(45,392)	(42,894)	(46,969)
Purchase of Investments		(37,645)	(150,000)	-
Proceeds from Sale of Investments		-	-	125,893
Net cash from / (to) the Investing Activities		(83,036)	(192,894)	79,416
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,474	-	-
Funds Held for Capital Works Projects		(75,942)	-	114,742
Net cash from Financing Activities		(71,468)	-	114,742
Net increase/(decrease) in cash and cash equivalents		(216,815)	(209,384)	302,947
Cash and cash equivalents at the beginning of the year	8	310,871	301,311	7,925
Cash and cash equivalents at the end of the year	8	94,056	91,926	310,871

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.

Boulcott School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

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.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Boulcott School has no Finance leases in place.

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. No Finance Leases are held by the School.

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

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 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 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.

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

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease. The School holds no Finance Leases.

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 to Crown Owned Assets	10–20 years
Furniture and equipment	3–10 years
Information and communication technology	3–5 years
Library resources	10% Diminishing value

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

p) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of grants, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

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

r) 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).

s) Financial Assets and Liabilities

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

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

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

t) 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.

u) Budget Figures

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

v) Services received in-kind

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

2. Government Grants

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	457,724	468,400	459,720
Teachers' salaries grants	1,550,062	1,550,062	1,505,823
Use of Land and Buildings grants	442,641	442,641	439,750
Other MoE Grants	113,705	65,000	94,144
	<u>2,564,132</u>	<u>2,526,103</u>	<u>2,499,437</u>

3. Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations - Families	40,894	40,000	40,499
Donations - Other	20,243	-	21,090
Grants	9,391	-	5,447
Activities	27,098	-	34,127
Trading	155	-	1,066
Fundraising	5,093	4,280	4,665
	<u>102,875</u>	<u>44,280</u>	<u>106,894</u>
Expenses			
Activities	30,803	-	39,798
	<u>30,803</u>	<u>-</u>	<u>39,798</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>72,071</u>	<u>44,280</u>	<u>67,096</u>

Grants were gratefully received from Thomas George Macarthy Trust \$4,000 for Library books / computers, Pelorus Trust \$1,000 towards new Netball posts, Creative Communities Scheme Funding \$1,750 towards a mural, Infinity Foundation \$1,113.04 for the cost of the sports association levy, Pub Charity \$1,528 for Chrome Book storage units.

See note 25 regarding restatement of 2017 Activities Revenue amount

4. Learning Resources

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	33,125	38,600	42,427
Information and communication technology	26,368	20,250	19,832
Extra-curricular activities	1,212	-	998
Library resources	2,229	7,000	4,786
Employee benefits - salaries	1,836,715	1,753,062	1,766,644
Staff development	27,032	23,000	18,908
	<u>1,926,682</u>	<u>1,841,912</u>	<u>1,853,596</u>

See note 25 regarding restatement of 2017 amounts

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	6,195	5,401	5,401
Board of Trustees Fees	6,405	5,000	8,390
Board of Trustees Expenses	8,052	10,300	12,547
Communication	3,717	5,500	4,195
Consumables	7,285	13,500	10,279
Operating Lease	2,566	2,500	2,566
Legal Fees	-	-	-
Other	5,134	8,250	5,419
Employee Benefits - Salaries	83,916	77,200	80,923
Insurance	7,382	7,550	6,874
Service Providers, Contractors and Consultancy	-	-	-
	130,651	135,201	136,594

See note 25 regarding restatement of 2017 amounts

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	16,149	9,500	20,351
Consultancy and Contract Services	51,974	46,000	25,767
Cyclical Maintenance Expense	3,458	16,000	9,084
Grounds	4,455	5,000	6,899
Heat, Light and Water	16,703	16,600	15,183
Rates	1,084	1,000	1,050
Repairs and Maintenance	10,803	30,000	18,479
Use of Land and Buildings	442,641	442,641	439,750
Security	5,373	4,500	4,483
Employee Benefits - Salaries	32,330	40,000	37,035
	584,970	611,241	578,081

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

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	4,267	4,199	5,235
Furniture and Equipment	27,386	26,954	30,397
Information and Communication Technology	19,082	18,781	17,811
Library Resources	67	66	67
	50,801	50,000	53,510

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	242	16	16
Bank Current Account	93,556	91,653	110,597
Bank Call Account	258	258	258
Short-term Bank Deposits	-	-	200,000
Cash and cash equivalents for Cash Flow Statement	94,055	91,926	310,871

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

Of the \$94,055 Cash and Cash Equivalents, \$38,800 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan. (2017 \$114,742)

Of the \$94,055 Cash and Cash Equivalents, \$1,000 of unspent grant funding is held by the School from Pelorus Trust for the March 2019 Camp. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement. (2017 \$1,750)

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables from the Ministry of Education	4,233	-	9,770
Interest Receivable	1,360	1,759	1,759
Teacher Salaries Grant Receivable	99,992	99,992	103,376
	105,585	101,751	114,905
Receivables from Exchange Transactions	1,360	1,759	1,759
Receivables from Non-Exchange Transactions	104,225	99,992	113,146
	105,585	101,751	114,905

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
School Uniforms	4,873	5,314	5,314
	4,873	5,314	5,314

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	287,645	250,000	250,000
Non-current Asset			
Long-term Bank Deposits	-	-	-

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	39,904			-	(4,267)	35,637
Furniture and Equipment	151,047	25,570			(27,386)	149,232
Information and Communication	20,799	19,821			(19,082)	21,538
Library Resources	111				(67)	44
Balance at 31 December 2018	211,861	45,392	-	-	(50,801)	206,452

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	290,803	(255,166)	35,637
Furniture and Equipment	415,876	(266,644)	149,232
Information and Communication	144,247	(122,709)	21,538
Library Resources	668	(624)	44
Balance at 31 December 2018	851,594	(645,142)	206,452

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	44,723	416	-	-	(5,235)	39,904
Furniture and Equipment	151,933	29,511	-	-	(30,397)	151,047
Information and Communication Technology	22,132	17,042	(564)	-	(17,811)	20,799
Library Resources	178	-	-	-	(67)	111
Balance at 31 December 2017	218,967	46,969	(564)	-	(53,510)	211,861

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	290,803	(250,899)	39,904
Furniture and Equipment	390,306	(239,258)	151,047
Information and Communication Technology	124,425	(103,627)	20,799
Library Resources	668	(557)	111
Balance at 31 December 2017	806,202	(594,341)	211,861

13. Accounts Payable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	20,549	31,591	31,591
Accruals	7,451	9,848	44,848
Employee Entitlements - salaries	111,425	105,679	109,063
Employee Entitlements - leave accrual	6,270	3,949	3,949
	<u>145,695</u>	<u>151,067</u>	<u>189,452</u>
Payables for Exchange Transactions	145,695	151,067	189,452
	<u>145,695</u>	<u>151,067</u>	<u>189,452</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Fundraising and Grant for Camp March 2019	1,566	2,316	566
Creative Communities Scheme Funding Grant for Mural completed 2018	-	-	1,750
	<u>1,566</u>	<u>2,316</u>	<u>2,316</u>

15. Provision for Cyclical Maintenance

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	109,828	109,828	104,394
Increase/ (decrease) to the Provision During the Year	3,458	16,000	9,084
Use of the Provision During the Year	(9,475)	(14,000)	(3,650)
Provision at the End of the Year	<u>103,811</u>	<u>111,828</u>	<u>109,828</u>
Cyclical Maintenance - Current	71,660	74,627	68,627
Cyclical Maintenance - Term	32,151	37,201	41,201
	<u>103,811</u>	<u>111,828</u>	<u>109,828</u>

16. Funds Held for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Block G Cladding	<i>in progress</i>	-	40,000	1,200	-	38,800
Special Needs Fencing	<i>completed</i>	5,251	(402)	4,849	-	-
Room 6 and 7 Refurbishment	<i>completed</i>	109,491	7,903	117,393	-	-
Totals		114,742	47,501	123,442	-	38,800

Represented by:

Funds Held on Behalf of the Ministry of Education	38,800
Funds Due from the Ministry of Education	-
	38,800

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Switchboard	<i>completed</i>	-	6,750	6,750	-	-
Special Needs Fencing	<i>in progress</i>	-	66,636	61,385	-	5,251
Room 6 and 7 Refurbishment	<i>in progress</i>	-	112,351	2,860	-	109,491
Totals		-	185,737	70,995	-	114,742

17. 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.

18. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	6,405	8,390
Full-time equivalent members	0.58	0.74
<i>Leadership Team</i>		
Remuneration	482,284	453,116
Full-time equivalent members	5	4.5
Total key management personnel remuneration	<u>488,689</u>	<u>461,506</u>
Total full-time equivalent personnel	<u>5.58</u>	<u>5.24</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings. It also includes the time taken for the Board Treasurer to undertake Accounting Services during the year including completing GST returns and the Annual Report.

Note the full time equivalent for Board members in 2017 included the time taken to appoint a new Principal.

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	90 - 100
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	0.00	1.00
	<u>0.00</u>	<u>1.00</u>

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

19. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	\$0	\$0
Number of People	0	0

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) \$50,168 contract for Block G Cladding Remediation to be completed in 2019, which will be fully funded by the Ministry of Education. \$40,000 has been received of which \$1,200 has been spent on the project to date. This project has been approved by the Ministry.

As at 31 December 2017 the Board had entered into contract agreements for capital works as follows:

(a) \$74,040 contract for Special Needs Fencing to be completed in 2017, which will be fully funded by the Ministry of Education. \$66,636 has been received of which \$61,385 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) \$124,834 contract for Block A - Refurbishment of Classrooms 6 and 7 to be completed in 2017, which will be fully funded by the Ministry of Education. \$112,350.60 has been received of which \$2,860 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) Operating Commitments

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

- (a) operating lease of a photocopier;
- (b) various operating leases for computer equipment

	2018 Actual \$	2017 Actual \$
No later than One Year	6,348	8,788
Later than One Year and No Later than Five Years	2,501	7,308
Later than Five Years	-	-
	<u>8,848</u>	<u>16,096</u>

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to 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.

23. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	94,055	91,926	310,871
Receivables	105,585	101,751	114,905
Investments - Term Deposits	287,645	250,000	250,000
Total Loans and Receivables	487,286	443,677	675,776

Financial liabilities measured at amortised cost

Payables	145,695	151,067	189,452
Total Financial Liabilities Measured at Amortised Cost	145,695	151,067	189,452

24. Events After Balance Date

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

25. Comparatives

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

The Resource/attached Teacher costs line has been removed from the 2018 financial statements.

The costs previously recorded here have been reallocated to Curricular, Information and communication technology, Staff development and Board of Trustees Expenses.

The 2017 Comparative numbers have been restated as follows:

	<u>reported 2017</u>	<u>adjustment</u>	<u>reported 2018</u>
Learning Resources			
Curricular	34,463	7,964	42,427
Information and communication technology	15,017	4,815	19,832
Resource/attached teacher costs	16,214	(16,214)	-
Staff development	17,893	1,015	18,908
Learning Resources Total	1,858,918	(2,421)	1,856,497
Board of Trustees Expenses	10,126	2,421	12,547
Administration Total	134,173	2,421	136,594

Extra-curricular activities

Polyfest and Artsplash / Dancesplash have been moved from Extra-curricular to Activities to be consistent with other activities.

The 2017 Comparative numbers have been restated as follows:

	<u>reported 2017</u>	<u>adjustment</u>	<u>reported 2018</u>
Activities Revenue	37,028	2,901	34,127
Extra-curricular	3,899	-2,901	998

Independent auditor's report

To the readers of the financial statements of Boulcott School for the year ended 31 December 2018

The Auditor-General is the auditor of Boulcott School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Stephens Wellington 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 25 to 42, which comprise the statement of financial position as at 31 December 2018, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion, the financial statements of the School:

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

Our audit was completed on 27 May 2019. This is the date at which our opinion is expressed.

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

Basis for Opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.
- We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 1 to 24 but does not include the financial statements, and our auditor's report thereon.

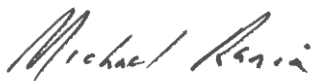
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



Michael Rania | **Moore Stephens Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand