

Buckland School

2017 Annual Report

and

Financial Statements

School Number: 1239

BUCKLAND SCHOOL

2017 ANNUAL REPORT

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BUCKLAND SCHOOL

BUSINESS PROFILE

Business Activity: Primary School Education

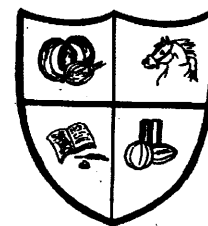
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Auditor: Jolly Duncan & Wells
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Chartered Accountants
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13 West Street
PUKEKOHE

Banker: ASB Bank Limited
4 Hall Street
PUKEKOHE



Buckland School
Principal's Report
for the year ended 31 December 2017

It is with pleasure that I present the Annual Principal's Report for Buckland School for the 2017 school year. It takes a community to raise a child and we are very fortunate to have a community that supports and encourages all the children of the school. I thank the wider school community for the contributions they make to the students and school.

Our mission statement: 'Buckland School is committed to providing quality education that engages all students fully in a wide range of learning experiences that will assist them in preparing for the challenges of the future' encompasses all that we do.

Our staff, both the teaching and support staff are committed and along with the Board of Trustees ensure the school learning environment is positive, safe and attractive and that it is well resourced to meet the needs of all students and the expectations of the community.

The school roll was steady over the year, finishing at 295.

Strategic Area: Student Learning and Achievement

Children are enthusiastic learners who are fully engaged in accepting the challenges and new learning experiences that are offered to them. Teachers encourage students to be responsible for being successful learners who take risks and strive to do their best in all curriculum areas. School and syndicate assemblies have been used to celebrate the positive behaviour, progress and achievements of our students. Children are also acknowledged throughout the year through the newsletter, website and at both the junior and senior prize givings at the end of the year.

The school works hard to achieve equity and excellence in outcomes for all our children. Throughout the school, levels and curriculum areas there is a full range of capabilities; from those requiring special assistance to those who are achieving above the national standards. A range of programmes have been offered over the year to individuals and groups to support needs and challenge others. These include a specialist teacher, Reading Recovery teacher, ALiM, Gifted & Talented activities, use of teacher aides & specialist personnel, use of IT.

Literacy, and Mathematics continued to be school-wide curriculum focuses with our targets set in writing and Mathematics. IT supported curriculum programmes with chrome books, i-pads and other IT equipment being used throughout the school by all children and staff.

On-going monitoring of individuals and groups of children took place. Children with special needs and abilities were identified early in the year and monitored through term Identified Needs meetings. Those with special needs had IEP's designed and were supported where possible, by outside agencies such as SE, Moderates, RTLBs, Speech language therapists. Reading Recovery was also available and used with some children. ESOL funding was also used to support a few children with English as a second language. A counsellor supported several children throughout the year. On-going testing, observations and conferences took place in classrooms to assess progress and achievement and form next steps for students. Classroom teachers and senior managers completed on-going monitoring of individuals and groups of children through a syndicate and Maori & Pasifika tracking system on Google Docs. Group analyses were reported to the Board.

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

The year has been very busy with many highlights. The year started out with the school celebrating with past and present students 125 years of education at Buckland. We held a wonderful day where past students watched students perform a range of cultural activities, viewed classrooms and a photographic display and reminisced about their days at school. Many commented on the growth of the school and their pleasure that many of the traditions that they had experienced have been retained over the years.

EOTC weeks continued to be a highlight for students and their parents. The Year 1 – 3 week included a sleep over at school and numerous trips and activities. Other EOTC events included a two night stay for Year 4 – 5 at Chosen Valley, while Yr 6 & 7 had a week packed with different experiences and Yr 8 spent a week in Wellington learning about our capital city. Other trips and visitors to the school have provided other valuable learning opportunities for students.

Numerous sports events have taken place over the year. Our students have been fully involved in our own events, Group events and Franklin events with many of our students and teams doing very well. A number of students took part in individual sports at the Aims Games in Tauranga.

Kiwisport funding for the year supported programmes in: athletics, soccer, netball, and the promotion of senior students to take part in Aims Games.

We were involved in the Franklin Music festival, the Franklin Speech competitions, Franklin Mathex evening and the Franklin Arts festival. Our school wide Dance lessons provided some wonderful experiences for our students and were thoroughly enjoyed and challenged students.

Strategic Area: Student Engagement, Inclusion & Transition

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

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

Transition processes within and across local schools ensure students' smooth transition to new classes and other schools effectively.

Formal reporting to parents took place in the middle of the year and again at the end. This reporting was based on national standards in reading, writing and mathematics. End of year reports covered all areas of development. A parent meeting was held in Term 1 with a further opportunity for three-way conferences at the end of Term 2. Parents were encouraged to approach teachers for further meetings when necessary.

Strategic Area: Personnel

This year has been a particularly difficult one with a number of staff being ill or having family members who have been ill. The outcome has been a large number of relievers to the school and a number of changes including a number of team teaching situations. I would like to take this opportunity to thank parents for your understanding of staff need for leave and patience with finding new staff to take over some roles. I also want to thank staff for your commitment to your classes through these difficult times and for the support you have given your colleagues.

EEO principles were followed throughout the year and during any staff appointments. All teaching staff were appraised against the Practising Teacher Criteria which will be replaced in 2018 with the new Standards of the Profession.

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

professional development included IT and personal requests.

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

The Board of Trustees completed a Staff Climate survey and from responses, an Action Plan, was formulated. This was worked on and will continue to be a focus in 2018.

Strategic Area: School Finance & Property

The school's financial accounts for 2017 have been efficiently managed. Thanks to the efforts of our school's executive officer and our BOT treasurer. Funds were allocated and spent on the school's priorities for the year. The Board continued to employ Craig Periam Ltd to support us in the financial area. Procedures for financial management have been closely adhered to. Jolly Duncan & Wells completed the audit report for the 2016 year and expressed the opinion that the financial statements complied with generally accepted accounting practice in New Zealand and fairly reflected the School's financial position as at 31 Dec 2016 and financial performance for the year ended on that date. Accounts for 2017 are prepared and will be audited shortly.

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

Continuing maintenance has taken place on the buildings, pool and grounds. Grounds are attractively presented. The painting programme with Programmed Property Services is planned to be completed shortly. The contract comes to an end at the end of 2017 and the possible continuation of this will be negotiated in 2018.

Our Innovative Learning Space, that was completed and opened in 2016 is a wonderful addition to the school.

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

The 10 YA Property Plan approved in 2016 continues to be followed. Planning and design of the remodeling of Block one into an innovative learning space and the erection of a canopy is completed with the building hopefully taking place over the holiday period. This project is being managed by Watershed.

Strategic Area: Health & Safety

The school's physical and emotional environments are safe for students and staff. All health and safety issues raised were addressed by the Board, staff and caretaker. We changed our cleaners during the fourth term and they have settled in well and are providing a quality service. Health and Safety checks were completed throughout the year.

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

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

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

Strategic Area: Community Engagement

The school's Charter and Strategic plan was reviewed, up-dated and approved early in the year. Annual plans were set and worked on throughout the year. Health and Safety and Finance & Property policies and procedures were reviewed and approved over the year by the BOT. Teachers took part in curriculum reviews in: Literacy – reading and writing, and Mathematics, as well as IT Across the Curriculum.

There was excellent community engagement in a wide range of activities carried out throughout the year, these included: involvement in EOTC events, the 125th Anniversary, sports events, Agricultural day, assemblies and prizegivings. An Ag Day committee ran the major fundraising event for the school. We were also fortunate to get the PTA up and running again and they provided some small events for children and fundraisers for the year.

Weekly school newsletters and term BOT newsletters were sent home to communicate school-wide events.

The Board of Trustees conducted a community survey late in the year. The 2017 Charter and Strategic plan reflects views from these.

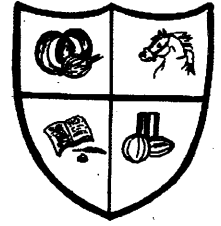
Parent education opportunities were also organized in Mathematics and Literacy.

ENROL and an electronic attendance system are used. An enrolment ballot took place at the end of the year with siblings and a limited number of out of zone students accepted for 2018.

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

Regards

Mavis Glasgow
Principal



STATEMENT OF RESOURCES - 2017

Physical:

Buckland School occupies the land and buildings situated at 72 George Crescent, RD 2 Pukekohe, covering an area of 1.98 hectares.

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

Decks in front connect rooms 4 – 10 together. A concrete court area exists and a large turfed area forms a quadrangle, that provides for court associated games and fitness between the classrooms. Two driveways lead to 11 car parking facilities. Surrounding the buildings are planted areas with 'social' seating tables sited in the front of the school. Two adventure playgrounds are also in the grounds. A new junior playground was built as part of the 2016 building project. The junior playground is covered with shade sails while the senior playground is under large established trees. Additional shade is provided by two large umbrellas in the front of the school and shade sails in front the new building.

The B.O.T. administers a library of 5514 books, and there are a range of different texts in all classrooms, including dictionaries and mathematics texts. Furniture and IT equipment is continually purchased to up-date and add to existing equipment.

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

1. Buckland Community Hall
2. Two local outdoor swimming pools – Tuakau & Pukekohe
3. The Counties Recreation and Aquatic centre which was used for a variety of sporting codes
4. The local gymnastic club.
5. Local fields
6. In 2017 Year 8 children attended a week long camp at Wellington while Year 7 & 6 took part in a wide range of activities in the local area and Auckland over a week. Years 4 and 5 children attended a three day camp at Ararimu. Years 1 – 3 children took part in EOTC based around the local area and also had an overnight stay at school.

Human:

The staffing entitlement in July 2017 was 14.53. This included 0.11 Special Education Staffing, CRT of 0.51FTTE and 0.24 CoL time allowance, 0.2 Reading Recovery

Principal	U4 position
Deputy Principal	3 MU position
Deputy Principal	3 MU position
Teachers Full time	7
7 Teachers Part-time	4.33 (CRT/Management/PRT support/ORS/Shared position)
1 Reading Recovery	0.20 MOE/ 0.2 B.O.T.funded
1 Part-time teacher of Maori	0.2 (BOT funded for one term)
2 teachers were across-school CoL teachers	

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

Executive Officer	32.5 hours per week
Teacher Aide (6)	Approx 125 hours per week Targeted Funding/Special Ed/ESOL/RTLB/High Health
Contract Caretaker	10 – 15 hours per week
Contract Cleaner	

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

The school roll at
1 March 2017 was 264
1 July 2017 was 275
December 2017 was 295

The school was open in 2017 for the required 388, 1/2 days.

Analysis of Variance Reporting



School Name: Buckland

School Number: 1239

Strategic Aim:

To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Special Needs
To accelerate progress of students performing below expectations.

Annual Aim:

Students who are below the standard in 2016 will make accelerated progress in relation to the Writing standards.

Target:

To increase the number of students achieving at or above National Standards in Writing.

- Accelerate progress of male students 31/121 who are performing below expectations in Writing.
- To accelerate the progress of Maori students (12) and those from other cultural backgrounds (6) who are performing below expectations in Writing.
- To accelerate the progress of students in Years 5 & 6 who performed below expectations in 2016 in Writing.

Baseline Data:

2016 Data

Writing	Student % At or Above Standard	Student % At or Above Standard	Student % At or Above Standard	Well Below	Below
All Students	80.8%	European	83.1%	1	8
Maori	70.8%	Male	74.4%		5
Pasifika	62.5%	Female	86.8%	2	14
Asian	83.4%				

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>Writing data was reviewed with staff and specific learning needs of target students were identified. Staff revisited target student progress and discussed ways to lift standards at syndicate meetings. Specific Learning Pathways for our Maori & Pasifika students were regularly up-dated and discussed.</p> <p>E-AsTTle assessment tasks were Moderated and results entered on line. Resulting profiles were then discussed with students indicating their strengths and next steps.</p> <p>Students were encouraged to be engaged in identifying their next steps in learning by using the new hives that were designed for both student and teacher tracking of progress which are based on the Literacy progressions.</p> <p>Extra resources purchased to support writing programmes, these included the use of Chrome books, Google Doc and Hapara to support writing tasks across the curriculum.</p> <p>Observations of lessons and modelling of lessons took place.</p> <p>RR teacher provided targeted</p>	<p>2017 % data At or Above Whole school: All - 80% Maori - 65% Pasifika - 71% Asian - 83% European - 84% Male - 76% Female - 84%</p> <p>Of the 31 Male students from 2016 performing below National Standards in writing 10 reached standard while 2 students left the school. The remaining 19 male students are still below standard however all except the two with major needs have all made stage progressions in curriculum levels. Nine of these have additional learning needs that are being addressed through use of specialist personnel. A number of the Yr 1 – 3 students in this group also had National Standard ratings early in the year due to their birth dates and since have made considerable progress and are on-track to meet the next standard.</p> <p>Of the six Maori students who remained throughout the year two made accelerated progress and met Standard. While the other 4</p>	<p>Successes related to: Small group teaching of target students. Increased use of technology in the senior school for writing. Increased confidence in abilities to produce work that others would enjoy sharing. Slight percentage decreases related to the small numbers of students in some groups, e.g. 7 Pasifika students, 18 Asian students and the change of cohorts due to students leaving the school and others enrolling, (a number who were below standard on beginning at the school)</p>	<p>Close monitoring of children below standard and tracking of all students at syndicate level and leadership level. Close monitoring and tracking of students involved in previous interventions to ensure progress continues. Continuation of Literacy Inquiry group to spread effective teaching in literacy messages across the school. Inclusion in ALL with a focus on writing in 2018. Regular classroom inquiries involving target groups, revision and feedback on success of these. Focus on new entrant/Yr 1 students to build readiness for literacy learning. Extra support in classrooms from teacher aides for those of concern. Continuing use of student writing hives and teacher planning documents to inform students of their next steps and what they need to be doing to reach the</p>

<p>instruction to those on the Reading Recovery programme, she also worked daily with a target group of Year 4 / 5 students and supported a Year 3 / 4 group which included a number of the targeted Maori students.</p> <p>Teacher aides/ESOL T.A.s were used to support students with their writing tasks.</p> <p>Outside agencies, such as RTLBs supported children in target groups and teachers.</p> <p>Consultation with, and work with parents, and whanau around ways to support students' learning in literacy took place during threeway conferences and literacy meetings. The school Website was used by teachers to support writing tasks.</p> <p>Parents were encouraged to be involved in supporting their children in writing by encouraging accurate homework writing, spelling, grammar and reading and for senior students to view their writing on student Google Doc accounts.</p> <p>The end of year data was analysed and reflected on to inform progress and planning for 2018. Staff and all students also completed a survey at the end of</p>	<p>were unable to meet standard, they have all progressed closer to it.</p> <p>Of the five students below and well below in 2016 from other cultural backgrounds all have made stage progress but are yet to meet the standard for their relative class levels.</p> <p>The continuing increase in the use of Chrome books and Google Docs in senior classrooms for writing tasks has made noticeable improvement through an increase in output and enthusiasm of boys in particular. Devises have allowed a number of students who struggle with the mechanics of writing to express and share their ideas more readily with others.</p>	<p>Literacy progressions for their level in writing.</p> <p>Access other agencies, e.g. RTLB, RTLit, Moderates for children who did not make accelerated progress.</p> <p>Attendance at Kahui Ako professional development opportunities in writing by staff, school beacons and senior leadership team. Sharing of knowledge by literacy team to support all teachers with effective writing pedagogy.</p> <p>Ongoing staff meetings and professional development with a focus on the effective teaching of writing.</p> <p>Continued use of focused teaching in using technologies such as Google Docs to promote and encourage writing.</p>
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the year on their views about writing in preparation for 2018.

Planning for next year:

Writing will be the main school target area for 2018. Involvement in ALL in 2018. Parent survey on writing. All staff to have inquiries in writing throughout the year. Involvement in local Kahui Ako Writing workstream. Provision of resourcing for Kahui Ako beacons and staff professional development in writing and use of Literacy Progressions. Funding for Reading Recovery, (0.15 MOE/ 0.25 school.) Resourcing for teacher aides to support children in target groups, ESOL students and additional needs students. Continuation of Building Blocks for Literacy, Casey Caterpillar writing programme in the junior school. Continued and extended use of Google Docs for writing particularly in Year 3 – 8 classes. Provision of specialist teaching staff to provide both remedial and extension writing groups.

Analysis of Variance Reporting



School Name:	Buckland
School Number:	1239

Strategic Aim: To improve outcomes for all students, particularly Maori, Pasifika, Asian and children with Special Needs.
To accelerate progress of students performing below expectations.

Annual Aim: Accelerate progress of students who are in Year 4 and 5, (2016 – After 3 years at school & End of Year 4), and those in Year 8 (2017) and Maori students who are performing below expectations in Mathematics.

Target: Students who are below the standard in 2016 will make accelerated progress in relation to the Mathematics standards.
To increase the number of students achieving at or above National Standards in Mathematics particularly those in Year 4 & 5 and 8 (2017.) and Maori students.

2016 Data									
Mathematics	Student % At or Above Standard	Student % At or Above Standard	Student % At or Above Standard	Well Below	Below	At	Above		
All Students	82.8%	European	85.8%		16.7% (6)	66.7% (24)	16.7% (6)	After 3 years at school	
Maori	68.3%	Male	84.3%	2.2% (1)	10.9% (5)	47.8% (22)	39.1% (18)	End of Year 4	
Pasifika	87.5%	Female	81.4%		33.3% (8)	45.8% (11)	20.8% (5)	Year 7	
Asian	83.3%			2.4% (1)	29.3% (12)	58.5% (24)	9.8% (4)	Maori Students	

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>Gathered, analysed and reviewed assessment data with staff and determined the particular learning needs of target students.</p> <p>All teachers identified their target groups and designed Inquiries. They provided targeted instruction to students that needed support to accelerate progress and respond to their needs.</p> <p>Further resources were purchased for mathematics.</p> <p>The Mathematics Inquiry team expanded and continued to meet and share findings with the whole staff.</p> <p>ALiM teachers attended ALiM days. Facilitator visited the school several times, observed teachers, discussed next steps and provided professional development.</p> <p>Four teachers worked as ALiM teachers with target groups. One group was withdrawn while the others worked within classes. The programme ran for 15 weeks over and above their classroom instruction.</p> <p>Students monitored their progress using the school's Mathematic bubbles.</p> <p>Professional development in</p>	<p>2017 % data At or Above</p> <p>Whole school:</p> <table border="0"> <tr> <td>All</td> <td>85%</td> <td>Maori</td> <td>75%</td> </tr> <tr> <td>Pasifika</td> <td>85.7%</td> <td>Asian</td> <td></td> </tr> <tr> <td>88.9%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>European</td> <td>86.9%</td> <td>Male</td> <td></td> </tr> <tr> <td>86.6%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Female</td> <td>83.2%</td> <td></td> <td></td> </tr> </table> <p>End of Year 4: 80.5% At or Above End of Year 5: 95.7% at or Above</p> <p>Of the 45 students across the school in 2016 who did not make standard, 9 left the school while 16 made accelerated progress. Fifteen reached standard while one went from well below to below standard and one went from below to above. Seven students in this group who did not make standard have additional needs and have been supported in a number of ways across curriculum areas.</p> <p>Of the students who were in the End of Year 4 school target group 2 of the 6 made accelerated progress.</p> <p>Of the Year 5 students in the second target group 5 of the 6 made accelerated progress with one who was well below moving into the below group and the further 4 making standard.</p> <p>Of the Year 8 group four of the five students left from the 2016 target group identified met standard.</p>	All	85%	Maori	75%	Pasifika	85.7%	Asian		88.9%				European	86.9%	Male		86.6%				Female	83.2%			<p>Enthusiastic approach to mathematics teaching and learning from students and staff.</p> <p>Four very experienced , highly skilled and knowledgeable staff about the teaching of mathematics were our ALiM teachers.</p> <p>The children who were part of the ALiM groups showed an improvement in attitude and confidence to take risks, monitored their progress and saw themselves as mathematicians.</p> <p>Collegial discussions by classroom teachers to keep tracking progress and discuss inquiries.</p> <p>Added pedagogical content knowledge of teachers.</p> <p>Regular engagement of Parents/Whanau of ALiM students.</p> <p>School wide use of an Internet Mathematics programme both at school and home. This was fully encouraged at school with awards, monitoring of progress/successes celebrated within and across the school.</p>	<p>Monitoring and consolidation of the use of effective teaching strategies in Mathematics across the school particularly in Strand areas.</p> <p>Monitoring and consolidation of the use of Mathematics bubbles by students so they take ownership of their mathematics learning. Strand areas.</p> <p>Ongoing staff meetings and professional development with a focus on the effective teaching of mathematics.</p> <p>Continued tracking of all students at syndicate level and leadership level.</p> <p>Close monitoring and tracking of students involved in previous interventions.</p> <p>Continuation of Mathematics Inquiry group to spread messages across the school and to induct new teachers.</p> <p>Regular classroom inquiries involving target groups and revision and feedback on success of these.</p> <p>Further sessions for parents, particularly those of students who are being targeted or who are of concern.</p>
All	85%	Maori	75%																								
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88.9%																											
European	86.9%	Male																									
86.6%																											
Female	83.2%																										

Mathematics took place for some staff. This included attendance at courses and Kahui Ako meetings, staff meeting focus discussions, ALIM teachers and Inquiry team lead meetings.

School-wide parental survey on mathematics was carried out and actions from this completed.

Consultation with, and work with parents, and whanau around ways to support ALIM students' learning in mathematics took place. Parents were encouraged to attend lessons.

Two sessions on mathematics were held for parents.

Five of our Maori students left the school. Two of the eight made accelerated progress while the other six all made steady progress within the numeracy stages.

Other outcomes included classroom inquiries in mathematics throughout the year.

Operation of an Inquiry team for Mathematics who supported inquiries and teaching programmes.

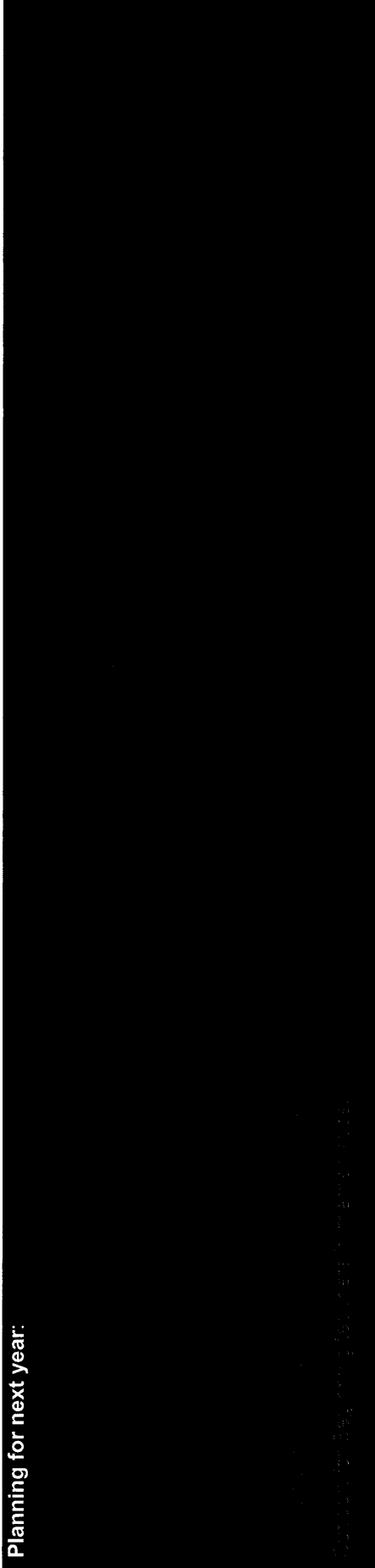
Consultation, revision and implementation of the Mathematics Curriculum and Achievement plan

Monitoring and tracking of students through syndicate tracking system and professional discussions.

Four teachers involved in ALIM groups which included regular engagement of Parents/Whanau. Completion of reports for the Ministry and Board of Trustees.

School wide use of an Internet Mathematics programme both at school and home. This was fully encouraged at school with awards, monitoring of progress/successes celebrated within and across the school.

Planning for next year:



Provide a description of the actions the board will take to address any targets that were not achieved. This may involve including aims and targets in next year's charter to address the variance.

BUCKLAND SCHOOL

KIWISPORT FUNDING - 2017

The school received total Kiwisport funding of \$3,144 (excluding GST) for the 2017 year (2016: \$3,811). The funding was spent on providing extra resources to support the building of athletic, soccer and basketball skills and game knowledge throughout the school in P.E. classes and sports programmes. The number of students participating in the range of organised sport both during school hours and after school hours is very high.

BUCKLAND SCHOOL

MEMBERS OF THE BOARD OF TRUSTEES

for the year ended 31 December 2017

Name	Position	How position on Board gained	Term expired/expires
Darryl Goldsack	Parent representative	Elected May 2013	May 2019
Liz Roozendaal	Parent representative	Elected May 2013	May 2019
Andrew Foote	Parent representative	Elected June 2016	May 2019
Mavis Glasgow	Principal	Principal	
Andrew Tautari	Parent representative	Elected June 2016	May 2019
Hannah McCathy	Chairperson	Elected June 2016	May 2019
Anne Cottle	Staff representative	Elected June 2016	Resigned June 2017
Lisa Robertson	Staff representative	Elected August 2017	May 2019

BUCKLAND SCHOOL

STATEMENT OF RESPONSIBILITY

For the year ended 31 December 2017

The Board of Trustees (the Board) has pleasure in presenting the annual report of Buckland Primary School incorporating the financial statements and the auditor's report, for the year ended 31 December 2017.

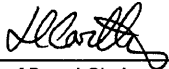
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board Chairperson and the principal.

Hannah McCarthy

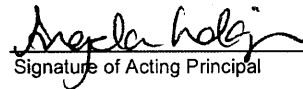


Signature of Board Chairperson

28/5/18

Date:

Angela Lindgreen



Signature of Acting Principal

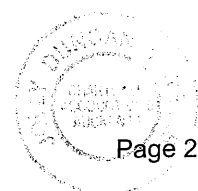
28/5/18

Date:

Buckland School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government Grants	2	2,004,291	1,723,906	1,845,848
Locally Raised Funds	3	155,664	107,000	99,259
Interest Earned		42,031	35,000	38,466
		<u>2,201,986</u>	<u>1,865,906</u>	<u>1,983,573</u>
Expenses				
Locally Raised Funds	3	92,526	78,200	81,545
Learning Resources	4	1,306,356	1,219,812	1,253,772
Administration	5	99,077	100,826	92,781
Finance	6	615	-	363
Property	7	535,400	445,796	429,190
Depreciation	8	53,746	50,000	49,211
Loss on Disposal of Property, Plant and Equipment		1,468	-	890
		<u>2,089,188</u>	<u>1,894,634</u>	<u>1,907,752</u>
Net Surplus / (Deficit) for the year		112,798	(28,728)	75,821
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>112,798</u></u>	<u><u>(28,728)</u></u>	<u><u>75,821</u></u>

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



Buckland School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	<u>1,533,221</u>	<u>1,542,178</u>	<u>1,437,901</u>
Total comprehensive revenue and expense for the year	112,798	(28,728)	75,821
Owner transactions			
Contribution - Furniture and Equipment Grant	-	-	19,499
Equity at 31 December	<u>1,646,019</u>	<u>1,513,450</u>	<u>1,533,221</u>
Retained Earnings	1,646,019	1,513,450	1,533,221
Reserves	-	-	-
Equity at 31 December 2017	<u>1,646,019</u>	<u>1,513,450</u>	<u>1,533,221</u>

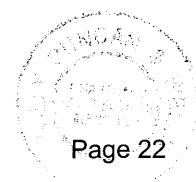
The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.



Buckland School
Statement of Financial Position
As at 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	435,785	407,006	126,231
Accounts Receivable	10	74,964	86,000	59,545
Prepayments		11,057	11,000	3,783
Inventories	11	16,372	18,000	18,478
Investments	12	1,182,511	1,080,000	1,095,485
		<u>1,720,689</u>	<u>1,602,006</u>	<u>1,303,522</u>
Current Liabilities				
GST Payable		44,179	45,000	7,908
Accounts Payable	14	93,506	105,000	77,420
Provision for Cyclical Maintenance	15	16,153	16,000	-
Painting Contract Liability - Current Portion	16	-	-	6,312
Finance Lease Liability - Current Portion	17	3,025	3,100	2,754
Funds held for Capital Works Projects	18	238,421	240,000	-
		<u>395,284</u>	<u>409,100</u>	<u>94,394</u>
Working Capital Surplus or (Deficit)		1,325,405	1,192,906	1,209,128
Non-current Assets				
Property, Plant and Equipment	13	335,318	335,344	349,057
		<u>335,318</u>	<u>335,344</u>	<u>349,057</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	13,000	13,000	23,589
Painting Contract Liability	16	-	-	(3,354)
Finance Lease Liability	17	1,704	1,800	4,729
		<u>14,704</u>	<u>14,800</u>	<u>24,964</u>
Net Assets		<u><u>1,646,019</u></u>	<u><u>1,513,450</u></u>	<u><u>1,533,221</u></u>
Equity		<u><u>1,646,019</u></u>	<u><u>1,513,450</u></u>	<u><u>1,533,221</u></u>

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

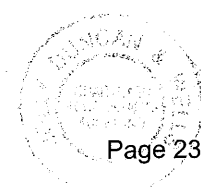


Buckland School
Cash Flow Statement
For the year ended 31 December 2017

	2017	2017	2016
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	419,010	373,233	407,453
Locally Raised Funds	155,664	107,000	99,259
Goods and Services Tax (net)	36,271	41,500	10,303
Payments to Employees	(163,743)	(208,466)	(163,687)
Payments to Suppliers	(283,378)	(272,253)	(271,612)
Interest Paid	(615)	-	(363)
Interest Received	42,137	35,000	37,815
Net cash from / (to) the Operating Activities	205,346	76,014	119,168
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(41,474)	(40,682)	(56,336)
Purchase of Investments	(87,026)	(104,959)	(134,107)
Net cash from / (to) the Investing Activities	(128,500)	(145,641)	(190,443)
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	19,499
Finance Lease Payments	(2,754)	(2,700)	7,483
Painting contract payments	(2,958)	(11,110)	(4,395)
Funds Held for Capital Works Projects	238,421	240,000	-
Net cash from Financing Activities	232,709	226,190	22,587
Net increase/(decrease) in cash and cash equivalents	309,554	156,563	(48,688)
Cash and cash equivalents at the beginning of the year	9 126,231	250,443	174,919
Cash and cash equivalents at the end of the year	9 435,785	407,006	126,231

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.



Buckland School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants Schools

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

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

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

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

Grants

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

Donations

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

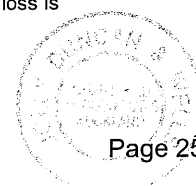
Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less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

j) Investments

Investments are held with registered trading banks and are classified as current assets if they have maturities greater than three months and less than one year. Those with maturities greater than 12 months after balance date are classified as non-current assets.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment.

At balance date the School assesses whether there is any objective evidence that an investment is impaired. Any impairment loss is recorded as an expense through surplus or deficit.



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

k) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.
Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Depreciation

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

The estimated useful lives of the assets are:

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

l) Intangible Assets

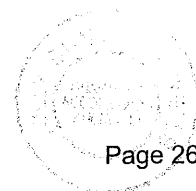
Software costs

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

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

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

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



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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

p) Provision for Cyclical Maintenance

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

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

q) Financial Assets and Liabilities

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

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

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) Goods and Services Tax (GST)

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

s) Budget Figures

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

v) Services received in-kind

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



2. Government Grants

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	363,478	346,503	375,909
Teachers' salaries grants	1,146,206	1,008,827	1,096,549
Use of Land and Buildings grants	439,075	341,846	341,846
Other MoE Grants	-	-	-
Other government grants	55,532	26,730	31,544
	<u>2,004,291</u>	<u>1,723,906</u>	<u>1,845,848</u>

3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<i>Revenue</i>			
Donations	15,466	30,000	10,800
Fundraising	45,883	-	12,069
Activities	72,509	50,000	51,721
Trading	21,806	27,000	24,669
	<u>155,664</u>	<u>107,000</u>	<u>99,259</u>
<i>Expenses</i>			
Activities	72,541	52,000	54,889
Trading	19,985	26,200	26,656
	<u>92,526</u>	<u>78,200</u>	<u>81,545</u>
<i>Surplus for the year Locally raised funds</i>	<u>63,138</u>	<u>28,800</u>	<u>17,714</u>

4. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Equipment repairs	-	400	-
Teaching Resources	37,404	40,884	33,911
Employee benefits - salaries	1,264,092	1,161,528	1,215,893
Staff development	4,860	17,000	3,968
	<u>1,306,356</u>	<u>1,219,812</u>	<u>1,253,772</u>

5. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
ACC Premiums	4,485	500	3,414
Audit Fee	4,258	4,324	4,324
Accountancy Fee	4,000	4,000	4,000
Board of Trustees Expenses	7,476	7,700	8,047
Communication	4,467	3,600	3,393
Consumables	8,719	11,000	9,418
Copyrights	770	800	751
General Expenses	9,011	10,602	9,194
Engraving & Prizegiving	989	1,000	902
Principal Expenses	1,086	1,500	1,020
Employee Benefits - Salaries	41,654	44,350	44,837
Insurance	5,187	4,700	756
Principal Appraisal	6,975	6,750	2,725
	<u>99,077</u>	<u>100,826</u>	<u>92,781</u>



6. Finance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Finance Costs	615	-	363
	<u>615</u>	<u>-</u>	<u>363</u>

7. Property

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking and Cleaning Consumables	45,494	45,900	35,100
Cyclical Maintenance Provision	5,564	-	5,564
Grounds	6,868	12,800	11,995
Heat, Light and Water	23,969	25,000	20,323
Repairs and Maintenance	14,430	20,250	14,362
Use of Land and Buildings - Non-Integrated	439,075	341,846	341,846
	<u>535,400</u>	<u>445,796</u>	<u>429,190</u>

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

8. Depreciation of Property, Plant and Equipment

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Swimming Pool	2,116	2,500	2,116
Building Improvements - Crown	3,871	4,500	3,871
Furniture and Equipment	26,097	23,000	22,974
Information and Communication Technology	15,105	16,000	15,233
Leased Assets	2,902	-	1,365
Library Resources	3,655	4,000	3,652
	<u>53,746</u>	<u>50,000</u>	<u>49,211</u>

9. Cash and Cash Equivalents

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash on Hand	100	100	100
Bank Current Account	343,648	216,906	34,532
Bank Call Account	92,037	90,000	91,599
Short-term Bank Deposits with a Maturity of Three Months or Less	-	100,000	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>435,785</u>	<u>407,006</u>	<u>126,231</u>

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

Of the \$435,785 Cash and Cash Equivalents, \$238,419 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.



10. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Interest Accrued	6,216	6,000	6,322
Teacher Salaries Grant Receivable	68,748	80,000	53,223
	74,964	86,000	59,545
Receivables from Exchange Transactions	6,216	6,000	6,322
Receivables from Non-Exchange Transactions	68,748	80,000	53,223
	74,964	86,000	59,545

11. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Stationery	2,297	2,000	2,127
School Uniforms	14,075	16,000	16,351
	16,372	18,000	18,478

12. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	1,182,511	1,080,000	1,095,485
Non-current Asset			
Long-term Bank Deposits with Maturities Greater than One Year	-	-	-

13. Property, Plant and Equipment

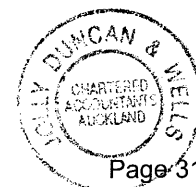
	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Swimming Pool	26,938	-	-	-	(2,116)	24,822
Building Improvements	111,289	-	-	-	(3,871)	107,418
Furniture and Equipment	131,061	27,477	-	-	(26,097)	132,441
Information and Communication Technology	45,502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

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

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Swimming Pool	29,054	-	-	-	(2,116)	26,938
Building Improvements	115,160	-	-	-	(3,871)	111,289
Furniture and Equipment	128,600	25,436	-	-	(22,974)	131,061
Information and Communication Technology	46,043	14,691	-	-	(15,233)	45,501
Leased Assets	-	10,070	-	-	(1,365)	8,705
Library Resources	23,965	6,138	(889)	-	(3,652)	25,562
Balance at 31 December 2016	342,822	56,335	(889)	-	(49,211)	349,057

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Swimming Pool	41,009	(14,071)	26,938
Building Improvements	169,041	(57,752)	111,289
Furniture and Equipment	392,588	(261,527)	131,061
Information and Communication Technology	137,387	(91,885)	45,502
Textbooks	10,780	(10,780)	-
Leased Assets	10,070	(1,365)	8,705
Library Resources	78,911	(53,349)	25,562
Balance at 31 December 2016	839,786	(490,729)	349,057

The net carrying value of equipment held under a finance lease is \$5,803 (2016: \$8,705)



14. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating Creditors	22,727	20,000	17,963
Employee Benefits Payable - Salaries	70,779	85,000	59,457
	93,506	105,000	77,420
Payables for Exchange Transactions	93,264	104,800	77,294
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	242	200	126
	93,506	105,000	77,420

The carrying value of payables approximates their fair value.

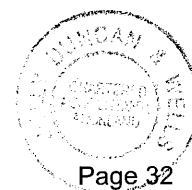
15. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	23,589	23,589	18,025
Increase to the Provision During the Year	5,564	-	5,564
Provision at the End of the Year	29,153	23,589	23,589
Cyclical Maintenance - Current	16,153	16,000	-
Cyclical Maintenance - Term	13,000	13,000	23,589
	29,153	29,000	23,589

16. Painting Contract Liability

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Liability	-	-	6,312
Non Current Liability	-	-	(3,354)
	-	-	2,958

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



17. Finance Lease Liability

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
No Later than One Year	3,025	3,100	2,754
Later than One Year and no Later than Five Years	1,703	1,800	4,728
Later than Five Years	-	-	-
	<u>4,728</u>	<u>4,900</u>	<u>7,482</u>

18. Funds Held for Capital Works Projects

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

	2017 Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
5YA Block 1 and 5 Upgrade in progress		278,000	39,579	238,421
Totals	-	<u>278,000</u>	<u>39,579</u>	<u>238,421</u>

Represented by:

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

238,421

-

238,421

	2016 Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
No Projects				-
Totals	-	-	-	<u>-</u>

19. Related Party Transactions

Lisa Goldsack, the spouse of Darryl Goldsack who is a trustee of the Board, was employed as a teacher on terms and conditions which are no more favourable to her than the Board would have agreed to had there been no relationship to a member of the Board.

William Lindgreen, the spouse of Angela Lindgreen who is a staff member, was employed as a caretaker. The total value of all transactions for the year was \$20,072 (2016:\$11,382) and at balance date the amount of \$968 was outstanding (2016: Nil).

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



20. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	3,625	4,070
Full-time equivalent members	0.29	0.24
<i>Leadership Team</i>		
Remuneration	303,662	298,899
Full-time equivalent personnel	3	3
Total key management personnel remuneration	<u>307,287</u>	<u>302,969</u>
Total full-time equivalent personnel	<u>3.29</u>	<u>3.24</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.

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
110 - 120	-	-
100 - 110	-	-
	<u>-</u>	<u>-</u>

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

21. Compensation and Other Benefits Upon Leaving

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

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-



22. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

23. Commitments

(a) Capital Commitments

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

(a) \$360,362 contract to have block 1 upgraded and block 5 toilet upgraded as agent for the Ministry of Education. This project is funded by the Ministry up to \$315,808 and the Board of Trustees contribution is \$44,554. The School has received \$278,000 and \$39,579 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2016: nil)

(b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

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

	2017 Actual \$	2016 Actual \$
No later than One Year	993	993
Later than One Year and No Later than Five Years	214	214
Later than Five Years	-	-
	1,207	1,207

24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

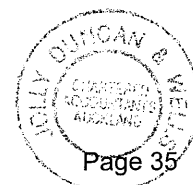
	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	435,785	407,006	126,231
Receivables	74,964	86,000	59,545
Investments - Term Deposits	1,182,511	1,080,000	1,095,485
Total Loans and Receivables	1,693,260	1,573,006	1,281,261

Financial liabilities measured at amortised cost

Payables	93,506	105,000	80,378
Finance Leases	4,729	4,900	7,483
Total Financial Liabilities Measured at Amortised Cost	98,235	109,900	87,861

26. Events After Balance Date

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



JOLLY DUNCAN & WELLS

CHARTERED ACCOUNTANTS | BUSINESS ADVISORS
INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF BUCKLAND PRIMARY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

The Auditor-General is the auditor of Buckland Primary School (the School). The Auditor-General has appointed me, Brian Sheridan, using the staff and resources of Jolly Duncan & Wells, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 20 to 35, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2017; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime

Our audit was completed on 30 May 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

Partners

Brian Sheridan
Murray Wells

B.Com CA
B.Com CA CMA

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 19 but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



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