



2015 Annual Report

and

Financial Statements

School Number: 2926

16 Mein Street, Newtown, Wellington

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INTRODUCTION

Newtown School strives to provide both quality learning programmes that foster achievement and enable pupils towards attaining high levels of excellence in all areas of our school curriculum.

Each month a number of reports are tabled and discussed at our Board of Trustees meetings. These reports, along with the minutes of Board meetings, document developments affecting the school, its students and staff and the wider school community.

All reports and minutes are available from the school office or are on school website.

Schools with students enrolled in years 1-8 that use The New Zealand Curriculum/Te Marautanga o Aotearoa or to set their teaching and learning programmes are required to report on student progress and achievement in relation to National Standards/Ngā Whanaketanga Rumaki Māori in their annual reports.

As set out in NAG#2A (b), the board of trustees (with the Principal and teaching staff) must use National Standards/Ngā Whanaketanga Rumaki Māori to report school-level data in its annual report under three headings:

- school strengths and identified areas for improvement;
- the basis for identifying areas for improvement;
- and planned actions for lifting achievement

This information is detailed under the heading “Analysis of Variance”

Under NAG2A (c), the board is also required to report in the annual report on:

- the numbers and proportions of students at, above, below or well below the standards, including by Māori, Pasifika and by gender (where this does not breach an individual's privacy);
- and how students are progressing against the standards as well as how they are achieving.
- This information is detailed under the heading National Standards/Ngā Whanaketanga Rumaki Māori

Board/Principal Reports

Principal Report - Mark Brown

2015 would be marked as a significant year in the steps that school had taken to embrace, reflect and collaborative teaching and learning within our school. The formation of whanau age groups and teams of teachers intentionally transforming their teaching to focus on a child centred delivery has proven to be of major significance.

The introduction and training our staff in assessment and data usage has begun to provide reliability and validity to our school achievement and progress data. The school has introduced the MoE, PaCT (Progress and Consistency Tool) across reading, writing and numeracy.

Attention continued with the focus on literacy, the use of data to influence our practice. The overall achievement results are recorded in the variance report within this report. Of particular note was the success and the improvement of achievement levels for Maori and the gains from children focussed on within specific support programmes (ALIM & ALL).

The school is developing a ‘new Newtown Curriculum’ based on a conceptualised curriculum that incorporates both the New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa. This will involve

ensuring our curriculum reflects what is important for our school learning community and a future focussed curriculum.

Our school continues to reflect the increase roll growth and increasing diverse of cultures within our school learning community. whilst the ESOL programme continues to support children and families joining the school Wider opportunities continue for students. With camps from Years 2, musical production, technology and rich classroom programmes. Parent involvement and support is strong.

Some of the key goals for the coming year include;

- Finalise designs for 'new' school that reflects effective teacher and learner requirements.
- Embed the PaCT into teaching practices across the school consistently.
- Implement acceleration programmes for targeted students.
- Continue the introduction of collaborative teaching and learning.
- The Implementation of the Teacher Led Innovation Fund involving Newtown, Brooklyn and Berhampore schools.
- other goals are included in Whanau planning and Annual Plan

Treasurer Report - Annette Gittos

Newtown School remained in a secure financial position with positive roll growth in 2015. This has enabled the school to continue to build reserve to be put aside for additional expenses associated with the new build that may not be covered by the Ministry Education budget for the new buildings.

The indicative school end of year 2015 financial report showed total income for the school was \$749,143, which was 111% (\$75,755) ahead of budget. The extra income was primarily due to roll growth and the additional government operational grant associated with this. Total expenditure was \$702,307, which was 99% of budget. A total of \$30,077 was spent on CAPEX. This left an operating surplus of \$46,836.

The Ministry of Education has continued to withhold monies that would have been put towards the 10Y school building and grounds maintenance budget, due to the temporary nature of the majority of the teaching blocks and the impending new build project.

Roll growth has been a consistent trend for Newtown School, with the school expanding from 242 students in 2012 to 340 by year-end 2015. In order to cope with the roll growth, over this period the school has taken on additional staff and provided additional teaching areas. During 2015 the school had been in consultation with the Ministry of Education regional property staff to put in additional prefabs. These are expected to be located on site in the first half of 2016. It is anticipated that the school's roll will continue to grow with additional housing developments and increased housing density in the Newtown area. In December 2015 the Ministry of Education made the welcomed announcement of its commitment of \$8.9 million for the rebuild project to replace the earthquake condemned building that was demolished in 2011.

Newtown School enables parents to pay school fees at the school office and through internet banking. In 2015 the school trialed a new online payment service 'Wrap it Up' which enables parents to pay all school activity fees (e.g. school donations, school trips and school stationery). The school also moved to online invoicing and use of credit card banking facilities. As a result the Board of Trustees adopted a credit card use policy. Increasing use of online facilities has also aided the school to minimise risk associated with money handling, which was a potential issue identified in the school's 2014 audit report.

In 2015 the Board of Trustees reviewed its allocation of resources and personnel to support learners. An important strategic goal of the 2015-17 Newtown School Charter is for effective teaching. To support this goal the school invested in its IT architecture by renewing its server, staff received professional development in e-learning, and Google docs was introduced as a platform and tool for staff administration. The PACT tool, an online student achievement assessment software programme, was introduced to assist teachers with the assessment of individual and school-wide student

achievement. The school made the strategic decision to lease, rather than the school purchasing and owning digital device equipment. The benefit of this is that it will enable the school to remain up-to-date with its technology, rather than equipment becoming obsolete.

Newtown School was successful in its bid to receive a grant of \$423,000.00 from Wellington City Council (WCC) for a significant upgrade to the school pool. Due to the aging and deterioration of the pool the ongoing viability of the school pool was uncertain. However, the WCC financial support for community swimming at Newtown School has meant that the school is able to secure the future of this valuable service.

FANS (Friends at Newtown School) is a group of parents and whanau set up to support the day-to-day operation of the school. FANS activities includes fund and the school has agreed to bank and holds funds raised by FANS in its accounts. This helps to reduce the administrative burden to FANS and enables them to concentrate on their activities to support the school. FANS have developed a policy on handling of monies and the school has agreed to hold and use the funds in consultation with FANS for the purposes that the monies were raised. This is in line with the school's own financial policy on the use of monies from fund raising.

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2015, the school received total Kiwisport funding of \$1800.00 (excluding GST).

The funding was spent on extra equipment for netball, table tennis, volleyball, softball and cricket, and on releasing a teacher to coach, coordinate all the Newtown sports programme and provide professional development for teachers.

A part-time swimming coordinator was employed by Newtown School during 2015. His role included:

- Coaching all students in basic water confidence.
- Coaching advanced stroke development.
- Developing assessment & reporting criteria for Swimming

All funding was spent. The Board of Trustees put in supplementary funding to support these activities from operational funds.

Other reports on special and contestable funding

During the year the school was the recipient of additional Government funding for TLIF (Teacher Led Innovation Fund). This contestable funding was a combined initiative between Brooklyn, Berhampore schools looking at innovative ways of 'co-teaching mathematics.

Newtown School was the project fundholder and provided the leadership to this initiative. This fund of \$99,000 to be spread over 2 years will be used for staff training, teacher release, leadership of initiative, expert facilitators, and a researcher/writer. Teacher practice and learner outcomes are the priority focus for this funding.

Stand Downs and Suspensions

There were no stand down or suspensions in 2015.

Analysis of Variance - Maths

<p>Focus:</p> <p>Strategic aim:</p> <p>Annual aim for 2015:</p> <p>Baseline data 2014:</p> <p>Targets 2015:</p>	<p>Maths</p> <p>All students are able to access The New Zealand Curriculum as evidenced by as evidenced by the achievement in relation to National Standards Help every student to achieve their potential/ Kia eke ki tona taumata matauranga</p> <p>To increase the number of students achieving at at or above th National Standards for Maths</p> <p>Analysis of baseline data from 2014 at Year 4 showed.... There were 12 students out of 40 who are achieving below the National Standard for mathematics. There is 1 student who is well below. Analysis of baseline data from 2014 at Year 5 showed.... There were 6 students out of 32 who are achieving below the National Standard for mathematics. There are 5 students who are well below.</p> <p>The 23 year 4/5 (2014) students who are below National Standards will be at National Standards by the end of year 5/6 (2015) Targeted individual students who are well below the National Standard for mathematics will achieve their individual targets in number and progress towards the National Standard expectations by the end of the year.</p>		
<p>Actions (what did we do?)</p>	<p>Outcomes (what happened?)</p>	<p>Reasons for the variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>

<p>Student actions Use of resources on school Ultranet. Encourage Study Support. Use rich maths tasks. Hands-on maths activities.</p> <p>Teacher actions Record next steps in anecdotal notes. Maths vocabulary displays and in modelling books. ELL group withdrawal.</p> <p>Leader actions Monthly progress reviews at whanau. Observations and feedback.</p> <p>Family actions Home School Partnership focus on maths</p> <p>Mutukoroa programme</p>	<p>9 out of 23 Year 4/5 student moved to the AT</p> <p>13 of the 22 Year 4/5 student moved and made progress in below</p>	<p>The development and link between maths vocabulary and achievement is one of the reasons for our ESOL students not making the desired gains in achievement.</p> <p>A number of students moved from our school why others arrived with low levels of achievement.</p> <p>Consideration needs to be given to the fact that the 3 students that made no progress have identified learning difficulties.</p> <p>Consideration also needs to be given to the fact that 4 students that did not make accelerated progress also have identified learning difficulties.</p> <p>Moderation consistency is improving however it is still an area of development to consider.</p> <p>Teacher knowledge of JAM as a tool to identify student-learning needs and plan effectively is a consideration, in particular with new teachers in the Year 3 area.</p> <p>Necessary time spent developing number knowledge in Year 4 classes' supports further strategy progress, does it impact more when</p>	<p>Need for full vocabulary development at the early stages is vital as a foundation to maths learning for many of our students.</p> <p>The need for teachers to apply learnt practices from PLD into daily class programmes</p> <p>Y3-4-5 developed new 'pass on' student information sheet to new teacher. Trim strategies in mult/division.</p> <p>Y3 to continue with JAM and Y4 do GloSS</p> <p>Y5- 6 continue with emphasis on understanding, practice and quantity.</p> <p>Continue to allocate 5 sessions for maths a week and providing a small class size for students at risk.</p>
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		students reach Y4 level? There a need for communication between Year 4 and 5 whanau to scaffold knowledge.	
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Planning for next year:

- Our school plans to implement the recommendations of findings from ERO (DEC 2015) National Report 'Raising Student Achievement through Targeted Actions – Implementing "What effective schools do?"
- Implement the findings from ERO (DEC 2015) National Report 'Accelerating Student Achievement

Use of the PaCT material to both planning and target for students through targeted accelerated learning. The need to accelerate students 'a year of progress' needs to be provided for with the group of students in the **below** group.

PLD will be a continuance with the Maths Inquiry and maths practice i.e Teacher Lead Innovation Fund and the use of maths consultant to enable and enhance teaching practice.

- Maths lead teacher will continue to participate in Maths Leadership workshops to strengthen her knowledge and understanding of schoolwide planning, and peer coaching for teachers to focus on improving practice.
- Lead teacher maths to provide one-on-one teacher support and guidance in targeted teaching of maths knowledge and strategy levels.
- Professional Learning meetings to support teacher practice in formative assessment strategies to assist in moving children through stages/levels.
- Develop and deliver some whanau workshops to assist parents in supporting their child's reading at home.

Continue to implement Mathletics into our class and homework programme to ensure more maintenance time.

- Continue to allocate 5 sessions for maths a week and providing a small class size for students at risk, with teacher aide assistance in Y3-4 and Y5-6.
 - Prioritise 'Strand' maths into the programme as the delivery of 'Number' concepts can often take over.
- Continue to refine the use of NUMPa strategies.
- Continue to provide word problems for year 1-4 to improve and enable comprehension in maths
 - Continue to provide students with extension opportunities to encourage a shift of more students achieving above standard.
 - We have also decided to play around with class construction, switching between home class maths and regrouping or different grouping maths. This can create a reciprocal teaching environment.
 - Maintain JAM and GLOSS right across the school in term 1.
 - Link our Mutukoroa programme partnership between home and school.

Focus:

Writing

<p>Strategic aim:</p> <p>Annual aim for 2015:</p> <p>Baseline data 2014:</p> <p>Targets 2015:</p>	<p>All students are able to access The New Zealand Curriculum as evidenced by as evidenced by the achievement in relation to National Standards Help every student to achieve their potential/ Kia eke ki tona taumata matauranga</p> <p>To increase the number of students achieving at at or above th National Standards for writing</p> <p>1. Analysis of National Standards data from 2014 showed at 80 weeks (two year) 4 out of 45 are achieving <i>well below</i> the National Standard for reading and 16 out of 45 are achieving <i>below</i> the National Standard for writing.</p> <p>2. Analysis of National Standards data from 2014 showed: Maori and PI students at 40 weeks (one year) 7 out of 80 are achieving <i>well below/below</i> the National Standard for writing.</p> <p>80 weeks (two year) 15 out of 19 are achieving <i>well below/below</i> the National Standard for writing</p> <p>120 weeks (three year) 8 out of 80 are achieving <i>well below/below</i> the National Standard for writing</p> <p>Year 4 5 out of 42 are achieving <i>well below/below</i> the National Standard for writing</p> <p>Year 5 9 out of 42 are achieving <i>well below/below</i> the National Standard for writing</p> <p>Writing□</p> <p>1. The 20 Year 2 (2014) students who are below National Standards will be at National Standards by the end of Year 3 (2014)</p> <p>2. The 44 Maori and PI (2014) students who are well below or below National Standards will be at National Standards by the end of their Year 2-6 (2014)</p> <p>Targeted individual students who are <i>well below</i> the National Standard for reading and writing will achieve their individual targets in reading and writing and progress towards the National Standard expectations by the end of the year.</p>		
<p>Actions (what did we do?)</p>	<p>Outcomes (what happened?)</p>	<p>Reasons for the variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>

<p>Student actions Include these students on Lexia. Learn spelling lists. Use Jolly Phonics. Word writing. Write everyday.</p> <p>Leader actions Monthly progress reviews at syndicate. Proposal to Board for funding. Observations and Feedback. Teacher actions Literacy walls with exemplars. Record next steps in anecdotal book. PLD in Jolly Phonics. Report to parents after 6 months and 1 year. Home School Partnership (Model writing). Pasifika advisory group Maori advisory group Facilitator actions Writing group PLD. Strategic resourcing Teacher Aide for mileage writing.</p>	<p>1. 5 out of 20 Year 3 student moved to the AT 15 made progress within the expectations of below</p> <p>2. 4 out of 44 Maori and PI students moved to AT This records the original 44 students from 2014 There was an increase of 10 students who moved into our school. All 10 were below NS</p>	<p>Our school has experienced an increase in the number of ESoL students with limited vocabulary and experiences.</p> <p>One of the key reasons for many students although making progress within Below but haven't the skill knowledge to move into AT</p> <p>A number of the original target students have moved away from the school and have poor rates of achievement and progress.</p> <p>Attendance rates and lateness are an issue with the target group of students.</p>	<p>There is a need to support those students with low levels of achievement with additional in class support.</p> <p>Plan for a Home School Programme for parent with writing as the topic.</p> <p>Provide for learning experiences and contexts that writers can be self motivated and engaged in the writing process.</p> <p>Continue to implement PaCT and teacher knowledge of the 'Aspects of writing' into our class and homework programme to ensure more maintenance time.</p> <p>1. Professional Learning in 2016 will focus around writing. Whanau Leaders will identify needs and form subgroups to support teachers around effective writing in Term 1. 2. Teacher as Inquiry will focus around writing. Gap analysis will indicate student learning needs and next steps for students and teaching. This will link to appraisal. 3. Target student conversations and observations must be prioritised so that progress of target students is regularly monitored and communicated by teachers and Leadership Team 4. Continue tracking identified students and monitor their progress over time. 5. Leadership team along with staff will develop guidelines for oral language, handwriting, and spelling within the Newtown Literacy Curriculum Implementation, to improve school wide consistency in these areas. 6. Continue to use 'The Writing Book' resource school wide to support writing programmes. 7. Provide support for teachers to create and maintain student blogs, in Years 2-6.</p>
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			<p>8. Continue school wide OTJ moderation in teams and across the school. Widen Interschool moderation relationships and opportunities. All OTJs include reference to samples of work across the curriculum.</p> <p>9. 'Book audits' (asking teachers to provide snapshots of student work books) twice each year.</p>
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Planning for next year:

- Our school plans to implement the recommendations of findings from ERO (DEC 2015) National Report 'Raising Student Achievement through Targeted Actions – Implementing "What effective schools do?"
- Implement the findings from ERO (DEC 2015) National Report 'Accelerating Student Achievement
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Use of the PaCT material to both planning and target for students through targeted accelerated learning

Revisit Effective Practices of writing and New Zealand resources across the school. Review the Newtown Writing curriculum.

- Need to ensure that writing is well planned and students have the time to build a quality written work.
- Develop a resource bank of writing subjects that appeal to boy writers
- Use differentiated learning strategies, to enhance the classroom writing programme.
- Access to professional development in writing so new and existing staff can improve their understanding of:
- How national standard writing expectations link to the existing curriculum writing and AsTTle levels, and how to align the two;
- How do boy writer differ from other writers? What strategies work better? Which don't work at all?
- How to effectively moderate writing across classes and levels in a way that both preserves teacher confidence, as well as OTJ integrity.
- How can we better use strategies such as 'The Writing Book' ,by Sheena Cameron and blogging to allow our children a wider audience for their writing? This will give students more opportunities to express their creativity
- Ensure the writing topics are relevant and motivating for both the boys and girls.
- Continue to integrate the writing programme into the topic study
- Continue to provide feedback and feed-forward using learning questions (e.g. learning intentions) and student identified success criteria

Oral Language - Korero

Descriptions of achievement The following variations of terms express the same meaning at each Ngā Whanaketanga level, and will be used interchangeably for the purpose of this report:

- **‘Manawa toa’** or ‘exceeding’ the national expectation or ‘above’ the expectation
- **‘Manawa ora’** or achieving the national expectation or ‘at’ the expectation
- **‘Manawa āki’** or progressing toward the national expectation or ‘below’ the expectation
- **‘Manawa taki’** or requires a modified programme to achieve the national expectation or ‘below’ the expectation.

<p>Focus:</p> <p>Strategic aim:</p> <p>Annual aim for 2015:</p> <p>Baseline data 2014:</p> <p>Targets 2015:</p>	<p>Oral Language - Korero</p> <p>All students are able to access Te Marautanga o Aotearoa as evidenced by as evidenced by the achievement in relation to Nga Whanaketanga Rumaki Maori.</p> <p>All students who are not achieving success in relation to Nga Whanaketanga Rumaki Maori for Reo ā-Waha (oral language) will have achieved accelerated (more than one year) progress over the year.</p> <p>Increase the number of students achieving <i>at</i> Manawa ora or Manawa Toa of the Nga Whanaketanga Rumaki Maori for Reo ā-Waha (oral language).</p> <p>Analysis of baseline data at end of 2014 showed that 60% (8 of 19 students) were Manawa aki and 20% (2 of 19 students) Manawa taki for Whakarongo me te Kōrero. These students have good listening comprehension (input), it is their spoken language te reo (output) that is not at the expected levels.</p> <p>All students who are working towards Ngā Whanaketanga Rumaki Māori for Reo ā-Waha (oral language) will be working at Manawa ora or Manawa Toa Ngā Whanaketanga Rumaki Māori for Reo ā-Waha (oral language) by the end of the year.</p>		
<p>Actions (what did we do?)</p>	<p>Outcomes (what happened?)</p>	<p>Reasons for the variance (why did it happen?)</p>	<p>Evaluation (where to next?)</p>

<p>Data from 2015 analysed and areas of greatest needs identified</p> <p>Target Students Identified Students will be grouped for cooperative learning/according to needs</p> <p>Finish writing “Te Marau-a-Ngaati Kotahitanga Ngati Kotahitanga Curriculum”</p> <p>Targeted students identified and monitoring system set up, collecting oral language samples and assessing using “Te Marau-a-Ngaati Kotahitanga Curriculum” Explicit targeted teaching programmes using “Te Marau-a-Ngaati Kotahitanga Curriculum”</p> <p>Professional conversations and development timetabled to support kaiako and kaiawhina in decision making related to specific needs identified and develop fluency and competency in te reo Māori. Kaiarahi i te Reo employed to strengthen and support te reo in the classroom. Effective RTLB or similar support</p> <p>Small group focus sessions weekly with kaiako Well below students weekly session with a kaiako</p> <p>Raise profile of Te Reo in classroom and wider school, endorsing and supporting the u</p> <p>Upskill kaiako using current assessment tools and resources by tamariki and kaiako</p>	<p>5 student moved to the Manawa ora and 1 to manawa Toa</p> <p>3 students moved from manawa taki to manawa aki</p> <p>1 student moved from manawa taki to manawa ora</p>	<p>We had weekly tutor from Misty using i-pads to develop Te Reo</p> <p>RTLB working with identified students to accelerate the use of Te reo</p> <p>We employed a Kaiarahi i te Reo every morning to reinforce the use of Te Reo</p>	<p>Need to maintain high level of instructional Te Reo</p> <p>Whanau classes in Te Reo to encourage Te Reo at home</p> <p>PD of class kaiako to support ākonga (learners) in spoken Te Reo</p> <p>Classroom to be only Te Reo</p>
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Planning for next year:

- Our school plans to implement the recommendations of findings from ERO (DEC 2015) National Report 'Raising Student Achievement through Targeted Actions – Implementing "What effective schools do?"
- Implement the findings from ERO (DEC 2015) National Report 'Accelerating Student Achievement

Adapt to TMOA programmes

Only Te Reo to be spoken in class

Need to maintain high level of instructional Te Reo

National Standards NAG2A (b) reporting

For schools with students in Years 1 to 8 that use *The New Zealand Curriculum* and/or *Te Marautanga o Aotearoa* to set teaching and learning programmes.

NAG2A (b)

Schools are required to report school-level data on Ngā Whanaketanga Rumaki Māori and/or National Standards under four headings:

- School strengths and identified areas for improvement**
- The basis for identifying areas for improvement**
- Planned actions for lifting achievement**
- How students are progressing in relation to Ngā Whanaketanga Rumaki Māori and/or National Standards.**

Ngā Whanaketanga Rumaki Māori for Newtown School has been also submitted : NWRM Te Waharoa Ararau a-Kura

NAG2A (b)(i) Areas of strength 2015

National Standard subjects: Reading, Mathematics and Writing

Discussion:

We have discussed the areas of strength: 69% (248) of all students at Newtown School are progressing and achieving in line with the National Standards for reading.

87% (105) of all European students are progressing and achieving in line with the National Standards for reading.

Reading

In Year 3 we have 83% of our students achieving at or above National Standards in Reading

We have a higher number of girls achieving at or above Standard than boys

- 75% of our girls are achieving at or above Standard in Reading
- 67% of our boys are achieving at or above Standard in Reading
- 78% of our Year 4s are achieving at or above Standard in Reading
- 73% of our Year 6 are achieving at or above Standard in Reading

Mathematics

71% of our Year 4 students are achieving at or above National Standards in Mathematics

94% of our Year 3 NZ girls students are achieving at or above National Standards in Math

84% of our Year 6 NZ girls students are achieving at or above National Standards in Math

Writing

86% of our Year 3 NZ girls students are achieving at or above National Standards in Writing

All Ongoing Resourcing Scheme (ORS) have achieved many of the finer grained goals in their Individual Education Plans and have made progress towards the National Standard for reading level 1.

NAG2A (b)(i) Areas for improvement 2015

National Standard subjects: Reading, Mathematics and Writing

Discussion:

- Teachers' reflections indicated that students wrote better in some contexts than in others and student engagement, audience and purpose needed to be the motivator.
- Students needed more opportunities to write and learning needed to be connected.
- Key messages around change in practice coming through – expectations on teachers.
- Need to develop our teachers understanding around accelerate learning – what the expected rate of progress is and can be.
- Content knowledge – particularly in Year 3/4. What needs to be taught and how to teach it - professional development will focus around this.
- 38% (45/114) of our boys are achieving *well below* or *below* the National Standard for mathematics. Assessment results are showing the numeracy strand of the National Standard for mathematics as a key area of concern for these students.
- 63% (19/41) of our Maori students are achieving *well below* or *below* the National Standard for mathematics.
- 57% (23/42) of our Pasifika students are achieving *well below* or *below* the National Standard for mathematics.
- 45% (17/37) of our Asian students are achieving *well below* or *below* the National Standard for mathematics. A significant issue in the language aspects of the National Standard are for these students.
- Our Pasifika and Maori students underachievement are a concern and will be a focus in 2016. Overall teacher judgements (OTJs) show there is a significant issue in the numeracy aspects of the National Standard for these students.
- 56% (63/114) of our boys are achieving *well below* or *below* the National Standard for writing..
- 75% (31/41) of our Maori students are achieving *well below* or *below* the National Standard for writing.
- 72% (30/42) of our Pasifika students are achieving *well below* or *below* the National Standard for writing.
- 60% (22/37) of our Asian students are achieving *well below* or *below* the National Standard for mathematics. A significant issue in the language aspects of the National Standard are for these students.
- Achievement in writing, especially for the first 4 years at school remains a concern. All of these students will also be a focus for 2016.

Overall teacher judgements (OTJs) show there is a significant issue in the reading aspects of the National Standard for these students.

- 47% (49/114) of our boys are achieving *well below* or *below* the National Standard for writing..
- 61% (24/41) of our Maori students are achieving *well below* or *below* the National Standard for writing.
- 40% (14/37) of our Asian students are achieving *well below* or *below* the National Standard for mathematics. A significant issue in the language aspects of the National Standard are for these students.
- Achievement in reading, especially for our Maori students remains a concern. All of these students will also be a focus for 2016.

NAG2A (b)(ii) Basis for identifying areas for improvement

Discussion:

- Comparison of results from previous years and the use of the PaCT for moderated validity
- Analysis of gender
- Analysis of ethnic groups
- Analysis of “belows”
- Analysis of those students just below “above and at”
- Leadership team to look at each set of results
- Share data and ideas for action with all teaching staff and Board for feedback to inform planning and set targets for 2016

Our National Standards achievement data highlights three key areas where students' levels of achievement are inconsistent with their counterparts: Maori, Pasifika, Male and the Years 3,4,5 cohorts. In addition to National Standards data, the school has collected a range of other data, both quantitative and qualitative.

Initial student surveys, especially within the context of writing, have enabled us to capture student voice – highlighting aspects of our programmes that could be enhanced and opportunities to gain greater student engagement and motivation. The need for early intervention practices that engage these students so that they see themselves as active learners and having success.

Discussion:

- A change to our teaching of writing and student engagement is vital to a large number of our students. The intervention relating to targeted students in the RTLB ‘project group’ made significant movement in regard to this. Additional learner support was given along with the use of writing aides.
- Teachers’ reflections indicated that students wrote better in some contexts than in others and student engagement, audience and purpose needed to be the motivator.
- Students needed more opportunities to write and learning needed to be connected.
- Key messages around change in practice coming through – expectations of teachers.
- Teachers understanding around accelerate learning – what the expected rate of progress is and how they go about accelerating rather than a concentration on remedial learning.
- Content knowledge – particularly in Year 4-6. What needs to be taught and how teach it –professional development will focus around this.

Discussion:

- As a board we identified that Gifted and talented students (and some groups of student in the AT group) have not had sufficiently challenging goals set for their learning to maintain their accelerated progress. More challenging goal setting and support for these students will be a focus for next year.
- Professional development for teachers on effective teaching strategies and programmes for gifted and talented students will also be implemented.

NAG2A (b)(iii) Planned actions for lifting achievement

Discussion:

- Our school plans to implement the recommendations of findings from ERO (DEC 2015) National Report 'Raising Student Achievement through Targeted Actions – Implementing "What effective schools do?"
- Implement the findings from ERO (DEC 2015) National Report 'Accelerating Student Achievement
- "What effective schools do?"
- designed and implemented an improvement plan that enabled more students to achieve better results with less inequity across the school population. □
- undertook additional assessments with students needing to accelerate progress to better understand their strengths and needs □
- were strategic and successful in their actions to accelerate progress. □
- strategically trial a new approach in one area and expanded the trial by increasing the number of students and teachers involved in the new approach. □
- trialled well-researched strategies rather than continuing with what was obviously not making a difference. □
- focused on building relationships with students, their parents and whānau.

The focus on John Hattie – Visible Learning For Teachers – emphasizes the impact of teacher mindsets, planning for learning, learning climate, student expectations and feedback relating to next steps in learning.

In 2015 a more systematic method of Student Tracking of achievement and progress was implemented along with the PaCT (Progress and Consistency Tool) across the whole school.

The Progress and Consistency Tool (PaCT) supports teachers as they make judgments about students' progress and achievement in relation to the New Zealand Curriculum's National Standards.

It gives them confidence that Overall Teacher Judgments are dependable and consistent. It helps to track progress and identify areas where more support is needed.

We found that PaCT:

- Gives staff confidence in the OTJs they have made
- Gives an accurate picture of student achievement in your school in relation to the [National Standards \(external link\)](#) □
- Enables you to track the progress of students and identify areas where teaching interventions are needed
- Provides a common basis for moderation discussions within the school
- Informs decisions about teaching, learning, and professional development
- Provides dependable information for reports to Boards, parents, and whānau
- In 2016 this data and its analysis will enable more focused planning and small group teaching

Mutukaroa programme was introduced in 2015 as a proactive means to link home and school goal.

Target for support (strengths and needs)

Research has shown that the successful development of core skills in the early years of schooling significantly impacts on subsequent achievement.

Mutukaroa is a home school learning partnership that seeks to accelerate learning progress and achievement for students in years 1, 2 and 3 by fostering the active engagement of parents and whānau in learning partnerships, and to provide them with the tools and knowledge necessary for them to support the development of core skills in their children.

Expected outcomes

Mutukaroa is underpinned by the findings of the Best Evidence Synthesis [The Complexity of Community and Family Influences in Children's Achievement in New Zealand](#). These findings identify which practices have a positive impact in improving learner outcomes.

Mutukaroa builds on research that shows that:

- Educationally powerful partnerships change what happens in classrooms
- Deliberately nurtured school-whānau relationships help learners achieve success
- Ongoing cycles of inquiry, focused on building partnerships, promote student learning in and outside of school.

Mutukaroa sets out to explore and implement a personalised approach that would develop honest, robust, and rigorous relationships with parents and whānau.

The principle intentions of Mutukaroa are to grow relationships based on trust, build understanding, invite a two-way knowledge exchange, and encourage parents and whānau to participate actively in their child's learning.

The investment objectives for Newtown School include:

- Accelerated learning progress and achievement for new entrants
- Whānau and learners are well informed and equipped to contribute to accelerated learning outcomes for new entrants
- Parents and whānau are engaged in the achievement data of their children
- Parents and whānau become more influential in their children's learning
- Teachers are more confident and capable to more effectively relate to and interact with diverse families.

A school wide focus of all class teachers is 'Knowing our Learners' their needs and plan for these needs on a daily basis was a unrelenting focus this year. With a change of a number of teaching staff in 2016 this has been an opportunity to refocus with a renewed energy and consistency of understanding of school wide teaching practices and delivery.

Whanau Collaborative teaching was introduced in our school in 2015 - the school restructured its organisation of students and teachers to that of 'whanau'. This has allowed for a higher degree of teacher collaboration to meet our student learning needs, especially professional conversations relating to accelerating student progress.

Our board considered and discussed student progress and achievement data from previous years. The board also reviewed the areas for improvement from the analysis of variance and the school-level National Standards data from the current year.

From the trends and patterns of the data, we have identified our board needs to focus on improving student progress and achievement in the National Standard for mathematics and writing. To achieve this, we have developed the following annual aims and targets, including planned actions to achieve these. We will review these in November and include them in next year's charter.

Structured professional dialogue will occur, looking at what our current programmes are lacking and what approaches should be investigated.

Individual students represented in the 'Well Below' and 'Below' categories will be identified and their progress monitored at classroom and teaching team level. Targeted interventions such as Reading Recovery, Lexia and intensive ELLP groups will be utilised to address identified learning needs.

Whole staff professional development will be provided in an ongoing manner in 2016 in relation to ELL learners and the provision of accelerated

In addition, classroom programmes will be adjusted and strengthened to address the identified learning needs within them and as necessary, based on professional dialogue amongst teachers and teacher leaders as mentioned above.

Where appropriate referrals will be made to RTLb and RTLit although we under utilise this service. A more streamlined referral and early referral procedure has been developed in 2016.

Continue to identify and target the cohorts that are most represented in the 'Well Below' and 'Below' categories i.e. Maori and Pasifika, Male, Year 3/4/5/6 (Year 2/3/4/5, 2015).

Have professional discussions around the targets and data in reading, writing and mathematics.

What sorts of things are we deliberately doing that works?

Continue to keep up to date with developments in teaching practice while developing a teacher culture of self-reflection and collaborative sharing of effective practice.

Continue to have opportunities for teachers to have professional dialogue and share examples of successful practice in order to sustain the high level of teaching practice across the school. Teacher observations and feedback/feedforward as part of each teacher's Professional Learning Inquiry Cycle.

Continue to track the progress that has been made over the past year for each individual student using SMS to view student profiles and graphs.

School-wide professional development – Reading and Writing (Accelerating language Learning ALL) especially at Year 2/3/4

1. How to accelerate learning, rates of progress. Expectations around change in teachers practice
2. Reading/Writing across curriculum. Developing staff knowledge, skills and capability
3. Work with parents, families around ways to support students' learning, so parents are confident in helping their children and communicating with teachers (particularly ESOL)
4. Develop further staff skills, knowledge in content, assessment and differentiation strategies in Mathematics
5. Focus on strand Mathematics with view to greater depth, cross curricula links and differentiation
6. How to accelerate learning, rates of progress.
7. Using previous ALIM experience to up-skill teachers.

Teachers will attend a PLD in cultural responsiveness to build effective relationships with Pasifika/Maori and ESOL students and their families.

Cultural competency will be a critical focus for us at Newtown School.

NAG2A (b) (iv) Progress Statement

Discussion:

Our student achievement results for the National Standards for mathematics and writing have identified this area as a continued need for us to focus on. However most students still made progress in this area.

An increased number of ESoL students has meant a considerable large number of with little or no levels of proficiencies in English

Whilst many students achieving within the 'Well Below' category have made good progress over the year, most have not made enough to move out of the 'Well Below' category and into the 'Below' or 'At' categories. This group is consists primarily of ORS and New Zealanders -ex refugee students with little english or literacy in their first language. The implementation of fine grain assessment tools (Fuel) introduced by our special education teacher and ELLP for our ESoL students has resulted in a higher level of measurement of the progress they are all making.

Additional information:

A number of whole school reviews will be undertaken to assess the need for the school to action school improvement opportunities.

Implementation of 2015 ERO plan for effective schooling.

The Six Dimensions of a Successful School model that our school is using shows how student achievement connects to effective governance, professional leadership, high quality teaching, school culture and engagement with parents, whānau and communities. All of the six dimensions directly or indirectly contribute to creating the conditions that promote student learning and achievement.

This model will form the basis of our revised school charter and review process. This model will be modified to reflect the revised Success indicators (ERO 2015).

Staff will be involved in professional development to provide models of feedback to students to support student achievement and next step learning.

Performance Management Systems will include a teacher Inquiry model for mathematics and focus on Teacher Practice.

Teachers will attend ongoing PLD in cultural responsiveness to build effective relationships with Pasifika/Maori and ESoL students and their families. Cultural competency will be a critical focus for us at Newtown School.

The implementation of a new SMS (Assembly) will enhance the ability to use rich data to improve teaching and learning – student achievement and progress. The SMS is now linked to Te Waharoa Ararau a kura website and PaCT website.

Continued development and promotion of the Home school partnership programme in the school community that links learning in the home and the school in the home.

National Standards and Ngā Whanaketanga Rumaki Māori

Statement of Resources

School roll and days open

The Board of Trustees may wish to report on the school roll, such as

The school roll at:	1 March 2013	1 March 2014	1 March 2015
	222	278	303

The school was open for 394 half days in 2015 (2014: 394).

Physical resources

The board is responsible for the management of the land and buildings under an occupancy agreement with the Ministry.

Final design planning and tendering for our 'New School' was completed and construction was to commence in early 2017. This major upgrades and new structures will transform our school into a modern flexible space school. Staff had a very 'hands on' participation in the new learning space design with a strong emphasis on effective innovative learning and teaching. Temporary roll growth classrooms have been positioned at the back of the old library in Emmett Street. 4 existing prefabs have been removed from the building site on Riddiford Street to the Emmett Street school site. These buildings now house whanau Waitangi and Pohutukawa. Our Board of Trustees have redesigned the adventure playground to incorporate new play equipment and an all weather health and safety approved surface. This major upgrade will complement the planned new junior playground in the 'New School' build.

Staffing

The board may wish to report on the staffing at the school, including comments on training and professional development, any new staff, staff achievements and awards, etc.

For example:

During the year the school employed the following staff:

<i>Funded staffing:</i>	2013	2014	2015
Principal	1	1	1
Teachers	12.1	13.6	14
<i>The board also employed:</i>			
Teacher aides	7	8	11
Office administrator	1	1	1
Caretaker/Cleaner	1	1	1

Other resources

The board supported the establishment of a parent formed and led group, known as F@NS (Friends

at Newtown School). F@NS have provided planning and resources for fund-raising activities and helpful assistance in extra-curricular activities. They have coordinated a number of highly successful school community events including: Food Festival, Disco, Fundraising for sports uniforms

F@NS have also make a contribution (through fund-raising) to the running of the school, which included camps and trips, landscaping, playground equipment.

During the year the school had the assistance of parents working in a whanau support roles and sports coaching and supporting camps and whanau trips. Our board wish to express its thanks for this assistance in raising the achievement levels of the students and providing rewarding learning experiences for our tamariki.

It may also be an opportunity to acknowledge other support for the school such as charitable donations, gifts and bequests.

Members of the Board of Trustees

Name	Position	How position on Board gained	Occupation	Term expired/expires
Mark Bryne	Parent rep, Chairperson	Re-elected May 2013	Manager	May 2016
Annette Gittos	Parent rep	Elected May 2013	Government	May 2016
David Schaaf	Parent rep	Elected May 2013	Researcher	May 2016
Angela Gibson	Parent rep	Co-opted May 2014	Architect	May 2016
Jane Duncan	Parent rep	Elected May 2013	Manager	May 2016
Mark Brown	Principal	Appointed January 2014	Principal	
Kelvin Harper	Staff rep	Elected May 2015	Teacher	May 2016

Financial Statements

For the year ended 31 December 2015

1. **Statement of Responsibility**
2. **Statement of Comprehensive Income**
3. **Statement of Changes in Equity**
4. **Statement of Financial Position**
5. **Statement of Cash Flows**
6. **Notes to the Financial Statements**
7. **Audit Report**

Statement of Responsibility

The Board of Trustees has pleasure in presenting the annual report of Newtown School, incorporating the financial statements and the auditor's report, for the year ended 31 December 2016.

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

To the best of our knowledge, all material matters are properly reflected in the financial statements.

The school's 2015 financial statements are authorised for issue by the Board Chairperson and Principal.

Kelvin Harper
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

7 June 2016
Date:

Mark Gregory Brown
Full Name of Principal

[Signature]
Signature of Principal

7 June 2016
Date:

Newtown School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2015

		2015	2015	2014
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	\$
Revenue				
Government Grants	2	2,322,325	2,260,772	2,264,382
Locally Raised Funds	3	146,601	68,300	92,466
Interest Earned		7,284	5,000	5,363
		-----	-----	-----
		2,476,210	2,334,072	2,362,211
Expenses				
Locally Raised Funds	3	8,113	4,500	6,277
Learning Resources	4	1,685,697	1,664,397	1,672,222
Administration	5	136,184	143,715	130,619
Finance Costs	6	930	776	776
Property	7	480,945	482,042	516,868
Depreciation	8	77,182	78,000	75,116
Loss on Disposal of Property, Plant and Equipment		19,060	0	1,675
		-----	-----	-----
		2,408,111	2,373,430	2,403,553
Net Surplus / (Deficit)		-----	-----	-----
		68,099	(39,358)	(41,342)
Other Comprehensive Revenue and Expenses		0	0	0
		-----	-----	-----
Total Comprehensive Revenue and Expense for the Year		68,099	(39,358)	(41,342)
		=====	=====	=====

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

Newtown School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2015

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Balance at 1 January	571,653	571,653	609,455
Total comprehensive revenue and expense for the year	68,099	(39,358)	(41,342)
Owner transactions			
Contribution - Furniture and Equipment Grant	0	0	3,540
Equity at 31 December	639,752	532,295	571,653
Retained Earnings	639,752	532,295	571,653
Equity at 31 December 2015	639,752	532,295	571,653

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

Newtown School
Statement of Financial Position
As at 31 December 2015

		2015	2015	2014
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	154,544	118,639	99,124
Accounts Receivable	10	155,236	128,492	128,492
GST Receivable		2,755	5,762	5,762
Prepayments		7,479	7,141	7,141
Inventories	11	244	0	0
Investments	12	130,813	125,609	125,609
		-----	-----	-----
		451,071	385,643	366,128
Current Liabilities				
Accounts Payable	14	155,544	198,149	198,149
Revenue Received in Advance	15	0	4,000	4,000
Painting Contract Liability - Current Portion	17	6,861	11,994	11,994
Finance Lease Liability - Current Portion	18	2,831	2,831	2,831
Funds held for Third Parties	19	2,867	0	0
		-----	-----	-----
		168,103	216,974	216,974
Working Capital Surplus or (Deficit)		282,968	168,669	149,154
Non-current Assets				
Property, Plant and Equipment	13	395,818	406,222	462,222
		-----	-----	-----
		395,818	406,222	462,222
Non-current Liabilities				
Provision for Cyclical Maintenance	16	34,315	34,452	27,452
Painting Contract Liability	17	0	3,425	4,721
Finance Lease Liability	18	4,719	4,719	7,550
		-----	-----	-----
		39,034	42,596	39,723
Net Assets		-----	-----	-----
		639,752	532,295	571,653
Equity		-----	-----	-----
		639,752	532,295	571,653

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

Newtown School
Cash Flow Statement
For the year ended 31 December 2015

	Notes	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
Cash flows from Operating Activities				
Government Grants		629,382	604,588	573,948
Locally Raised Funds		106,720	68,300	91,003
Goods and Services Tax (net)		(1,761)	0	4,740
Payments to Employees		(404,748)	(374,819)	(377,259)
Payments to Suppliers		(250,956)	(260,778)	(226,381)
Interest Paid		(866)	(776)	(776)
Interest Received		6,314	5,000	5,363
Funds Administered on Behalf of Third Parties		9,011	0	0
Net cash from / (to) the Operating Activities		93,096	41,515	70,638
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(239)	0	6,615
Purchase of PPE (and Intangibles)		(29,638)	(22,000)	(10,606)
Purchase of Investments		(5,204)	0	(4,726)
Net cash from / (to) the Investing Activities		(35,081)	(22,000)	(8,717)
Cash flows from Financing Activities				
Furniture and Equipment Grant		0	0	3,540
Finance Lease Payments		(2,595)	0	(2,464)
Painting contract payments		0	0	(14,134)
Net cash from / (to) Financing Activities		(2,595)	0	(13,058)
Net increase/(decrease) in cash and cash equivalents		55,420	19,515	48,863
Cash and cash equivalents at the beginning of the year	9	99,124	99,124	50,261
Cash and cash equivalents at the end of the year	9	154,544	118,639	99,124

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.

2. Government Grants

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Operational grants	489,609	479,938	456,705
Teachers' salaries grants	1,335,747	1,332,167	1,318,758
Use of Land and Buildings grants	324,017	324,017	372,984
Other MoE Grants	172,952	124,650	115,935
	-----	-----	-----
	2,322,325	2,260,772	2,264,382
	=====	=====	=====

3. Locally Raised Funds

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

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Revenue			
Donations	19,435	14,000	16,636
Fundraising	811	500	5,929
Activities	118,649	48,600	64,019
Trading	7,706	5,200	5,882
	-----	-----	-----
	146,601	68,300	92,466
Expenses			
Activities	91	0	40
Trading	8,022	4,500	4,237
Fundraising (cost of raising funds)	0	0	2,000
	-----	-----	-----
	8,113	4,500	6,277
	-----	-----	-----
Surplus for the year Locally raised funds	138,488	63,800	86,189
	=====	=====	=====

4. Learning Resources

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	28,545	43,150	38,321
Extra-curricular activities	20,285	11,200	16,837
Library resources	902	1,000	487
Employee benefits - salaries	1,628,280	1,597,547	1,606,418
Staff development	3,715	5,500	3,243
Rtm	3,970	6,000	6,916
	-----	-----	-----
	1,685,697	1,664,397	1,672,222
	=====	=====	=====

5. Administration

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,761	6,200	5,896
Board of Trustees Fees	1,045	2,500	2,805
Board of Trustees Expenses	4,172	6,000	1,969
Communication	5,007	3,750	7,121
Consumables	18,726	16,750	25,263
Operating Lease	5,721	11,000	3,990
Postage	35	600	689
Other	19,055	19,800	14,696
Employee Benefits - Salaries	56,113	57,439	56,476
Insurance	7,989	8,676	7,601
Service Providers, Contractors and Consultancy	10,560	11,000	10,560
Accrued Leave Expenses	0	0	(6,447)
	-----	-----	-----
	136,184	143,715	130,619
	=====	=====	=====

6. Finance

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Finance Costs	930	776	776
	-----	-----	-----
	930	776	776
	=====	=====	=====

7. Property

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,124	11,100	14,242
Cyclical Maintenance Provision	6,863	7,000	6,863
Grounds	3,325	5,000	7,583
Heat, Light and Water	42,747	43,900	44,006
Rates	1,261	1,375	1,198
Repairs and Maintenance	31,516	31,000	15,756
Use of Land and Buildings	324,017	324,017	372,984
Security	4,565	6,650	4,420
Employee Benefits - Salaries	52,527	52,000	49,816
	-----	-----	-----
	480,945	482,042	516,868
	=====	=====	=====

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

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Equipment, Computers	27,681	27,060	26,059
Furniture, Fittings	20,692	23,067	22,214
Library Books	1,973	1,820	1,753
Leasehold Improvements	24,005	25,232	24,299
Leased Assets	2,831	821	791
	-----	-----	-----
	77,182	78,000	75,116
	=====	=====	=====

Education Services Ltd

9. Cash and Cash Equivalents

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	50	0	50
BNZ 421-00	49,904	118,639	50,295
BNZ 421-25	103,384	0	47,585
BNZ 421-66	1,206	0	1,194
	-----	-----	-----
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	154,544	118,639	99,124
	=====	=====	=====

10. Accounts Receivable

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	47,300	6,454	6,454
Debtor Ministry of Education	3,580	0	0
Interest Accrued	970	0	0
Teacher Salaries Grant Receivable	103,386	122,038	122,038
	-----	-----	-----
	155,236	128,492	128,492
	=====	=====	=====
Receivables from Exchange Transactions	48,270	6,454	6,454
Receivables from Non-Exchange Transactions	106,966	122,038	122,038
	-----	-----	-----
	155,236	128,492	128,492
	=====	=====	=====

Education Services Ltd

11. Inventories

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	244	0	0
	-----	-----	-----
	244	0	0
	=====	=====	=====

12. Investments

The School's investment activities are classified as follows:

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One year	130,813	125,609	125,609

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2015	\$	\$	\$	\$	\$	\$
Equipment, Computers	94,246	28,352	10,201	0	27,681	84,716
Furniture, Fittings	165,671	0	9,098	0	20,692	135,881
Library Books	9,483	1,725	0	0	1,973	9,235
Leasehold Improvements	182,288	0	0	0	24,005	158,283
Leased Assets	10,534	0	0	0	2,831	7,703
Balance at 31 December 2015	462,222	30,077	19,299	0	77,182	395,818

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2015	\$	\$	\$
Equipment, Computers	333,542	248,826	84,716
Furniture, Fittings	476,706	340,825	135,881
Library Books	73,477	64,242	9,235
Leasehold Improvements	567,114	408,831	158,283
Leased Assets	11,325	3,622	7,703
Balance at 31 December 2015	1,462,164	1,066,346	395,818

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2014	\$	\$	\$	\$	\$	\$
Equipment, Computers	115,454	4,851	0	0	26,059	94,246
Furniture, Fittings	183,404	4,481	0	0	22,214	165,671
Library Books	7,451	3,785	0	0	1,753	9,483
Leasehold Improvements	206,588	(1)	0	0	24,299	182,288
Leased Assets	6,615	11,325	6,615	0	791	10,534
Balance at 31 December 2014	519,512	24,441	6,615	0	75,116	462,222

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2014	\$	\$	\$
Equipment, Computers	394,862	300,616	94,246
Furniture, Fittings	500,461	334,790	165,671
Library Books	71,752	62,269	9,483
Leasehold Improvements	568,304	386,016	182,288
Leased Assets	11,325	791	10,534
Balance at 31 December 2014	1,546,704	1,084,482	462,222

Education Services Ltd

14. Accounts Payable

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	47,520	37,303	37,303
Banking Staffing Overuse	0	34,170	34,170
Employee Benefits Payable - Salaries	103,386	122,038	122,038
Employee Benefits Payable - Leave Accrual	4,638	4,638	4,638
	-----	-----	-----
	155,544	198,149	198,149
	=====	=====	=====
Payables for Exchange Transactions	155,544	163,979	163,979
Payables for Non-Exchange Transactions	0	34,170	34,170
	-----	-----	-----
	155,544	198,149	198,149
	=====	=====	=====

The carrying value of payables approximates their fair value.

Education Services Ltd

15. Revenue Received in Advance

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income In Advance	0	4,000	4,000
	-----	-----	-----
	0	4,000	4,000
	=====	=====	=====

16. Provision for Cyclical Maintenance

	2015	2015 Budget	2014
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	27,452	27,452	20,589
Increase to the Provision During the Year	6,863	7,000	6,863
	-----	-----	-----
Provision at the End of the Year	34,315	34,452	27,452
	=====	=====	=====
Cyclical Maintenance - Term	34,315	34,452	27,452
	-----	-----	-----
	34,315	34,452	27,452
	=====	=====	=====

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2015. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

17. Painting Contract Liability

	2015	2015 Budget	2014
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Liability	6,861	11,994	11,994
Non Current Liability	0	3,425	4,721
	-----	-----	-----
	6,861	15,419	16,715
	=====	=====	=====

In 2010 the Board signed an agreement with Programmed Maintenance Services (the contractor) for an agreed programme of work covering a eight year period. The program provides for one exterior repaint of the Ministry owned buildings in 2010, with regular maintenance in subsequent years. The agreement has an annual commitment of \$11,994. 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.

18. Finance Lease Liability

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

	2015	2015 Budget	2014
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	2,831	2,831	2,831
Later than One Year and no Later than Five Years	4,719	4,719	7,550
	-----	-----	-----
	7,550	7,550	10,381
	-----	-----	-----
Total (Current Liability plus Non Current Liability)	7,550	7,550	10,381
	=====	=====	=====

19. Funds held for Third Parties

	2015	Opening Balance \$	Receipts \$	Payments \$	Closing Balance \$
Teacher-Led Innovation Fund		0	24,675	21,808	2,867
		-----	-----	-----	-----
		0	24,675	21,808	2,867
		=====	=====	=====	=====

20. Related Party Transactions

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.

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.

21. Remuneration

Key management personnel compensation

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

	2015 Actual	2014 Actual
	\$	\$
Salaries and Other Short-term Employee Benefits (4 FTEs)	377,430	391,563
Post-employment Benefits	-	-
Other Long-term Benefits	-	-
Termination Benefits	-	-
	-----	-----
	377,430	391,563

Board of Trustee and Committee Members

The total value of the remuneration disclosed above which was paid or payable to trustees of the Board and Committee members was as follows:

		2015 Actual	2014 Actual
		\$	\$
Board of Trustees (FTEs)	0.2	1,045	2,805
Committee Members		0	0
		-----	-----
		1,045	2,805

Principal

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

	2015 Actual	2014 Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	120-130
Benefits and Other Emoluments	15-16	10-20
Termination Benefits	-	-

Other Employees

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

Remuneration	2015 FTE Number	2014 FTE Number
\$000		
100 - 110	-	-
	-----	-----
	0	0

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

22. 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 members, 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:

	2015 Actual	2014 Actual
Total value	-	-
Number of people	-	-

23. Contingencies

There are no contingent assets or contingent liabilities as at 31 December 2015 (Contingent liabilities and assets at 31 December 2014: nil).

24. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2015 (Capital commitments at 31 December 2014: nil).

(b) Operating Commitments

The School has the following obligations for non-cancellable leases at balance date:

	2015 Actual	2014 Actual
	\$	\$
No later than one year	4,490	2,345
Later than one year and no later than five years	4,642	1,723
	-----	-----
	9,132	4,068
	=====	=====

The School has entered into an agreement with Programmed Maintenance Services for painting of the School's buildings. The amount committed on the contract is:

	2015 Actual	2014 Actual
	\$	\$
No later than one year	2,140	2,140
Later than one year and no later than five years	14,987	17,127
	-----	-----
	17,127	19,267
	=====	=====

25. Managing Capital

The School 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.

26. Financial Instruments

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

Cash and receivables

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash and Cash Equivalents	154,544	118,639	99,124
Receivables	155,236	128,492	128,492
Investments - Term Deposits	130,813	125,609	125,609
	-----	-----	-----
Total Cash and Receivables	440,593	372,740	353,225
	=====	=====	=====

Financial liabilities measured at amortised cost

Payables	155,544	198,149	198,149
Painting Contracts	6,861	15,419	16,715
Finance Leases	7,550	7,550	10,381
	-----	-----	-----
Total Financial Liabilities Measured at Amortised Cost	169,955	221,118	225,245
	=====	=====	=====

27. Events After Balance Date

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

28. Comparative Figures

Some comparative figures have been restated to ensure compliance with the Ministry of Education's Kiwi Park School model financial statements. Compliance with the model is compulsory from this year. This change does not materially alter the financial statements.



BDO WELLINGTON

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NEWTOWN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2015

The Auditor-General is the auditor of Newtown School (the School). The Auditor-General has appointed me, Henry McClintock, using the staff and resources of BDO Wellington, to carry out the audit of the financial statements of the School on her behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 25, that comprise the Statement of financial position as at 31 December 2015, 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 2015; and
 - Its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand and have been prepared in accordance with the Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 7 June 2016. This is the date at which our opinion is expressed.

The basis of our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees and our responsibilities, and we explain our independence.

Basis of opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the International Standards on Auditing (New Zealand). Those standards require that we comply with ethical requirements and plan and carry out our audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

Material misstatements are differences or omissions of amounts and disclosures that, in our judgement, are likely to influence readers' overall understanding of the financial statements. If we had found material misstatements that were not corrected, we would have referred to them in our opinion.

An audit involves carrying out procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgement, including our assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the preparation of the School's financial statements 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.

As part of our audit, we assessed 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.

An audit also involves evaluating:

- the appropriateness of accounting policies used and whether they have been consistently applied;
- the reasonableness of the significant accounting estimates and judgements made by the Board of Trustees;
- the adequacy of the disclosures in the financial statements; and
- the overall presentation of the financial statements.

We did not examine every transaction, nor do we guarantee complete accuracy of the financial statements.

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

Responsibilities of the Board of Trustees

The Board of Trustees is responsible for the preparation and fair presentation of financial statements for the School that comply with generally accepted accounting practice in New Zealand.

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

The Board of Trustees is also responsible for such internal control as it determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. The Board of Trustees is also responsible for the publication of the financial statements, whether in printed or electronic form.

Responsibilities of the Auditor

We are responsible for expressing an independent opinion on the financial statements and reporting that opinion to you based on our audit. Our responsibility arises from the Public Audit Act 2001.

Independence

When carrying out the audit, we followed the independence requirements of the Auditor-General, which incorporate the independence requirements of the External Reporting Board.

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



Henry McClintock
BDO Wellington
On behalf of the Auditor-General

Notes to the Financial Statements

For the year ended 31 December 2015

1. Statement of Significant Accounting Policies

For the year ended 31 December 2015

a) Reporting Entity

Newtown 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 is of the view 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 2015 to 31 December 2015 and in accordance with the requirements of the Public Finance Act 1989.

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 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. These financial statements are the first set of financial statements presented in accordance with the new PBE accounting standards.

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

In preparing these financial statements the School has made estimates and assumptions concerning the future in regard to asset lives, provisions for cyclical maintenance and impairment of assets. Where these estimates and assumptions are considered critical by the School, they are disclosed in the relevant note below.

c) Income Recognition**Government 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 income when their receipt is formally acknowledged by the School.

Interest income

Interest income on cash and cash equivalents and investments is recorded as income 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 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 Income 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.

i) Inventories

Inventories are consumable items held for sale, for example 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. The write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Income 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 of between three months and one year. Those with maturities greater than 12 months after the balance date are classified as non-current assets.

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

Share investments held by the School are measured at fair value. If shares do not have a quoted market price in an active market and fair value cannot be reliably measured, the shares are measured at cost. Any movements in shares measured at fair value are recognised in equity.

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 in the Statement of Comprehensive Income.

The School has met the requirements under section 73 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Income.

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 Income.

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.

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 Income.

The estimated useful lives of the assets are:

Building improvements – Crown	10–20 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets	4 years
Library resources	12.5% Diminishing value

I) 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 Income when incurred.

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

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 Income.

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.

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. 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 fees that has been received by the School where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) Provision for Cyclical Maintenance

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside the 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 10-year property plan (10YPP).

t) Financial Assets and Liabilities

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

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.

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) Goods and Services Tax (GST)

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

w) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board of Trustee

y) 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.