



**1361**

**ANNUAL REPORT AND  
FINANCIAL STATEMENTS  
2018**

# **Marlborough School**

## **Annual Report for the year ended 31 December 2018**

<b>Ministry Number:</b>	1361
<b>Principal:</b>	Sue Buckley
<b>School Address:</b>	4 Wykeham Place, North Shore City
<b>School Postal Address:</b>	4 Wykeham Place, North Shore City
<b>School Phone:</b>	09 481 0365
<b>School Email:</b>	<a href="mailto:accounts@marlboroughprimary.school.nz">accounts@marlboroughprimary.school.nz</a>
<b>Service Provider:</b>	Edtech Financial Services Ltd

## Marlborough School

# Members of the Board of Trustees

For the year ended 31 December 2018

Name	Position	How position on Board gained	Occupation	Term expired/expires
Anthony Wrigley	Chairperson	Elected June 2013	ICT	June 2019
Matt Carroll	Parent Representative	June 2013	AUT Lecturer	June 2019
Maggie Hu	Parent Representative	June 2016	Shop Sales Rep	June 2019
Andrew Dickson	Parent Representative	June 2016	ICT	June 2019
Cherie Holland	Parent Representative	June 2016	Lawyer	June 2019
Ria Henty	Staff Representative	June 2016	Teacher	June 2019
Sue Buckley	Principal		Principal	

# **Marlborough School**

## **Annual Report**

For the year ended 31 December 2018

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**Marlborough School**  
**Statement of Responsibility**  
For the year ended 31 December 2018

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 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board.

ANTHONY WAITLEY

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

28/5/2019

Date:

SOZANNE BUCKLEY

Full Name of Principal

[Signature]

Signature of Principal

28/05/2019

Date:

# Marlborough School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Revenue</b>				
Government Grants	2	2,966,451	2,419,056	2,322,521
Locally Raised Funds	3	102,613	57,300	92,737
Interest Earned		6,107	3,996	5,074
International Students	4	20,404	9,996	11,289
		<u>3,095,575</u>	<u>2,490,348</u>	<u>2,431,621</u>
<b>Expenses</b>				
Locally Raised Funds	3	50,240	9,492	25,586
International Students	4	765	-	174
Learning Resources	5	1,655,926	1,509,540	1,361,516
Administration	6	98,714	100,428	107,956
Finance Costs		4,472	-	4,535
Property	7	976,361	787,608	881,304
Depreciation	8	74,627	50,004	66,519
Loss on Disposal of Property, Plant and Equipment		<u>2,720</u>	<u>-</u>	<u>11,912</u>
		<u>2,863,825</u>	<u>2,457,072</u>	<u>2,459,502</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>231,750</b>	<b>33,276</b>	<b>(27,881)</b>
<b>Other Comprehensive Revenue and Expenses</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>231,750</b></u>	<u><b>33,276</b></u>	<u><b>(27,881)</b></u>

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

**Marlborough School****Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2018

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Balance at 1 January	479,009	479,009	501,495
Total comprehensive revenue and expense for the year	231,750	33,276	(27,881)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	7,402	-	5,395
Equity at 31 December	718,161	512,285	479,009
Retained Earnings	718,161	512,285	479,009
Equity at 31 December	718,161	512,285	479,009

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

# Marlborough School

## Statement of Financial Position

As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	446,197	393,226	326,123
Accounts Receivable	10	228,838	145,051	111,137
GST Receivable		3,765	10,000	12,409
Prepayments		1,112	1,500	1,449
Inventories	11	473	850	745
		<b>680,385</b>	<b>550,627</b>	<b>451,863</b>
<b>Current Liabilities</b>				
Accounts Payable	13	112,775	116,500	108,079
Revenue Received in Advance	14	6,848	14,000	6,840
Provision for Cyclical Maintenance	15	23,200	21,700	18,300
Finance Lease Liability - Current Portion	16	28,728	20,316	20,316
		<b>171,551</b>	<b>172,516</b>	<b>153,535</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>508,834</b>	<b>378,111</b>	<b>298,328</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	276,244	190,624	240,628
		<b>276,244</b>	<b>190,624</b>	<b>240,628</b>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	40,250	44,450	45,250
Finance Lease Liability	16	26,667	12,000	14,697
		<b>66,917</b>	<b>56,450</b>	<b>59,947</b>
<b>Net Assets</b>		<b>718,161</b>	<b>512,285</b>	<b>479,009</b>
<b>Equity</b>		<b>718,161</b>	<b>512,285</b>	<b>479,009</b>

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



# Marlborough School

## Statement of Cash Flows

For the year ended 31 December 2018

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		590,814	490,060	485,798
Locally Raised Funds		95,383	64,760	105,784
International Students		24,662	15,996	13,879
Goods and Services Tax (net)		8,644	-	(2,401)
Payments to Employees		(240,769)	(170,520)	(181,165)
Payments to Suppliers		(280,102)	(292,902)	(316,736)
Interest Paid		(4,472)	-	(4,535)
Interest Received		6,106	4,045	5,076
<b>Net cash from / (to) the Operating Activities</b>		<b>200,266</b>	<b>111,439</b>	<b>105,700</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	(11,912)
Purchase of PPE (and Intangibles)		(65,584)	10,220	(39,684)
<b>Net cash from / (to) the Investing Activities</b>		<b>(65,584)</b>	<b>10,220</b>	<b>(51,596)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		7,402	-	5,395
Finance Lease Payments		(22,010)	15,529	(21,007)
Funds Held for Capital Works Projects		-	(32,970)	(32,971)
<b>Net cash from / (to) Financing Activities</b>		<b>(14,608)</b>	<b>(17,441)</b>	<b>(48,583)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>120,074</b>	<b>104,218</b>	<b>5,521</b>
Cash and cash equivalents at the beginning of the year	9	326,123	289,008	320,602
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>446,197</b>	<b>393,226</b>	<b>326,123</b>

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.

# Marlborough School

## Notes to the Financial Statements

For the year ended 31 December 2018

### 1. Statement of Accounting Policies

#### Reporting Entity

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

#### Basis of Preparation

##### Reporting Period

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

##### Basis of Preparation

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

##### Financial Reporting Standards Applied

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

##### PBE Accounting Standards Reduced Disclosure Regime

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

##### Measurement Base

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

##### Presentation Currency

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

##### Specific Accounting Policies

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

##### Critical Accounting Estimates And Assumptions

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

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

##### Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

## **Marlborough School**

# **Notes to the Financial Statements (cont.)**

For the year ended 31 December 2018

### ***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 16.

#### ***Recognition of grants***

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

### **Revenue Recognition**

#### ***Government Grants***

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

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

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

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

#### ***Other Grants***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

#### ***Use of Land and Buildings Expense***

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

#### ***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.

#### ***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.

## **Marlborough School**

# **Notes to the Financial Statements (cont.)**

For the year ended 31 December 2018

### **Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

### **Accounts Receivable**

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

### **Inventories**

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

### **Investments**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

### **Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$300 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.

### **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.

## Marlborough School

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### **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:

Buildings - School	8-50 years
Furniture and equipment	3-10 years
Information and communication technology	5-10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

### **Impairment of property, plant, and equipment**

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

### **Non cash generating assets**

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

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

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

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

### **Accounts Payable**

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

### **Employee Entitlements**

#### **Short-term employee entitlements**

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

### **Revenue Received in Advance**

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

The School holds sufficient funds to enable the refund of unearned fees in relation to this revenue received in advance, should the School be unable to provide the services to which they relate.

## **Marlborough School**

# **Notes to the Financial Statements (cont.)**

For the year ended 31 December 2018

### **Provision for Cyclical Maintenance**

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

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

### **Financial Assets and Liabilities**

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

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

### **Goods and Services Tax (GST)**

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

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

### **Budget Figures**

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

### **Services received in-kind**

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

# Marlborough School

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 2 Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	553,643	358,752	414,842
Teachers' salaries grants	1,444,961	1,308,540	1,158,300
Use of Land and Buildings grants	826,493	655,656	734,721
Resource teachers learning and behaviour grants	1,863	-	-
Other MoE Grants	139,491	96,108	9,786
Other government grants	-	-	4,872
	<u>2,966,451</u>	<u>2,419,056</u>	<u>2,322,521</u>

### 3 Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
Donations	47,545	33,996	49,501
Fundraising	7,494	6,600	7,310
Trading	2,905	2,496	2,668
Activities	44,669	14,208	33,258
	<u>102,613</u>	<u>57,300</u>	<u>92,737</u>
<b>Expenses</b>			
Activities	44,864	3,996	23,526
Trading	3,184	2,496	2,777
Fundraising costs	2,192	3,000	-
Transport (local)	-	-	(717)
	<u>50,240</u>	<u>9,492</u>	<u>25,586</u>
	<u>52,373</u>	<u>47,808</u>	<u>67,151</u>

Surplus/ (Deficit) for the year Locally Raised Funds

### 4 International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Student Roll	2	1	11
	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>			
International student fees	20,404	9,996	11,289
<b>Expenses</b>			
International student levy	765	-	174
	<u>765</u>	<u>-</u>	<u>174</u>
	<u>19,639</u>	<u>9,996</u>	<u>11,115</u>

Surplus/ (Deficit) for the year International Students

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 5 Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	24,840	27,228	17,444
Information and communication technology	11,087	40,860	34,949
Library resources	412	492	1,192
Employee benefits - salaries	1,592,874	1,388,364	1,241,341
Staff development	26,713	52,596	66,590
	<u>1,655,926</u>	<u>1,509,540</u>	<u>1,361,516</u>

### 6 Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	4,391	7,500	7,500
Board of Trustees Fees	4,175	4,596	4,170
Board of Trustees Expenses	10,161	5,604	12,936
Communication	3,482	3,504	3,496
Consumables	13,382	12,792	13,551
Other	4,257	4,596	4,307
Employee Benefits - Salaries	45,419	46,200	46,885
Insurance	3,223	3,504	2,927
Service Providers, Contractors and Consultancy	10,224	12,132	12,184
	<u>98,714</u>	<u>100,428</u>	<u>107,956</u>

### 7 Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	10,135	9,708	7,560
Consultancy and Contract Services	22,233	26,004	24,000
Cyclical Maintenance Expense	1,900	6,000	11,650
Grounds	16,844	8,556	9,922
Heat, Light and Water	18,299	15,996	16,402
Rates	87	96	88
Repairs and Maintenance	26,258	14,100	16,621
Use of Land and Buildings	826,493	655,656	734,721
Security	6,243	6,996	8,005
Employee Benefits - Salaries	47,869	44,496	52,335
	<u>976,361</u>	<u>787,608</u>	<u>881,304</u>

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



# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 8 Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings	1,712	1,000	1,712
Furniture and Equipment	29,750	22,004	27,397
Information and Communication Technology	14,957	10,000	13,960
Leased Assets	26,095	15,000	21,080
Library Resources	2,113	2,000	2,370
	<u>74,627</u>	<u>50,004</u>	<u>66,519</u>

## 9 Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	200	200	200
Bank Current Account	425,250	363,026	309,041
Bank Call Account	20,747	30,000	18,369
Bank Overdraft	-	-	(1,487)
Cash and cash equivalents for Cash Flow Statement	<u>446,197</u>	<u>393,226</u>	<u>326,123</u>

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

## 10 Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	2,980	-	-
Receivables from the Ministry of Education	26,167	30,000	29,570
Interest Receivable	6	51	5
Bank Staffing Underuse	102,279	30,000	-
Teacher Salaries Grant Receivable	<u>97,406</u>	<u>85,000</u>	<u>81,562</u>
	<u>228,838</u>	<u>145,051</u>	<u>111,137</u>
Receivables from Exchange Transactions	2,986	51	5
Receivables from Non-Exchange Transactions	<u>225,852</u>	<u>145,000</u>	<u>111,132</u>
	<u>228,838</u>	<u>145,051</u>	<u>111,137</u>

## 11 Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	473	850	745
	<u>473</u>	<u>850</u>	<u>745</u>

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	34,974	-	-	-	(1,712)	33,262
Furniture and equipment	118,352	58,643	(1,326)	-	(29,750)	145,919
Information and communication technology	37,557	5,358	-	-	(14,957)	27,958
Leased assets	33,629	47,379	-	-	(26,095)	54,913
Library resources	16,116	1,583	(1,394)	-	(2,113)	14,192
Balance at 31 December 2018	240,628	112,963	(2,720)	-	(74,627)	276,244

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	119,599	(86,337)	33,262
Furniture and equipment	498,043	(352,124)	145,919
Information and communication technology	108,288	(80,330)	27,958
Leased assets	114,447	(59,534)	54,913
Library resources	70,232	(56,040)	14,192
Balance at 31 December 2018	910,609	(634,365)	276,244

The net carrying value of equipment held under a finance lease is \$54,913 (2017: \$33,629).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	36,686	-	-	-	(1,712)	34,974
Furniture and equipment	108,258	39,116	(1,625)	-	(27,397)	118,352
Information and communication technology	49,190	10,574	(8,247)	-	(13,960)	37,557
Leased assets	29,944	24,765	-	-	(21,080)	33,629
Library resources	18,621	249	(384)	-	(2,370)	16,116
Balance at 31 December 2017	242,699	74,704	(10,256)	-	(66,519)	240,628

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	119,599	(84,625)	34,974
Furniture and equipment	439,629	(321,277)	118,352
Information and communication technology	102,930	(65,373)	37,557
Leased assets	67,068	(33,439)	33,629
Library resources	76,352	(60,236)	16,116
Balance at 31 December 2017	805,578	(564,950)	240,628

# Marlborough School

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 13 Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	6,252	18,000	13,245
Accruals	4,536	8,500	9,123
Employee Entitlements - salaries	98,598	85,000	82,658
Employee Entitlements - leave accrual	3,389	5,000	3,053
	<u>112,775</u>	<u>116,500</u>	<u>108,079</u>
Payables for Exchange Transactions	112,775	116,500	108,079
	<u>112,775</u>	<u>116,500</u>	<u>108,079</u>

The carrying value of payables approximates their fair value.

### 14 Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
International Student Fees	6,848	6,000	2,590
Other	-	8,000	4,250
	<u>6,848</u>	<u>14,000</u>	<u>6,840</u>

### 15 Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	63,550	63,550	51,900
Increase to the Provision During the Year	1,900	6,000	11,650
Use of the Provision During the Year	(2,000)	(3,400)	-
Provision at the End of the Year	<u>63,450</u>	<u>66,150</u>	<u>63,550</u>
Cyclical Maintenance - Current	23,200	21,700	18,300
Cyclical Maintenance - Term	<u>40,250</u>	<u>44,450</u>	<u>45,250</u>
	<u>63,450</u>	<u>66,150</u>	<u>63,550</u>

### 16 Finance Lease Liability

The school has entered into a number of finance lease agreements for various IT equipment including smartboard, projectors and laptops.

Minimum lease payments payable (includes interest portion):

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	32,737	20,316	21,942
Later than One Year and no Later than Five Years	<u>28,702</u>	<u>12,000</u>	<u>15,356</u>
	<u>61,438</u>	<u>32,316</u>	<u>37,298</u>

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 17 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:

					BOT Contribution/ (Write-off to R&M)	
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Multipurpose Hall	Completed	(13,069)	-	-	13,069	-
Block 6&7 classroom	in progress	(11,595)	24,514	12,919	-	-
Stairs, Landing & Handrail	in progress	(4,906)	4,906	-	-	-
SYA Plan	in progress	-	26,167	-	-	26,167
Totals		(29,570)	55,587	12,919	13,069	26,167

Represented by:

Funds Due from the Ministry of Education

26,167

					BOT Contribution/ (Write-off to R&M)	
	2017	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Multipurpose Hall	Completed	32,971	-	46,040	-	(13,069)
Block 6&7 classroom	in progress	-	78,480	90,075	-	(11,595)
Stairs, Landing & Handrail	in progress	-	35,919	40,825	-	(4,906)
Totals		32,971	114,399	176,940	-	(29,570)

## 18 Related Party Transactions

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

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

# Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

## 19 Remuneration

### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,175	4,170
Full-time equivalent members	-	0.05
<i>Leadership Team</i>		
Remuneration	313,504	312,928
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	317,679	317,098
Total full-time equivalent personnel	3.00	3.05

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:

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	120-130
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	-	-

### Other Employees

No other employee received total remuneration over \$100,000 (2017: Nil).

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

## 20 Compensation and Other Benefits Upon Leaving

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

## Notes to the Financial Statements (cont.)

For the year ended 31 December 2018

### 21 Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018.

(Contingent liabilities and assets as at 31 December 2017: nil)

#### Holidays Act Compliance – schools payroll

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

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

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

### 22 Commitments

#### (a) Capital Commitments

The Board considers there to be no contractual commitments at the above date other than those disclosed in the preceding financial statements and detailed below.

(Capital commitments as at 31 December 2017: nil)

#### (b) Operating Commitments

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

- operating lease for laptops
- operating lease for computers

No later than One Year

2018 Actual \$	2017 Actual \$
-	4,205
-	4,205

### 23 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.

### 24 Financial Instruments

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Loans and Receivables</b>			
Cash and Cash Equivalents	446,197	393,226	326,123
Receivables	228,838	145,051	111,137
<b>Total Loans and Receivables</b>	<b>675,035</b>	<b>538,277</b>	<b>437,260</b>
<b>Financial liabilities measured at amortised cost</b>			
Payables	112,775	116,500	108,079
Finance Leases	55,395	32,316	35,013
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>168,170</b>	<b>148,816</b>	<b>143,092</b>

### 25 Events After Balance Date

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

## Analysis of Variance Reporting



<b>Strategic Aim:</b>	<p>To improve the learning outcomes for all students in <b>Writing</b>, particularly Maori, Pasifika and students with special needs.</p> <p>To increase the students' knowledge about writing across the school.</p>
<b>Annual Aim:</b>	<p>To have at least 90% of all students 'At' or 'Above' the expected Standard by the end of the year and increase the number of students in the 'Above' category.</p> <p>To have 93% of our Maori students (20 students) and 89% of our Pasifika students (16 students) working 'At' expected standard</p> <p>A focus is also on Boys achievement and the COL goal is to have 80% (108 students) writing 'At' expected standard</p>
<b>Target:</b>	<p>As a school our goal was for 90% of all students to be working 'At' or 'Above' the expected Standard for their age, based on information from 'check points' (Team or whole school moderation)</p> <p>Teachers will target those students who are, at risk of being at 'Below' or 'Well Below' expected standard by the end of the year.</p> <p>These students have been identified and are expected to be further supported by English Language Assistants and Learning Support groups and in-class programme adaptations.</p>
<b>Baseline Data:</b>	<p>Looking at the school wide Overall Teacher Judgements (OTJ) from November 2018 has informed MPS as to which students are working 'Below' or 'Well below' the expected standard for their time at school or end of year standard. These students formed target groups for 2018 and teachers are aware if they are in their class.</p> <p>Professional learning groups occur in year group teams to discuss ways to support the target students and to share successes.</p> <p>Student's needs are identified and differentiated for within the class programme.</p> <p>The target group is approximately 6.1% of the school.</p> <p>All teachers will monitor and track students from the target group within their class, within their teams and the termly data is shared with the SENCo and Principal.</p>

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>At the start of the year on Teacher only day, each teacher reviewed the data on students who were assessed at the end of year as achieving at the 'Below' or 'Well Below' expected standard and they also looked at them as a year level team and discussed ways to accelerate their progress</p> <p>Target students were also further classified as to whether they had ESOL support, identified as CWSN and had specific needs and which students had access to support programmes</p> <p>The identified target student groups – Year 5 and 6, Year 3 and 4 and a year 5 and 6 ESOL group had additional support from the Learning Support Teacher who ran the Te Whare Rama writing programme as introduced through RTLB in 2017.</p>	<p>We did not meet our expectations as we achieved 84.5% of students working 'At' or 'Above' expected Standard for their age and time at school.</p> <p>Thirty-two students were identified in November 2018 as working at 'Below' the expected standard. Sixteen students were identified as working at 'Well Below' the expected standard</p> <p>Of the sixteen student working at 'Well Below' expected standard, five students identified as having special needs and were receiving additional support from external agencies. Eleven identified as having or had ESOL support,</p> <p>Of the thirty-two students, working at 'Below' the expected standard 18 had or were receiving ESOL support in class. Three were identified as having specific learning needs and have additional support.</p> <p>The Learning Support teacher provided additional writing support for a group of 16 year 3/4 students in Term 1 and Term 2. This was then revised for a group of 34 students in year 3/4 in Term 3 and 4.</p>	<p>The students identified as working at 'Well Below' and 'Below' standard after 40 weeks of school had a focus on writing within their class programme. It focussed on how to write quickly, not focused on spelling correctly or punctuating, but on becoming a risk taker. Write to communicate.</p> <p>The years 3 to 6 students had support from the learning support teacher who had previously attended the RTLB writing programme called Te Whare Rama for reluctant writers. The benefits of this approach to writing was continually shared through staff meetings. The impact of this programme where the emphasis was on building writing over time, inspired many students to write with detail to convey their stories clearly.</p> <p>By the end of the 2018 we had 3 students working at 'Well Below' expected standard and of those 2 received CWSN support. The support teacher of Learning in Term 1 and Term 2 had 16 year 3/4 students working in a group to increase their writing abilities- focus on getting ideas down and expanding their vocabulary. Of the initial 16 students by the end of the year only 8 remained at the Below expected standard.</p>	<p>Greater use of RTLB and RT LIT referrals for those students at risk of not achieving standard. Meetings with RTLB and RTLIT to discuss strategies to support students and teachers</p> <p>Staff meetings on accelerating students at risk with support of Rt.LIT and RTLB service</p> <p>Review of special programmes that are administered by teacher aides to ensure that they meet the needs of the current students at risk. To upskill teacher aide knowledge of writing strategies to support these specific students</p> <p>For teachers to use the MPS writing progressions with the students, so that the students are empowered to identify where they are at, and to identify next steps with support from home and school. To be used at Celebration of Learning and 3 way conferences to share where they are at and their next steps</p> <p>Celebration of Learning meetings and 3 way conferences to have a greater focus on students verbalising their own learning and what their next steps are. (reinforcing locus of control) for students</p> <p>Year 1 teachers' greater analysis of 6-week data and 6-year net data to</p>



<p>A support group for two Year 5 and year 6 ESOL students ran in Term 1 and 2.</p> <p>The COL goal of achieving 80% (108 students) of boys writing 'At' or 'Above' expected standard was achieved as we achieved 79.6% (125 students)</p> <p>The COL goal of expecting 93% (21 students) of Maori students writing 'At' or 'Above' standard was achieved, we achieved 95.2% (20 students)</p> <p>The COL goal of expecting 89% (11 students) of Pacifica students writing 'At' or 'Above' expectation was not achieved as we achieved 72.7%. (8 students)</p> <p>In the PAT data results from the Year 3-6 students, we had 5 children who achieved Distinction in Spelling, 3 Merits, 7 Credits and we also had 2 Distinctions, 5 Credits and 2 Merits in English</p> <p>Of the 3 identified at start of year as working at 'Well Below' expectation – 2 were identified as CWSN and have MOE in-class support, and one child has moved to working 'At' expected standard.</p> <p>Of the 18 identified as working 'Below' expectation at the start of the year 13 have moved to working 'At/Above' expected standard, 2 remain working 'Below' expectation and they receive ESOL support. Two students moved from 'Below' to 'well Below' expected</p>	<p>In Terms 3 and Term 4 the support teacher of Literacy had three groups of Year 3 and Year students (34 students) working with focussing on writing skills, writing faster, planning stories before writing etc- developing graphic writing organiser plans. This support enabled this students to make gains and at the end of the year. Of the identified 36 students working below expectation mid-year, by the end of the year 20 students remained a concern. Of those 20 students, 13 students were identified as having ESOL support.</p>	<p>Identify areas to focus on with Deliberate Acts of Teaching (DAT's), to share at team meetings and PLG's.</p> <p>Greater use of fine motor skill development to enhance pencil grip and letter formation and to increase the amount of ideas written down</p> <p>To support learning of editing skills- firstly to identify error and then to try to fix by their self, with peer and then teacher support.</p> <p>Peer and self -assessment whereby students can identify with each other what they have achieved and what they need to work on next- verbalising their needs and aspirations</p> <p>Year 3-6 students from 2017 have access to chromebooks, to ensure that those who like to write on Chromebooks have many opportunities to do so.</p> <p>Year 3-6 emphasis on grammar revision- full stops and capital letters- back to basics, letter formation Modelling and shared writing experiences.</p> <p>Sharing their writing orally with others at all levels.</p> <p>Use of graphic organisers at years 3-6 Year 5-6 -daily writing in diaries, focus on letter formation and verbalising their learning</p>
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	standard- one identified as CWSN and receives ICS	<p>All PLG's to identify good practice of what they did to move students and to share with others- minutes will reflect dialogue and good practice</p> <p>Learning support teacher will attend team meetings of students she works with to add to good practice discussions</p> <p>Continue use of New Entrant parents meetings- so parents are informed and shown how to support and help their children from first starting at school</p> <p>Working with Kaipatiki COL to streamline practice across schools and to identify good practice and share across and within COL</p>
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#### Planning for next year:

- To identify students from year end of Term data, to identify their specific learning needs and plan programmes that will start to address the identified gaps
- To use the Visible Learning professional development in conjunction with previous AFL professional development to strengthen teacher practice
- To use the Visible Learning professional development to strengthen the student's locus of control to be able to articulate their learning and the next steps
- To continue to use the professional development of Te Whare Rama to support reluctant writers
- To share good practice at staff meetings and to regularly celebrate student successes
- To monitor target student progress twice per term at team meetings and also with SENCo and Principal
- To have a focus on accelerated learning- to close-bridge the gap- what needs to happen – PLG and staff meetings
- To assess for baseline data for all new students to identify their needs earlier
- To use the writing progression sheets with the students so they can identify their own next steps and provide strategies and ways in which they can master their next steps
- To use the writing progression moderation sheets and review samples work of within team and across school for consistency to further extend the exemplars for writing at Marlborough Primary School
- To ensure that staff knowledge and experiences allow them to teach successfully the expected indicators of success
- To continue with Professional development identified and supported through the COL focus

## Analysis of Variance Reporting



<b>School Name:</b>	Marlborough Primary	<b>School Number:</b>	1361
<b>Strategic Aim:</b>	Improve the learning outcomes for all students in Maths, particularly Maori, Pasifika and students with special learning needs. To increase the Basic Fact and place Value knowledge of all students throughout the school.		
<b>Annual Aim:</b>	By the end of 2019, 90+% of all students will be working 'At' or 'Above' the expected Standard for their age or time at school. A specific COL focus is to have 90% (20 Maori students) and 85% (16 Pasifika students) working 'At' standard		
<b>Target:</b>	90+% of all students to be working 'At' or 'Above' Expected Standard in Mathematics by November 2019. The Year 4 students are identified as a target group who will be closely monitored and tracked within their team and by the SENCo. Their knowledge, use and understanding of Basic Facts and Place Value will steadily improve and will be reflected in their problem solving skills and in their achievement results		
<b>Baseline Data:</b>	<b>Using schoolwide data</b> The identified students will be closely monitored during Term 1 within the class programme and will work in Term 2 and Term 3 if required with a teacher aide to support their acquisition of basic facts – with the focus on automaticity and accuracy, thus building confidence within their ability to work with numbers and within authentic situations. The other students will continue to work with the class and teacher towards maintaining 'At' and moving towards attaining 'Above' standard throughout the year.		

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>Reviewed the assessment data collected in November 2018 with teachers and determine the specific learning that needed to occur for target students</p> <p>At the end of the year, 19 students were working 'Below' or 'Well below'</p> <p>The teachers ascertained that the students had the ability to achieve the expected standard, but it was their lack of knowledge of number Place Value and the ability to recall instantly the basic facts answers – and they were still working with materials.</p> <p>Also they did not know how to manipulate numbers or see the patterns in 'numberbonds' and 'number families' to solve problems</p>	<p>We surpassed the set target of 85% of students working 'At' or 'Above' the expected Standard and achieved 94.4%.</p> <p>At the end of the year nineteen students were working at 'Below' or "Well below" expected standard for their age</p> <p>8/19 of the students working at 'Below' or 'Well Below' standard did not start their school as a 5 year old at Marlborough Primary School</p> <p>3 students were identified as requiring additional support.</p> <p>8 student receive additional learning support for ESOL</p> <p>Of the 5 students identified as working 'Well Below' expectation, 3 have moved to working 'At or Above' expectation, 1 remains at 'Well Below' and the other student has left the school.</p> <p>Of the 14 students working at "Below" expected standard, 12 have moved to working 'At or Above' expectation. One moved from 'Below' to "Well Below" and is</p>	<p>We achieved 94.4% of students working 'At' or 'Above' the expected Standard for their age and time at school.</p> <p>Of the students working at 'well Below' expectation, three were classified as CWSN</p> <p>Students identified as CWSN were receiving support through RTLB programmes, support classes or MOE education service.</p>	<p>Professional development undertaken by all teachers once per term with an external provider to undertake understanding and completing problem solving in authentic contexts- so children are learning to apply their knowledge in meaningful ways</p> <p>Use of staff meetings to share good practice, ideas and resources and to keep up with current pedagogy</p> <p>Continued moderation of student responses to 'JAM' testing.</p> <p>Teachers seeking clarity to ascertain OTJ decisions.</p> <p>Teachers asking for support in testing results if unsure</p> <p>Data is shared with teachers and the Board at mid and end of year as a mark in time and a chance to re- evaluate programmes and student needs.</p> <p>End of year data is analysed to ensure that the target students are identified early to support them from early Term 1</p>

	<p>identified as CWSN and one has left the school. In the PAT tests administered for year 3-6 students we achieved 4 Distinctions, 3 Merits and 14 Credits</p>		<p>Continued use of Mathletics as home/school learning tool as well as other electronic programmes</p>
<p>Planning for next year:</p>			
<p>PD through Visible Learning contract  PD for mentoring and coaching others in key learning areas  Sharing and collaborating at team and across school meetings  Early meeting with parents for involvement in Mathletics programme  Basic facts developmental part of expected homework challenge  Ongoing collection of data which is analysed- basic facts, GLOSS, IKAN and also JAM to identify next steps to be shared with students and parents  To develop the language of mathematics and learning with the students, especially focus on greater understanding for ELL students  Children able to articulate their next learning steps  Parent Information meeting on use of equipment and strategies and maths specific language etc  Feedback is specific for the students so they can articulate their learning and next steps</p>			

# Analysis of Variance Reporting



School Name:	Marlborough Primary School	School Number:	1361
Strategic Aim:	Improve the learning outcomes for all students in <b>Reading</b> , particularly Maori, Pacifica and students with special learning needs		
Annual Aim:	By the end of 2019 to have 90% of all students at Marlborough Primary School to be Reading 'At' or 'Above' the expected Standard for their age or time at school		
Target:	<p>Sub focus group- we aim to have 80% of our Year 1 students reading 'At' or 'Above' the Expected Standard after 40 weeks of schooling.</p> <p>To move a proportion of students from 'At' to 'Above' the expected standard for their age.</p>		
Baseline Data:	<p>Using school wide Reading data from November 2017 to inform teachers and identifying students working 'Below' or 'Well below' and 'At' standard.</p> <p>Currently 163 students, 51.5% working 'At' the expected standard and 117 students, 37% working 'Above' the expected standard.</p> <p>36 students, (11.4%) are reading at 'Below' or 'Well Below' the required Expected Standard. Of those three are identified as Maori, one is identified as Pacifica, 11 are identified as Asian, 21 are identified as NZ/European/Pakeha/Other European. Of the 36 students, 20 are male and 16 are female.</p>		

13 students entered the Reading Recovery programme in 2018 and five successfully completed the programme coming off at above expected standard. Of these three students have been referred on to the R.Lit service and two students require ongoing school support due to home circumstances. One student left the school with an incomplete programme and two students have carried over into 2019 Reading Recovery programme.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Reviewed the previous end of year assessment data with the students' new teacher and the year level teams.</p> <p>The year level teams met to determine the specific needs of those target group students. Teachers shared and collaborated on different ways in which to support the year level team and the specific target students-identifying commonalities of learning required.</p> <p>Reviewed strategies on how to extend the students to move into the 'Above' level at all levels.</p> <p>Reading skills were discussed with students, and specific direct acts of teaching and learning were identified. This information was then shared with parents by their own children at our Celebration of Learning afternoon and also at our 3 way conference evening.</p> <p>Reading Recovery students progress was monitored daily by the Reading Recovery teacher and this information was shared with the class teacher and the class teacher then monitored the</p>	<p>We did not reach our schoolwide goal of 90% achieving 'At' or 'Above' their expected Standard</p> <p>At the end of November 2018 we had 51.5% reading 'At' expected Standard and 37% reading 'Above' expected Standard</p> <p>We had 37% reading 'Above' expected standard which is a decrease of 0.7%</p> <p>The majority of the 'Well Below' and 'Below' students are at Year 1 of these three identify as being Asian and fourteen identify as being New Zealand /Pakeha/Other European</p> <p>Of the 6 students identified as working at 'Well Below' expectation- 3 remain at this level and are identified as CWSN, 2 students have moved to working 'At' standard and one child has left.</p> <p>The 21 students identified as working 'Below' standard, one has remained working at 'Below' standard and is an ESOL student who has also had access to the Reading Recovery Programme during the year. The other 20</p>	<p>Overall we achieved 88.6% of the students working 'At' or 'Above' the expected Standard for their age and time at school, which is an increase of 5.2%.</p> <p>The increase from 2017 can also be attributed to the fact we had a schoolwide focus on oral language – where students were specifically taught the skills of how listen and apply what they have heard into their learning interpretation and expectation.</p> <p>We also identified a greater number of students who started school with no spoken or written English.</p> <p>Of those students who are identified as being in the 'Below' or 'Well Below' standard twenty-four receive ESOL support in class.</p> <p>Additionally twelve did not start their schooling at Marlborough Primary School as a 5 year old.</p>	<p>Individual students being identified and tracked from day 1 of Term 1, ensures that they start as a teacher / class focus.</p> <p>Sharing data termly with SENCo and Principal means that learning conversations are always happening, and these students are foremost in our minds for planning and with discussion with parents</p> <p>Data must be unpicked and analysed to show next steps and shared with the students- to establish next learning steps and focus -not just kept to teacher</p> <p>With an emphasis on Oral language in all classes helps support the students articulating their current learning, their next steps as well as explaining to their parents why they are learning something.</p> <p>All students will be able to explain their own learning and next steps with the support of visual aids.</p> <p>Continued tracking and unpicking of new entrant data and 6 year net data, especially the Concepts</p>



<p>programme for these students within her classroom. Once students graduated from the Reading Recovery Programme they were monitored termly by the Reading Recovery teacher.</p> <p>Students who did not graduate from the Reading Recovery Programme received additional support from external agencies and were monitored within these support programmes.</p>	<p>students have moved in to the 'At or Above' expected standard. The teachers attended a Professional development day to start the year on Visible Learning, which incorporated opportunities for teaching and enforcing specific skills related to learning and engagement. How to give specific feedback and a focus on know your child.</p> <p>The teachers also shared ideas, resources to make learning more visible within the class</p>	<p>about Print test ensures that teachers are teaching to the gaps</p> <p>Teachers to explore more ways in which the 'At' students can be moved into the 'Above' expected standard</p> <p>With the support of the Visible learning programme – teachers will become more proficient at giving appropriate feedback to students that enhance and challenge their learning</p>
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#### Planning for next year:

Analysis of 6 week testing data including the oral language assessment to provide support for parents to provide early at home learning and a interview with parent and caregivers

Greater analysis of 6 year net data to identify students as early as possible as a risk of not achieving.

Continuing the New Entrant parent meeting where reading strategies and ideas are shared with new parents to support their children early in the learning journey.

Tracking identified target students for 2019, analysing end of year data with beginning of year data to see whether we have 'added value' to their learning.

Use of PLG's at team level to support and provide collegial support for teachers.

Having across team meetings to share successes.

Weekly and termly planning should reflect how we are planning to move students from 'At' to 'Above' expected standard level for their age and time at school.

Reading progressions or used within class for wall displays (younger students) and within portfolios for older students, being used as an interaction/discussion tool for parents and students to share their learning successes

To use Visible Learning as means to empower students to talk about their learning and next steps

To continue with peer and self -assessments for students

To continue working with the Kaipatiki COL to work on expected standards for Reading, writing and Mathematics.

To track students' progress, analyse at specific year points- termly, and share results in teams and across school.

To continue to report to BOT twice per year on Reading Progress and on PAT data

For teachers to have consistency across assessment tools- use of Reading Recovery/Learning Support Teacher to go through Running Records – recording and analysis and to go through PROBE testing with the teachers of older students e.g. analysed and assessed in the same way

Establishing earlier contact with parents and or caregivers to share successes and ways in which they can help, before the gap becomes too big



## **Kiwisport Funding 2018**

### **Sports events at school**

**Term 1-** Triathlon and Duathlon for all students

Inflatable football give it a go day

All school swim x 3 times per week in school pool

**Term 2** Year 0 and 1 and some year 2 - Perceptual Motor programme

Inflatable football give it a go day

**Term 3-** Middle and Senior cross-country.

Year 0 and 1 and some year 2 - Perceptual Motor programme

Junior cross-country

Middle and senior Gymnastic in hall

Inflatable football give it a go day

Wheels day

**Term 4-** Separate Athletic Sports day for Junior, middle and senior students

Inflatable football give it a go day

Wheels day

All school swim x 3 times per week in school pool

### **Cluster Sports Days**

**Term 1** –Kaipatiki Rippa Rugby Tournament over two terms- 3 actual days.

**Term 2** –Cluster Schools Netball and Soccer fun day

**Term 3** - Term 3 - Cross Country. 40 students 8-11 year olds participated

**Term 4** – Athletics.

Year 4-6 students participated in a range of Athletic disciplines at the Takapuna

Athletics Club (postponed due to weather)

Cluster schools Touch Rugby

### **Sports Uniforms**

Due to the increased interest in Sport at Marlborough Primary School we used some of the funds to upgrade and replace older uniforms and also to purchase more Sports Uniforms, these are used by Teams who play weekly sport as well as one off competitions. These were especially useful for our netball terms and touch rugby teams.

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF MARLBOROUGH SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Marlborough School (the School). The Auditor-General has appointed me, Wayne Monteith, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 18, that comprise the statement of financial position as at 31 December 2018, 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 2018; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to PBE's that qualify for Tier 2 reporting.

Our audit was completed on 28 May 2019. This is the date at which our opinion is expressed.

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

**Basis for 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.

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 of Board of Trustees Listing, Kiwisport Report and Analysis of Variance. The Other Information does not include the financial statements and our auditor's report thereon.

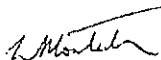
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.

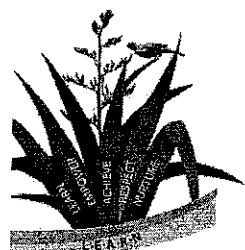
#### **Independence**

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.



**Wayne Monteith**  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand



Wykeham Place, Glenfield, North Shore City  
Phone 09 481 0365

Email: [office@marlboroughprimary.school.nz](mailto:office@marlboroughprimary.school.nz) [www.marlboroughprimary.school.nz](http://www.marlboroughprimary.school.nz)

28 May 2019

Wayne Monteith  
Assurance Partner  
Level 4, BDO Centre  
4 Graham Street  
Auckland

## **REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2018**

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Marlborough School (the School) for the year ended 31 December 2018 for the purpose of expressing an independent opinion about whether the financial statements:

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

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand).

### **General representations**

To the best of our knowledge and belief:

- the resources and activities under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud.

### **Representations for the financial statements**

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87(3) of the Education Act 1989 and, in particular, that the financial statements:

- present fairly, in all material respects:
    - the financial position as at 31 December 2018; and
    - the financial performance and cash flows for the year then ended; and
  - comply with generally accepted accounting practice in New Zealand in accordance with the Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.
- we believe the significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable;
  - we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
  - we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
  - we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole. A list of the uncorrected misstatements is attached to this representation letter.
  - we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with the Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime. .

### **Representations about the provision of information**

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
  - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
  - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements; and
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware.
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with one another, and the other information does not contain any material misstatements.

### **Going concern basis of accounting**

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board of Trustees continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2018. We have



reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, surrounding the adoption of the going concern basis of accounting by the School.

Throughout the year, the School has conformed with the requirements of its banking arrangements, debenture trust deeds, or negative pledge agreements, including those relating to its net tangible assets ratios.

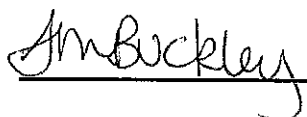
#### **Publication of the financial statements and related audit report on a website**

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.
- that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.
- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.

**Yours faithfully**



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**PRINCIPAL**



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**BOARD CHAIR**