

HORSHAM DOWNS SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 1747
Principal: Steve Dunsmore
School Address: 4 Martin Lane, RD1, Hamilton
School Postal Address: 4 Martin Lane, RD1, HAMILTON, 3281
School Phone: 07 829 4700
School Email: admin@horshamdowns.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Blair Bowcott	Chair Person	Elected	May 2019
Steve Dunsmore	Principal	ex Officio	
Rob Dol	Parent Rep	Elected	May 2019
Mike Barker	Parent Rep	Elected	May 2019
Jane Ganley	Parent Rep	Elected	May 2019
Sue McConnochie	Parent Rep	Elected	May 2019
Christine Hommel	Staff Rep	Elected	May 2019

Accountant / Service Provider: Education Services Ltd

HORSHAM DOWNS SCHOOL

Annual Report - For the year ended 31 December 2018

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Horsham Downs 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.



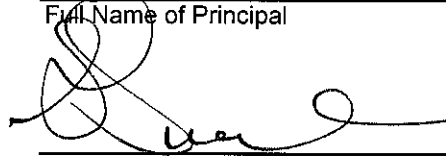
Full Name of Board Chairperson



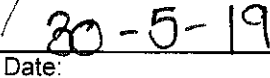
Full Name of Principal



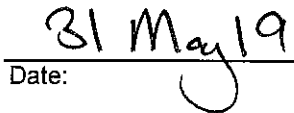
Signature of Board Chairperson



Signature of Principal



Date:



Date:

Horsham Downs School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	2,711,693	2,381,505	2,498,638
Locally Raised Funds	3	271,945	93,569	234,217
Interest Earned		8,385	3,375	7,409
		<u>2,992,023</u>	<u>2,478,449</u>	<u>2,740,264</u>
Expenses				
Locally Raised Funds	3	110,992	11,000	104,080
Learning Resources	4	1,835,541	1,646,550	1,682,022
Administration	5	159,594	182,452	203,445
Finance Costs		1,443	-	798
Property	6	652,385	611,676	617,102
Depreciation	7	73,592	56,000	61,066
Loss on Disposal of Property, Plant and Equipment		29,341	-	-
		<u>2,862,888</u>	<u>2,507,678</u>	<u>2,668,513</u>
Net Surplus / (Deficit)		129,135	(29,229)	71,751
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>129,135</u>	<u>(29,229)</u>	<u>71,751</u>

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

Horsham Downs School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	740,074	657,289	639,053
Total comprehensive revenue and expense for the year	129,135	(29,229)	71,751
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	15,855
SNUP Wireless Upgrade MOE portion	-	-	13,415
Equity at 31 December	869,209	628,060	740,074
Retained Earnings	869,209	628,060	740,074
Equity at 31 December	869,209	628,060	740,074

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

Horsham Downs School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	518,267	210,911	318,274
Accounts Receivable	9	114,078	88,789	121,880
GST Receivable		1,478	13,669	14,036
Prepayments		15,481	16,159	10,992
Inventories	10	22,503	8,287	7,444
Funds owed for Capital Works Projects	16	-	-	44,053
		<u>671,807</u>	<u>337,815</u>	<u>516,679</u>
Current Liabilities				
Accounts Payable	12	142,566	96,109	146,638
Revenue Received in Advance	13	2,256	7,107	12,241
Provision for Cyclical Maintenance	14	13,950	-	15,030
Finance Lease Liability - Current Portion	15	17,071	10,092	13,323
Funds held for Capital Works Projects	16	91,443	-	-
		<u>267,286</u>	<u>113,308</u>	<u>187,232</u>
Working Capital Surplus/(Deficit)		404,521	224,507	329,447
Non-current Assets				
Property, Plant and Equipment	11	533,511	505,584	484,296
		<u>533,511</u>	<u>505,584</u>	<u>484,296</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	45,010	67,602	44,950
Finance Lease Liability	15	23,813	34,429	28,719
		<u>68,823</u>	<u>102,031</u>	<u>73,669</u>
Net Assets		<u>869,209</u>	<u>628,060</u>	<u>740,074</u>
Equity		<u>869,209</u>	<u>628,060</u>	<u>740,074</u>

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

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

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		561,989	484,347	472,617
Locally Raised Funds		261,813	72,713	239,080
Goods and Services Tax (net)		12,558	-	(367)
Payments to Employees		(217,426)	(263,564)	(227,178)
Payments to Suppliers		(430,799)	(296,539)	(320,016)
Interest Paid		(1,443)	-	(798)
Interest Received		8,387	3,375	7,407
Net cash from / (to) the Operating Activities		195,079	332	170,745
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(124,418)	(35,000)	(40,323)
Net cash from / (to) the Investing Activities		(124,418)	(35,000)	(40,323)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	15,855
Finance Lease Payments		(5,569)	-	(10,347)
Funds Held for Capital Works Projects		134,901	-	(63,235)
Net cash from Financing Activities		129,332	-	(57,727)
Net increase/(decrease) in cash and cash equivalents		199,993	(34,668)	72,695
Cash and cash equivalents at the beginning of the year	8	318,274	245,579	245,579
Cash and cash equivalents at the end of the year	8	518,267	210,911	318,274

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

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

Horsham Downs School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

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 15.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 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.

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10-40 years
Furniture and Equipment	10 - 20 years
Information and Communication	4-5 years
Library Resources	12.5% DV

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements*Short-term employee entitlements*

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

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

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received 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 international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

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

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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 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).

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.

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

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

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.

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operational grants	517,619	461,347	443,040
Teachers' salaries grants	1,678,134	1,456,931	1,536,160
Use of Land and Buildings grants	463,377	440,227	468,912
Acc/moe Relief	-	-	4,375
Resource teachers learning and behaviour grants	3,600	-	1,816
Other MoE Grants	48,963	23,000	44,335
	<u>2,711,693</u>	<u>2,381,505</u>	<u>2,498,638</u>

3. Locally Raised Funds

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue			
Donations	119,554	71,396	118,164
Activities	136,910	14,173	108,138
Trading	13,627	8,000	7,827
Fundraising	1,854	-	88
	<u>271,945</u>	<u>93,569</u>	<u>234,217</u>
Expenses			
Activities	99,383	3,000	98,137
Trading	9,366	8,000	5,446
Fundraising costs	2,243	-	497
	<u>110,992</u>	<u>11,000</u>	<u>104,080</u>
<i>Surplus for the year Locally raised funds</i>	<u>160,953</u>	<u>82,569</u>	<u>130,137</u>

4. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	35,901	31,049	34,671
Library resources	3,074	2,000	923
Employee benefits - salaries	1,784,703	1,597,001	1,633,356
Staff development	11,863	16,500	13,072
	<u>1,835,541</u>	<u>1,646,550</u>	<u>1,682,022</u>

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	3,900	3,700	3,600
Board of Trustees Fees	2,685	3,645	3,080
Board of Trustees Expenses	5,904	2,500	823
Communication	3,682	1,560	5,646
Consumables	16,141	11,400	8,246
Operating Lease	1,955	15,352	13,211
Replacement assets under threshold	8,036	-	7,490
Other	26,158	38,270	36,440
Employee Benefits - Salaries	75,442	86,625	96,273
Insurance	4,801	5,200	5,847
Service Providers, Contractors and Consultancy	10,890	14,200	22,789
	<u>159,594</u>	<u>182,452</u>	<u>203,445</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	49,787	47,000	47,974
Cyclical Maintenance Expense	(1,020)	8,580	404
Grounds	31,416	25,500	8,224
Heat, Light and Water	18,783	22,500	18,433
Repairs and Maintenance	52,890	29,000	29,098
Use of Land and Buildings	463,377	440,227	468,912
Security	876	2,000	7,366
Employee Benefits - Salaries	35,226	36,869	36,691
Consultancy Fees	1,050	-	-
	<u>652,385</u>	<u>611,676</u>	<u>617,102</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.

7. Depreciation

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	7,191	5,950	6,488
Furniture and Equipment	14,880	11,396	12,426
Information and Communication Technology	33,696	24,902	27,155
Leased Assets	14,020	9,944	10,844
Library Resources	3,805	3,808	4,153
	<u>73,592</u>	<u>56,000</u>	<u>61,066</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash on Hand	288	-	288
Westpac Bank 00	33,841	(19,490)	10,495
Westpac Online Saver	-	230,401	5,543
Westpac Save 01	3	-	4
Westpac Save 02	100,004	-	101
Westpac save 03	76,007	-	167
Westpac Save 04	308,124	-	301,676
Cash equivalents for Cash Flow Statement	<u>518,267</u>	<u>210,911</u>	<u>318,274</u>

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

Of the \$518,267 Cash and Cash Equivalents, \$91,443 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2018 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	8,517	13,011	9,447
Receivables from the Ministry of Education	2,926	-	9,670
Interest Receivable	-	-	2
Teacher Salaries Grant Receivable	102,635	75,778	102,761
	<u>114,078</u>	<u>88,789</u>	<u>121,880</u>
Receivables from Exchange Transactions	8,517	13,011	9,449
Receivables from Non-Exchange Transactions	105,561	75,778	112,431
	<u>114,078</u>	<u>88,789</u>	<u>121,880</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	4,500	2,845	3,039
Uniforms	18,003	5,442	4,405
	<u>22,503</u>	<u>8,287</u>	<u>7,444</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building Improvements	206,743	83,860	(24,828)	-	(7,191)	258,584
Furniture and Equipment	122,367	31,299	(3,414)	-	(14,880)	135,371
Information and Communication Tech	87,821	22,088	(1,099)	-	(33,696)	75,115
Leased Assets	37,830	13,986	-	-	(14,020)	37,796
Library Resources	29,535	914	-	-	(3,805)	26,645
Balance at 31 December 2018	<u>484,296</u>	<u>152,147</u>	<u>(29,341)</u>	<u>-</u>	<u>(73,592)</u>	<u>533,511</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	292,850	(34,266)	258,584
Furniture and Equipment	213,198	(77,827)	135,371
Information and Communication	146,656	(71,541)	75,115
Leased Assets	65,556	(27,760)	37,796
Library Resources	103,358	(76,713)	26,645
Balance at 31 December 2018	821,618	(288,107)	533,511

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2017						
Building Improvements	213,231	-	-	-	(6,488)	206,743
Furniture and Equipment	121,059	13,734	-	-	(12,426)	122,367
Information and Communication Tech	83,870	31,106	-	-	(27,155)	87,821
Leased Assets	39,103	9,571	-	-	(10,844)	37,830
Library Resources	31,321	2,366	-	-	(4,153)	29,535
Balance at 31 December 2017	488,584	56,777	-	-	(61,066)	484,296

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2017			
Building Improvements	259,525	(52,782)	206,743
Furniture and Equipment	213,990	(91,623)	122,367
Information and Communication	203,019	(115,198)	87,821
Leased Assets	51,569	(13,739)	37,830
Library Resources	102,444	(72,909)	29,535
Balance at 31 December 2017	830,547	(346,251)	484,296

12. Accounts Payable

	2018 Actual	2018 Budget (Unaudited)	2017 Actual
	\$	\$	\$
Operating creditors	14,272	9,429	32,076
Accruals	4,425	6,210	4,125
Capital accruals for PPE items	13,743	-	-
Employee Entitlements - salaries	102,635	75,778	102,761
Employee Entitlements - leave accrual	7,491	4,692	7,676
	142,566	96,109	146,638
Payables for Exchange Transactions	142,566	96,109	146,638
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	142,566	96,109	146,638

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Social Club	-	-	214
Fees in Advance	2,256	7,107	12,027
	<u>2,256</u>	<u>7,107</u>	<u>12,241</u>

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	59,980	66,887	50,610
Increase/(decrease) to the Provision During the Year	(1,020)	715	404
Use of the Provision During the Year	-	-	8,966
Provision at the End of the Year	<u>58,960</u>	<u>67,602</u>	<u>59,980</u>
Cyclical Maintenance - Current	13,950	-	15,030
Cyclical Maintenance - Term	45,010	67,602	44,950
	<u>58,960</u>	<u>67,602</u>	<u>59,980</u>

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	17,071	10,092	13,323
Later than One Year and no Later than Five Years	23,813	34,429	28,719
	<u>40,884</u>	<u>44,521</u>	<u>42,042</u>

16. Funds Held (Owed) for Capital Works Projects

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

2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Moe Reoverable Ground work grants <i>completed</i>	(42,984)	42,984	-	-	-
Classrm block & Learning space <i>in progress</i>	(1,069)	112,824	20,312	-	91,443
Water Pump <i>completed</i>	-	2,545	2,545	-	-
Totals	<u>(44,053)</u>	<u>158,353</u>	<u>22,857</u>	<u>-</u>	<u>91,443</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	91,443
Funds Due from the Ministry of Education	-
	<u>91,443</u>

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Moe Reoverable Ground work grants	<i>in progress</i>	-	-	42,984	-	(42,984)
SPG Project Grant	<i>completed</i>	23,667	-	23,667	-	-
Classrm block & Learning space	<i>in progress</i>	-	-	1,069	-	(1,069)
Totals		23,667	-	67,720	-	(44,053)

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2018 Actual	2017 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	2,685	3,080
Full-time equivalent members	0.16	0.11
<i>Leadership Team</i>		
Remuneration	566,713	522,466
Full-time equivalent members	6.00	6.00
Total key management personnel remuneration	569,398	525,546
Total full-time equivalent personnel	6.16	6.11

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	130 - 140
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

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

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

19. Compensation and Other Benefits Upon Leaving

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

	2018 Actual	2017 Actual
Total	-	\$7,200
Number of People	-	1

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	-	648
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>648</u>

22. Managing Capital

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

23. Financial Instruments

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

Loans and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	518,267	210,911	318,274
Receivables	114,078	88,789	121,880
Investments - Term Deposits	-	-	-
Total Loans and Receivables	<u>632,345</u>	<u>299,700</u>	<u>440,154</u>

Financial liabilities measured at amortised cost

Payables	142,566	96,109	146,638
Borrowings - Loans	-	-	-
Finance Leases	40,884	44,521	42,042
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>183,450</u>	<u>140,630</u>	<u>188,680</u>

24. Events After Balance Date

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

25. Comparatives

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



28 Feb 2019

Statement on KiwiSport Funding

In 2108 Horsham Downs School received \$5972.52 KiwiSport funding through the school operations grant. This figure is current to the Ops Grant notification dated 6 Sep 2018.

This funding was used to provide subsidised access to Y4-8 school swimming sports at Huntly Swimming pool, replace worn sports uniforms and a goal keeper's kit. In addition, some of the funds were also used to support Y7/8 sports camp to Totara Springs.

Steve Dunsmore
Principal

....building pathways for success

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2018 Improvement Plan for Horsham Downs School (Academic): Writing

Strategic Goal: Student Learning (Old Strategic Goal 3) – support of children identified as ‘Priority Learners’ in the HDS context

Annual Goal: To improve the achievement of children in writing across the school and in specific ‘at risk’ target groups. **Annual Target: Increase school achievement for boys from 77.9% to 85% and reduce gender disparity.**

Baseline Data: Data shows 87.2 Whole School, 77.9 Boys, 91.9 Girls, 82.1 Maori. Cohort groups in 2018: Y6 x 11 students ‘At Risk’ of which 9 are boys. Y7 x 7 students ‘At Risk’ of which 5 are boys, Y3 x 12 ‘At Risk’ of which 9 are boys.

Key Improvement Strategies

- *Emphasis on connecting with parents to generate love for Reading/Writing/Literacy*
- *Self-run PLD: Workshop based on Jeff Anderson writing skills ‘Invitational Method’ for new teachers/refresher for those who need it*
- *Upskill teachers by 2 x new teachers to attend Sheena Cameron writing workshop*
- *Implement in-class strategies such as ‘Power Writing’*
- *Dictation/Essential Spelling Lists combined with Word Families*

Ongoing Support:

Support staff to motivate writers – redefine purposeful writing, develop authentic contexts (example Swedish Pen-Pals)

When	What (examples) Consider goal clarity and communication; strategic resourcing; PLD; routines that need changing; assessment practices	Who	Indicators of Progress <i>What will we see? (eg Note measurable changes in leaders’ and teachers’ behaviours and in student outcomes).</i>
By end T1/T2	At risk children previously identified will have targeted in-class support programmes implemented	SENCO/Teachers/Teacher aide	Mid-year reporting/OTIs and team moderation by end of T2 for mid-year reporting. Progress at accelerating learning to be assessed. Individual student progress assessed.
T3 and end T4	At risk students monitoring continues and any support programme amendments made. Assessment moderated and additional teaching resources allocated as required.	SENCO/Teachers/Teacher aide	End-of-year reporting data collated. Success of targeted programmes considered. Identification of current and future cohorts made for 2019 and beyond.

Monitoring *How are we going – check student outcomes every term*

Where are the gaps? What needs to change if this is not working?

Continuous monitoring will be undertaken by SENCO/teachers using existing structure for monitoring/assessment and reporting. Resourcing of any additional PLD /resources will be made in response to observed results

Resourcing *How much money and time is needed? Who will help us?*

Additional PLD for new teachers run by SENCO/Sheena Cameron workshop at cost and in-class resources allocated a/s. Additional RTLB resources may also become available.

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>Regular focus on writing achievement at team/staff meeting highlighted strategies for writer engagement. Teachers were upskilled where required and implemented focused learning programmes.</p> <p>Mid-year data identified 'at-risk' pupils.</p> <p>Teachers highlighted individuals requiring additional support and specific in-class learning strategies were applied.</p>	<p>Successful learning programmes were implemented across the school. Careful monitoring by teachers, within teaching teams and by SENCO identified pupils whose progress needed to be accelerated. At mid-yr the Board supported the employment of a literacy specialist to run a targeted out-of-class literacy programme.</p> <p>Data was regularly collated and analysed and highlighted a myriad of complex contributing factors underlying the headline numbers.</p> <p>Overall data was broadly in line with trends from 2014 onwards.</p> <p>Targeted groups made substantial accelerated progress. Cohort of Y4-8 boys moved for 71% Mid-Yr to 78% EoY</p>	<p>The overall disparity at HDS between boys and girls writing achievement is still evident, as it is nationwide. Attempts to rectify this in-class have been complicated with very large class sizes across the school (up to 33 pupils). Disparity is also due to female cohort increasing achievement to 92%</p> <p>In the Junior cohort, Y0/1 some students have been identified as 'getting ready to learn' and have taken some time to establish themselves.</p> <p>Employment of a literacy specialist for 6 months was highly effective.</p>	<p>In 2019 we will continue to teach effectively in-class in line with the literacy philosophy at HDS.</p> <p>New teaching staff will be up-skilled to adopt the HDS programme (Sheena Cameron/Jeff Anderson).</p> <p>Tracking of individuals in-class and by SENCO allows will allow for earlier intervention and the employment of a literacy specialist if required.</p> <p>Large class sizes will remain an inhibiting factor for teachers.</p>
<p>Planning for next year:</p> <p>Cohort tracking will be undertaken from the start of 2019. Focus on Y4-8 pupils will be used to establish parameters for gender disparity. Māori achievement will be closely monitored to ensure equity.</p>			

2018 Improvement Plan for Horsham Downs School (Culture): Developing Resilience Across the School Community

<p>School Strategic Learning Goal</p> <p>Develop a shared understanding of 'Resilience' across the school, students, staff and parent/carer/whānau community</p>	<p>School Annual Learning Target</p> <p>Horsham Down School will have descriptions and indicators of the broad notion of resilience</p>		
<p>Baseline data (Dept. or Syndicate etc)</p> <p>School will conduct NZCER Survey to establish baseline data http://www.nzcer.org.nz/tests/me-and-my-school</p> <p>School will conduct NZCER Teacher Workplace Survey to establish baseline data http://www.nzcer.org.nz/tests/teacher-workplace-survey</p> <p>School will conduct NZCER Teaching and School Practices survey in T2/3 https://www.tspssurveys.org.nz/</p>	<p>Target/s</p> <p>Specific targets for 2019 to be developed after initial teacher data and student data is collected and analysed in 2018.</p> <p>Teachers will develop a shared understanding of Resilience and a similar mental model of what this looks like at HDS</p>		
<p>Key Improvement Strategies</p> <p><i>What do we have to learn? What will we do? When? Who is responsible? Consider goal clarity and communication, strategic resourcing, PLD, routines that need changing</i></p>			
<p>When</p> <p>By end T1 and through T2 all teachers will have developed a programme for initial consideration of resilience in their class context.</p>	<p>What</p> <p>Initial thoughts compile as part of teaching as inquiry portfolio. TLF application to support research completed and submitted</p>	<p>Who</p> <p>All full-time teaching staff</p> <p>Principal</p>	<p>Indicators of Progress</p> <p>Self-monitoring, sharing in teams 2 x term and moderation by team leaders</p>
<p>By end T2 and by T4 all teachers will have developed a shared understanding of resilience</p>	<p>A descriptive model of resilience and draft rubrics across various areas will have been developed and shared.</p>	<p>All full-time teaching staff</p> <p>Shared with community through parent evening (David Galbraith to facilitate).</p>	<p>Rubrics in draft form. HDS ready to identify at risk children for formal target setting in 2019.</p>
<p>Monitoring <i>How are we going? Where are the gaps? What needs to change?</i></p> <p>Teachers will incorporate their thinking and understanding as part of the appraisal/attestation process in 2018 through teaching as inquiry. This will be monitored by team leaders and moderated by the management team</p>			
<p>Resourcing <i>How much money and time is needed? Who will help us?</i></p> <p>The PLD budget will be increased to support teaching as inquiry. In addition, external resources (John Parsons, ICT/Digital Citizenship, Sep 19) and Ed/Psych expertise (David Galbraith, TOD 1 June) will be brought into the school as external facilitators. at a cost of \$3000.</p>			

<p>Actions <i>What did we do?</i></p>	<p>Outcomes <i>What happened?</i></p>	<p>Reasons for the variance <i>Why did it happen?</i></p>	<p>Evaluation <i>Where to next?</i></p>
<p>Whole school staff engaged in developing a shared understanding of what Resilience could look like at HDS.</p> <p>A variety of tools were used to gauge students.</p> <p>Teachers employed a variety of strategies in-class to support initial 'hunches'.</p> <p>TLIF funding was sought and won to support higher-level implementation of the Resilience programme.</p>	<p>Whole school approach to development of new understandings took place.</p> <p>Expert outside partners from University of Waikato and elsewhere employed by school to deliver PLD and run a community meeting</p> <p>Data Collected to establish a baseline for measuring of engagement/resilience</p>	<p>N/A Data collection only in 2018.</p>	<p>Establishing targets in line with TLIF application.</p> <p>Working with staff, students and wider community to increase awareness of challenges around resilience.</p>
<p>Planning for next year:</p>			
<p>Development of Resilience across HDS will continue to be developed in line with TLIF application and Milestones.</p>			