

JAMES STREET SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2017

School Address: James Street, Whakatane

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JAMES STREET SCHOOL

Financial Statements - For the year ended 31 December 2017

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James Street School

Statement of Responsibility For the Year Ended 31 December 2017

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and judgments 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.

In the opinion of the Board and management, the annual financial statements for the financial year ended 31 December 2017 fairly reflect the financial position and operations of the School.

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

Raewyn Tremonger

Full Name of Board Chairperson

Raewyn Tremonger

Signature of Board Chairperson

17. May. 18

Date:

Rosalyn Dakin

Full Name of Principal

R/Dakin

Signature of Principal

17. May. 18.

Date:

James Street School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2017

		2017	2017	2016
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	2,162,299	2,041,906	2,154,030
Locally Raised Funds	3	46,131	13,400	62,097
Interest Earned		9,725	2,500	9,105
Gain on Sale of Property, Plant and Equipment		429	-	17
		<u>2,218,584</u>	<u>2,057,806</u>	<u>2,225,249</u>
Expenses				
Locally Raised Funds	3	25,378	-	50,095
Learning Resources	4	1,561,834	1,509,824	1,615,796
Administration	5	104,889	118,406	125,607
Finance Costs		1,054	-	111
Property	6	398,623	377,504	375,117
Depreciation	7	69,009	41,260	62,558
Loss on Disposal of Property, Plant and Equipment		77	-	-
		<u>2,160,864</u>	<u>2,046,994</u>	<u>2,229,284</u>
Net Surplus / (Deficit)		57,720	10,812	(4,035)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>57,720</u>	<u>10,812</u>	<u>(4,035)</u>

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

James Street School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
Balance at 1 January	456,892	466,202	460,927
Total comprehensive revenue and expense for the year	57,720	10,812	(4,035)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	6,817	-	-
Equity at 31 December	521,429	477,014	456,892
 Retained Earnings	521,429	477,014	456,892
Equity at 31 December	521,429	477,014	456,892

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

James Street School
Statement of Financial Position
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash and Cash Equivalents	8	141,826	157,432	91,072
Accounts Receivable	9	105,699	121,503	92,113
GST Receivable		-	-	4,105
Prepayments		7,946	3,658	4,247
Inventories	10	7,357	6,327	6,413
Investments	11	295,103	180,000	188,100
		557,931	468,920	386,050
Current Liabilities				
GST Payable		6,529	3,632	-
Accounts Payable	13	94,252	122,980	83,470
Revenue Received in Advance	14	65	109	234
Provision for Cyclical Maintenance	15	32,910	-	30,677
Finance Lease Liability - Current Portion	16	21,305	2,593	19,824
Funds held in Trust	17	50,802	11,287	15,608
Funds held for Capital Works Projects	18	-	-	1,694
		205,863	140,601	151,507
Working Capital Surplus/(Deficit)		352,068	328,319	234,543
Non-current Assets				
Property, Plant and Equipment	12	251,051	208,504	302,072
		251,051	208,504	302,072
Non-current Liabilities				
Provision for Cyclical Maintenance	15	42,982	53,758	26,801
Finance Lease Liability	16	38,708	6,051	52,922
		81,690	59,809	79,723
Net Assets		521,429	477,014	456,892
Equity		521,429	477,014	456,892

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

James Street School
Statement of Cash Flows
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		724,115	622,323	674,074
Locally Raised Funds		47,293	13,400	61,045
Goods and Services Tax (net)		10,634	-	(7,737)
Payments to Employees		(473,275)	(211,500)	(252,069)
Payments to Suppliers		(172,459)	(367,877)	(444,336)
Cyclical Maintenance Payments in the year		-	-	(5,340)
Interest Paid		(1,054)	-	(111)
Interest Received		8,929	2,500	10,673
Net cash from / (to) the Operating Activities		144,183	58,846	36,199
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		591	-	17
Purchase of PPE (and Intangibles)		(14,813)	-	(5,681)
Purchase of Investments		(107,003)	-	-
Net cash from / (to) the Investing Activities		(121,225)	-	(5,664)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,817	-	-
Finance Lease Payments		(12,521)	(17,129)	(14,275)
Funds Administered on Behalf of Third Parties		35,194	-	4,323
Funds Held for Capital Works Projects		(1,694)	-	3,003
Net cash from Financing Activities		27,796	(17,129)	(6,949)
Net increase/(decrease) in cash and cash equivalents		50,754	41,717	23,586
Cash and cash equivalents at the beginning of the year	8	91,072	115,715	67,486
Cash and cash equivalents at the end of the year	8	141,826	157,432	91,072

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.

James Street School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2017

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

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 under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

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

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

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

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

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

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

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

The estimated useful lives of the assets are:

Building Improvements	18-40 years
Furniture and Equipment	5-15 years
Information and Communication	5 years
Motor Vehicles	5 years
Library Resources	8 years 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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operational grants	372,242	368,293	388,135
Teachers' salaries grants	1,142,081	1,154,974	1,199,148
Use of Land and Buildings grants	262,438	264,609	259,337
Other MoE Grants	385,538	254,030	307,410
	<u>2,162,299</u>	<u>2,041,906</u>	<u>2,154,030</u>

3. Locally Raised Funds

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

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue			
Donations	15,591	2,500	6,562
Fundraising	5,396	10,000	5,212
Trading	12,156	700	32,597
Activities	12,988	200	17,726
	<u>46,131</u>	<u>13,400</u>	<u>62,097</u>
Expenses			
Activities	12,153	-	8,965
Trading	10,294	-	40,462
Fundraising (costs of raising funds)	2,931	-	668
	<u>25,378</u>	<u>-</u>	<u>50,095</u>
<i>Surplus for the year Locally raised funds</i>	<u>20,753</u>	<u>13,400</u>	<u>12,002</u>

4. Learning Resources

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Curricular	26,277	22,250	27,664
Library resources	27	500	261
Employee benefits - salaries	1,259,280	1,254,474	1,332,826
Staff development	3,353	10,400	5,725
Ors - James Street School	272,897	222,200	249,320
	<u>1,561,834</u>	<u>1,509,824</u>	<u>1,615,796</u>

5. Administration

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Audit Fee	3,978	3,920	3,920
Board of Trustees Fees	2,120	3,000	2,600
Board of Trustees Expenses	1,367	2,000	2,888
Communication	4,171	3,650	3,786
Consumables	4,765	14,400	5,156
Operating Lease	12,847	14,466	24,429
Other	10,374	10,560	12,211
Employee Benefits - Salaries	52,698	56,000	58,105
Insurance	2,369	410	2,312
Service Providers, Contractors and Consultancy	10,200	10,000	10,200
	<u>104,889</u>	<u>118,406</u>	<u>125,607</u>

6. Property

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,412	11,850	13,388
Cyclical Maintenance Expense	18,414	11,045	9,750
Grounds	3,690	3,400	3,530
Heat, Light and Water	12,941	12,500	13,352
Rates	5,619	5,600	5,081
Repairs and Maintenance	4,770	8,000	5,581
Use of Land and Buildings	262,438	264,609	259,337
Security	5,745	4,500	4,811
Employee Benefits - Salaries	62,264	56,000	60,287
Consultancy And Contract Service	10,330	-	-
	<u>398,623</u>	<u>377,504</u>	<u>375,117</u>

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

7. Depreciation

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	7,348	4,847	7,349
Furniture and Equipment	12,541	8,858	13,431
Information and Communication Technology	8,509	6,072	9,207
Motor Vehicles	9,120	6,835	10,363
Leased Assets	29,418	13,151	19,939
Library Resources	2,073	1,497	2,269
	<u>69,009</u>	<u>41,260</u>	<u>62,558</u>

8. Cash and Cash Equivalents

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	266	-	266
ASB - 00 A/C	62,217	157,432	88,641
ASB Fastsaver - 50	79,343	-	2,165
Cash equivalents and bank overdraft for Cash Flow Statement	<u>141,826</u>	<u>157,432</u>	<u>91,072</u>

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

9. Accounts Receivable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Receivables	7,006	1,760	1,522
Receivables from the Ministry of Education	17,931	3,053	13,807
Interest Receivable	6,456	7,228	5,660
Teacher Salaries Grant Receivable	74,306	109,462	71,124
	<u>105,699</u>	<u>121,503</u>	<u>92,113</u>

Receivables from Exchange Transactions	13,462	8,988	7,182
Receivables from Non-Exchange Transactions	92,237	112,515	84,931
	<u>105,699</u>	<u>121,503</u>	<u>92,113</u>

10. Inventories

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Stationery	488	700	558
Lunch Box	-	86	-
Uniforms	6,869	5,541	5,855
	<u>7,357</u>	<u>6,327</u>	<u>6,413</u>

11. Investments

The School's investment activities are classified as follows:

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Asset			
Short-term Bank Deposits	295,103	180,000	188,100

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	125,297	-	-	-	(7,348)	117,949
Furniture and Equipment	43,165	14,408	(239)	-	(12,541)	44,793
Information and Communication Tech	20,685	-	-	-	(8,509)	12,176
Motor Vehicles	29,510	-	-	-	(9,120)	20,390
Leased Assets	67,030	3,414	-	-	(29,418)	41,026
Library Resources	16,385	405	-	-	(2,073)	14,717
Balance at 31 December 2017	302,072	18,227	(239)	-	(69,009)	251,051

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	217,858	(99,909)	117,949
Furniture and Equipment	430,738	(385,945)	44,793
Information and Communication	159,325	(147,149)	12,176
Motor Vehicles	51,816	(31,426)	20,390
Leased Assets	94,965	(53,939)	41,026
Library Resources	45,465	(30,748)	14,717
Balance at 31 December 2017	1,000,167	(749,116)	251,051

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building Improvements	132,645	-	-	-	(7,349)	125,296
Furniture and Equipment	55,539	1,058	-	-	(13,431)	43,166
Information and Communication Tech	26,255	3,637	-	-	(9,207)	20,685
Motor Vehicles	39,873	-	-	-	(10,363)	29,510
Leased Assets	8,383	78,586	-	-	(19,939)	67,030
Library Resources	17,668	986	-	-	(2,269)	16,385
Balance at 31 December 2016	280,363	84,267	-	-	(62,558)	302,072

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building Improvements	217,858	(92,562)	125,296
Furniture and Equipment	424,488	(381,322)	43,166
Information and Communication	159,325	(138,640)	20,685
Motor Vehicles	51,816	(22,306)	29,510
Leased Assets	91,551	(24,521)	67,030
Library Resources	45,059	(28,674)	16,385
Balance at 31 December 2016	990,097	(688,025)	302,072

13. Accounts Payable

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Operating creditors	5,983	12,194	6,514
Accruals	3,978	-	4,508
Employee Entitlements - salaries	74,306	109,462	71,124
Employee Entitlements - leave accrual	9,985	1,324	1,324
	<u>94,252</u>	<u>122,980</u>	<u>83,470</u>
Payables for Exchange Transactions	94,252	122,980	83,470
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>94,252</u>	<u>122,980</u>	<u>83,470</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Income in Advance	65	109	234
	<u>65</u>	<u>109</u>	<u>234</u>

15. Provision for Cyclical Maintenance

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Provision at the Start of the Year	57,478	77,063	53,068
Increase to the Provision During the Year	18,414	11,045	9,750
Use of the Provision During the Year	-	(34,350)	(5,340)
Provision at the End of the Year	<u>75,892</u>	<u>53,758</u>	<u>57,478</u>
Cyclical Maintenance - Current	32,910	-	30,677
Cyclical Maintenance - Term	42,982	53,758	26,801
	<u>75,892</u>	<u>53,758</u>	<u>57,478</u>

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

17. Funds held in Trust

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

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

Represented by:

		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	2016	\$	\$	\$		\$
Master Plan & Special Ed Unit	<i>completed</i>	(1,309)	-	(1,309)	-	-
Boiler Upgrade	<i>in progress</i>	-	24,461	22,767	-	1,694
Totals		(1,309)	24,461	21,458	-	1,694

19. 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.

20. Remuneration

Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
Board Members		
Remuneration	2,120	2,600
Full-time equivalent members	0.05	0.10
Leadership Team		
Remuneration	589,867	330,144
Full-time equivalent members	6.37	3.00
Total key management personnel remuneration	591,987	332,744
Total full-time equivalent personnel	6.42	3.10

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	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	2017 FTE Number	2016 FTE Number
100 - 110	1.00	-
	1.00	0.00

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

21. Compensation and Other Benefits Upon Leaving

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

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

22. Contingencies

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

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2017 (Capital commitments at 31 December 2016: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

	2017 Actual \$	2016 Actual \$
No later than One Year	7,051	12,815
Later than One Year and No Later than Five Years	259	7,435
Later than Five Years	-	-
	<u>7,310</u>	<u>20,250</u>

24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	141,826	157,432	91,072
Receivables	105,699	121,503	92,113
Investments - Term Deposits	295,103	180,000	188,100
Total Loans and Receivables	542,628	458,935	371,285

Financial liabilities measured at amortised cost

Payables	94,252	122,980	83,470
Borrowings - Loans	-	-	-
Finance Leases	60,013	8,644	72,746
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	154,265	131,624	156,216

26. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

**TO THE READERS OF
JAMES STREET SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2017**

The Auditor-General is the auditor of James Street School (the School). The Auditor-General has appointed me, Fred Cookson, using the staff and resources of Cookson Forbes & Associates, Chartered Accountants, 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 20, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 17th May 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of

Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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 arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 24 to 27, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Fred Cookson
Cookson Forbes & Associates Chartered Accountants
On behalf of the Auditor-General
Opotiki, New Zealand

Annual Variance Report 2017

2017 Strategic Goal 1: To develop a vibrant learning community focused on student achievement
 Annual Goal 3: To accelerate the Writing achievement of a targeted group of predominantly Maori students in Years 3 - 4 to meet the National Standards at year's end.

Current student achievement levels	Expected state of student learning	Actual state of student learning	Analysis and recommendations
<p>2017 Baseline data: Writing achievement across the school is 52% meeting or above. We continue to have our boys lag substantially behind the girls from Year 4 up, often with the boys getting to Level 2 but struggling to move to the more complicated language structures and vocabulary of Level 3.</p>	<p>Expected Achievement Levels: To progress the year 3 students currently writing at level 1ii to Level 1iii To progress the year 4 students currently writing at level 1iii to Level 2.</p>	<p>There was a great deal of variability in the successes of these groups of students. Year 3: Of the 15 identified students 3 are writing at Level 2 and have exceeded the target, 6 are writing at Level 1iii and have met the target. 6 of the students are still writing at Level 1ii and have not met the target. Year 4: Of the 12 identified students 4 have left the school, 7 are writing at Level 2 and met the target and 1 is still writing at Level 1iii and has not met the target.</p>	<p>Analysis and recommendations The challenge still remains getting students to be competent level 2 writers where they are able to understand the structure required, apply and sustain surface features of punctuation, engage the audience and proofread their written work. For 2018 Group Learning Plans will be used for 'At Risk' writers so teachers and students can identify next learning steps and teachers can plan 'deliberate acts of teaching and new strategies required' to accelerate students' writing. Writing will be timetabled and taught and practised every day. The PaCT Writing Framework will be explored and used in 2018.</p>

Annual Variance Report 2017

2017 Strategic Goal 1: To develop a vibrant learning community focused on student achievement
 Annual Goal 2: To accelerate the Reading achievement levels of a targeted group of predominantly Maori students in year 5 so that they are reading towards Level 3 across the curriculum.

Current student achievement levels	Expected state of student learning	Actual state of student learning Year ended 2017	Analysis and recommendations
<p>2017 Baseline data: Reading achievement across the school is around 62% from Years 2 - 6. There is no disparity between male and female students meeting or above from years 2 - 6. Achievement in the first year at school is low with boys achieving slightly higher than girls.</p>	<p>Expected Achievement levels: That this group of year 5 students will be working towards Level 3 by year's end</p>	<p>Of the 15 identified students, 9 students are reading at Level 3 and have exceeded the target, 2 are reading towards Level 3 and have met the target, 3 are reading at Level 2 and 1 reading at early Level 2; 4 not reaching the target.</p>	<p>We will continue with our focus on early literacy and oracy in particular for those students who are in need of this so that both their expressive and receptive language is age appropriate. Most students in years 3 to 6 have participated in the Reciprocal Teaching (RT3T) model. Reciprocal Teaching has been used to enhance comprehension across the curriculum at Levels 2, 3 and early 4. The strategies of predicting, clarifying, questioning and summarising have been explicitly taught. Building students' understanding of the more mature vocabulary required to comprehend at Level 3 will be a challenge for 2018.</p>

Annual Variance Report 2017

2017 Strategic Goal 1: To develop a vibrant learning community focused on student achievement.

Annual Goal 1: To accelerate the Maths learning of targeted students in Years 3-4 to achieve at the required Stage and Strand levels so as to meet National Standards

Current student achievement levels	Expected state of student learning year ending 2017	Actual state of student learning Year ended 2017	Analysis and recommendations
<p>2017 Baseline data</p> <p>Maths achievement across the school is 60% meeting or above standards. Males are achieving at 56% while females are achieving at 64%.</p> <p>The year 3 cohort are 63% meeting standards while the year 4 group is 77% meeting or above.</p>	<p>Year 3: That the identified 4 students will progress from Stage 3 Level 1 to Stage 4 and be working solidly at Level 1 across the strands</p> <p>Year 4: That the identified 7 students will progress from Stage 4 to Stage 5 and be working at level 2 across the strands</p>	<p>Year 3: Of the 4 identified students, 1 left the school, and 3 met the target.</p> <p>Year 4: Of the 7 students identified, 1 left the school, 4 met the target, 1 partially met it; working at stage 5 but still in level 1 for strands and 1 did not meet the target; still working at stage 4 and level 1.</p>	<p>Analysis and recommendations</p> <p>This year we began exploration of The PaCT Mathematics Framework. Time was spent unpacking the aspects and sets within each aspect, aligning them with the NZ Maths Curriculum, planning next learning for students and then (as a Kahui Ako) moderating student's learning using evidence.</p> <p>This new learning along with problem solving across the strands will enable us to sustain and grow our students' current maths knowledge and strategy use.</p> <p>Transitioning to Level 2 and then to Level 3 remain our challenges for 2018.</p>

JAMES STREET SCHOOL BOARD OF TRUSTEES – 2017

NAME	POSITION	ELECTED/CO-OPTED	OCCUPATION	TERM EXPIRES
Norah Schreiber	Member		Principal, James Street School	
Catherine Hogg	Member	Elected		November 2020
Raewyn Iremonger	Chairman	Elected		November 2017
Paddy Dixon	Member	Co-opted		November 2017
Catherine Ranapia	Member	Elected		May 2019
Ana Byrne	Member (Staff Representative)	Elected	Assistant Principal, James Street School	May 2019
Tiffany Wren	Member	Elected		May 2019
Ryan Morrison	Member	Co-opted		June 2017
Roz Dakin	Member		Acting Principal, James Street School, from 30/10/17 (Principal on Sick Leave)	