

ALBURY SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
	Financial Statements
2	Statement of Responsibility
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7 - 11	Statement of Accounting Policies
12 - 20	Notes to the Financial Statements
	Auditor's Report
	Analysis of Variance
	Kiwisport

Albury School

Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflects the financial position and operations of the school.


The School's 2019 financial statements are authorised for issue by the Board.

Nicholas Wingoeyer Fisher
Full Name of Board Chairperson


Signature of Board Chairperson

10th June 2020
Date:

DONNA LEE DONNELLY
Full Name of Principal


Signature of Principal

10th June 2020
Date:

Albury School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	435,821	353,474	371,501
Locally Raised Funds	3	48,314	24,490	33,284
Interest income		2,273	2,500	3,335
		<u>486,407</u>	<u>380,464</u>	<u>408,120</u>
Expenses				
Locally Raised Funds	3	11,640	7,204	18,717
Learning Resources	4	276,969	243,456	258,480
Administration	5	102,550	44,570	75,364
Finance		239	-	89
Property	6	60,136	33,450	98,687
Depreciation	7	14,804	10,000	14,521
Loss on Disposal of Property, Plant and Equipment		567	-	35
		<u>466,905</u>	<u>338,680</u>	<u>465,893</u>
Net Surplus / (Deficit) for the year		19,503	41,784	(57,773)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>19,503</u></u>	<u><u>41,784</u></u>	<u><u>(57,773)</u></u>



The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

Albury School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		141,964	141,963	198,348
Total comprehensive revenue and expense for the year		19,503	41,784	(57,773)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	1,389
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	22	161,467	183,747	141,964
Retained Earnings		161,467	183,747	141,964
Reserves		-	-	-
Equity at 31 December		161,467	183,747	141,964



The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

Albury School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	57,727	83,991	29,015
Accounts Receivable	9	11,727	10,884	16,963
GST Receivable		-	-	2,197
Prepayments		-	-	281
Inventories	10	778	750	738
Investments	11	68,360	70,000	83,151
		<u>138,591</u>	<u>165,625</u>	<u>132,344</u>
Current Liabilities				
GST Payable		6,240	5,000	-
Accounts Payable	13	17,256	16,613	30,904
Provision for Cyclical Maintenance	14	15,000	15,000	48,550
Finance Lease Liability - Current Portion	15	4,764	4,764	5,291
Funds held for Capital Works Projects	16	5,262	-	-
		<u>48,522</u>	<u>41,377</u>	<u>84,745</u>
Working Capital Surplus/(Deficit)		90,070	124,248	47,599
Non-current Assets				
Property, Plant and Equipment	12	117,849	105,951	115,951
		<u>117,849</u>	<u>105,951</u>	<u>115,951</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	31,864	31,864	19,066
Finance Lease Liability	15	14,588	14,588	2,521
		<u>46,452</u>	<u>46,452</u>	<u>21,587</u>
Net Assets		<u>161,467</u>	<u>183,747</u>	<u>141,964</u>
Equity	22	<u>161,467</u>	<u>183,747</u>	<u>141,964</u>

Albury School

Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		151,902	80,422	87,803
Locally Raised Funds		47,084	26,624	50,144
Goods and Services Tax (net)		8,438	3,386	(4,158)
Payments to Employees		(63,834)	(31,950)	(44,498)
Payments to Suppliers		(131,547)	(76,673)	(128,026)
Cyclical Maintenance Payments in the year		-	(29,552)	(855)
Interest Paid		(239)	-	(89)
Interest Received		2,583	2,200	2,784
Net cash from Operating Activities		14,389	(25,543)	(36,895)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(35)
Purchase of PPE (and Intangibles)		(27)	9,784	(4,738)
Purchase of Investments		14,791	31,248	18,097
Net cash from Investing Activities		14,764	41,032	13,324
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,389
Finance Lease Payments		(5,702)	6,029	(5,566)
Funds Held for Capital Works Projects		5,262	-	-
Net cash from Financing Activities		(441)	6,029	(4,177)
Net increase/(decrease) in cash and cash equivalents		28,712	21,518	(27,748)
Cash and cash equivalents at the beginning of the year	8	29,015	62,473	56,763
Cash and cash equivalents at the end of the year	8	57,727	83,991	29,015

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.



Albury School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Kiwi Park 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 2019 to 31 December 2019 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".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 36.

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 14.

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

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) 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.

f) 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.

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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.

h) 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.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

Prior Year Policy

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.

j) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

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 to Crown Owned Assets	10-40 years
Furniture and equipment	10 years
Information and communication technology	3-5 years
Leased assets held under a Finance Lease	As per Lease
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) 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.

n) 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).

o) 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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

p) 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.

q) Budget Figures

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

r) 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	81,471	81,277	80,651
Teachers' Salaries Grants	228,722	217,000	217,645
Use of Land and Buildings Grants	55,197	55,197	64,459
Other MoE Grants	70,430	-	8,746
	435,821	353,474	371,501

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	2,261	2,800	3,261
Bequests & Grants	600	600	-
Activities	3,345	5,000	8,954
Trading	13,600	15,090	5,982
Fundraising	20,318	1,000	-
Other Revenue	8,189	-	15,087
	48,314	24,490	33,284
Expenses			
Activities	6,921	5,100	7,074
Trading	3,101	1,104	6,659
Fundraising (Costs of Raising Funds)	1,618	1,000	-
Other Locally Raised Funds Expenditure	-	-	4,984
	11,640	7,204	18,717
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	36,674	17,286	14,567

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	6,831	7,554	10,440
Information and Communication Technology	1,149	1,250	938
Library Resources	3	350	544
Employee Benefits - Salaries	261,439	222,550	233,070
Staff Development	7,547	11,752	13,488
	276,969	243,456	258,480

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,279	3,100	3,184
Board of Trustees Fees	3,130	3,600	2,395
Board of Trustees Expenses	12,235	1,350	38,202
Intervention Costs & Expenses	27,939	-	-
Communication	1,069	820	1,533
Consumables	957	1,800	1,927
Operating Lease	139	5,800	-
Other	11,167	8,100	2,087
Employee Benefits - Salaries	20,307	17,000	20,936
Insurance	1,700	3,000	1,950
Service Providers, Contractors and Consultancy	20,628	-	3,150
	102,550	44,570	75,364

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	794	800	3,072
Cyclical Maintenance Provision	(20,752)	8,800	-
Grounds	2,240	1,800	-
Heat, Light and Water	7,098	7,000	10,478
Rates	1,069	1,200	1,233
Repairs and Maintenance	2,872	3,350	8,307
Use of Land and Buildings	55,197	-	64,459
Employee Benefits - Salaries	11,618	10,500	11,138
	60,136	33,450	98,687

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings - School	-	-	-
Building Improvements - Crown	3,489	2,472	3,589
Furniture and Equipment	3,037	2,154	3,128
Information and Communication Technology	2,337	1,448	2,103
Leased Assets	5,797	3,760	5,460
Library Resources	143	166	241
	14,804	10,000	14,521

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	259	10	10
Bank Current Account	51,650	83,981	23,191
Bank Call Account	5,818	-	5,814
Cash and cash equivalents for Cash Flow Statement	57,727	83,991	29,015

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	1,847	1,000	617
Interest Receivable	296	300	606
Teacher Salaries Grant Receivable	9,584	9,584	15,740
	11,727	10,884	16,963
Receivables from Exchange Transactions	2,143	1,300	1,223
Receivables from Non-Exchange Transactions	9,584	9,584	15,740
	11,727	10,884	16,963

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	708	700	693
School Uniforms	70	50	45
	778	750	738

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	68,360	70,000	83,151
Non-current Asset			
Long-term Bank Deposits	-	-	-
Total Investments	68,360	70,000	83,151

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building improvements - Crown	85,325	-	-	-	(3,489)	81,836
Furniture and Equipment	15,032	-	-	-	(3,037)	11,995
Information and Communication Technology	6,089	-	-	-	(2,337)	3,752
Leased Assets	7,819	21,443	(4,200)	-	(5,797)	19,265
Library Resources	1,686	27	(568)	-	(143)	1,002
Balance at 31 December 2019	115,951	21,470	(4,768)	-	(14,804)	117,850

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building improvements - Crown	132,956	(51,120)	81,836
Furniture and Equipment	87,424	(75,429)	11,995
Information and Communication Technology	59,438	(55,687)	3,752
Leased Assets	21,443	(2,178)	19,265
Library Resources	12,355	(11,353)	1,002
Balance at 31 December 2019	313,616	(195,767)	117,849

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building improvements - Crown	88,914	-	-	-	(3,589)	85,325
Furniture and Equipment	17,309	851	-	-	(3,128)	15,032
Information and Communication Technology	4,468	3,724	-	-	(2,103)	6,089
Leased Assets	13,279	-	-	-	(5,460)	7,819
Library Resources	1,765	197	(35)	-	(241)	1,686
Balance at 31 December 2018	125,735	4,772	(35)	-	(14,521)	115,951

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building improvements - Crown	132,956	(47,631)	85,325
Furniture and Equipment	87,424	(72,391)	15,032
Information and Communication Technology	59,438	(53,349)	6,089
Leased Assets	26,558	(18,739)	7,819
Library Resources	18,583	(16,897)	1,686
Balance at 31 December 2018	324,959	(209,007)	115,951

Cost

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	872	1,000	10,919
Accruals	4,929	4,929	3,184
Capital Accruals for PPE items	-	-	-
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	9,584	9,584	15,740
Employee Entitlements - Leave Accrual	1,871	1,100	1,061
	17,256	16,613	30,904
Payables for Exchange Transactions	17,256	16,613	30,904
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	17,256	16,613	30,904

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	67,616	67,616	67,616
Increase/ (decrease) to the Provision During the Year	(20,752)	8,800	-
Use of the Provision During the Year	-	(29,552)	-
Provision at the End of the Year	46,864	46,864	67,616
Cyclical Maintenance - Current	15,000	15,000	48,550
Cyclical Maintenance - Term	31,864	31,864	19,066
	46,864	46,864	67,616

15. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	4,764	4,764	5,291
Later than One Year and no Later than Five Years	14,588	14,588	2,521
Later than Five Years	-	-	-
	19,353	19,353	7,812

16. Funds Held for Capital Works Projects

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

2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
	\$	\$	\$		\$
MOE Classroom Alteration block 1 <i>in progress</i>	-	13,082	(7,820)	-	5,262
Totals	-	13,082	(7,820)	-	5,262

Represented by:

Funds Held on Behalf of the Ministry of Education	5,262
Funds Due from the Ministry of Education	-
	<u>5,262</u>

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.

	2019 Actual	2018 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	3,130	2,395
Full-time equivalent members	0.17	0.05
<i>Leadership Team</i>		
Remuneration	98,844	103,037
Full-time equivalent members	1	1
Total key management personnel remuneration	<u>101,974</u>	<u>105,432</u>
Total full-time equivalent personnel	<u>1.17</u>	<u>1.05</u>

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

Principal

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

	2019	2018
	Actual	Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments - Principal 1	20-30	100-110
Salary and Other Payments - Principal 2	70-80	-
Benefits and Other Emoluments - Principal 1	0-10	0-10
Benefits and Other Emoluments - Principal 2	0-10	-
Termination Benefits	15	-

Other Employees

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

Remuneration	2019	2018
\$000	FTE Number	FTE Number
0	0.00	0.00
	0.00	0.00

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:

	2019	2018
	Actual	Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: 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. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

21. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into no contract agreements for capital works .

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the no contracts.

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:

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	57,727	83,991	29,015
Receivables	11,727	10,884	16,963
Investments - Term Deposits	68,360	70,000	83,151
Total Financial assets measured at amortised cost	137,814	164,875	129,129

Financial liabilities measured at amortised cost

Payables	17,256	16,613	30,904
Finance Leases	19,353	19,353	7,812
Total Financial Liabilities Measured at Amortised Cost	36,609	35,965	38,716

24. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed until 18 May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

25. Comparatives

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

26. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 11 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

27. Breach of Deadline

The Board of Trustees has failed to comply with section 87C of the Education Act 1989 in that the Board did not report by 31 May 2020, the date fixed by the Ministry of Education, by which schools were required to have sent their financial statements to the Ministry of Education. The delay was due to a nationwide lockdown commenced on 26 March 2020 after the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF ALBURY SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Albury School (the School). The Auditor-General has appointed me, Andrew Hastie, using the staff and resources of Nexia Audit Christchurch, 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 3 to 20, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 10 June 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. 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.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 24 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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 21 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: *International 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.



Andrew Hastie
Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Analysis of Variance Reporting 2019



School Name:	Albury School	School Number:	3273
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Strategic Aim: Strategic Goal: Writing
To maximise our student’s potential through personalised learning.(Strategic Goal 4)

Annual Aim: That all students will achieve at or above the NZ Curriculum writing for their age and stage
Data should identify students not achieving and allow clear, concise and robust reporting. This includes target and Priority students.

Target: Students achievements accelerated towards expected levels in writing progress in writing against the learning progressions

Baseline Data:

Writing	Well Below		Below		At		Above		Total	Total
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
All Students	0	4	7	7	12	13	5	1	24	25
Maori			2	3	1	NA	1	NA	4	3
NZ European		4	4	4	13	13	3	1	20	22
Male		3	5	6	10	2	1	1	16	15
Female			2	4	2	9	4	1	8	13

Brief Summary	<p>Historical Position: Our two year group levels that were of concern in writing were Year 1 and 2 and 4. Our Maori students were also a concern in writing with only 56.6% at or above the National Standard compared with 65.5% of our whole school working at or above the National Standard. Our boys were also a concern with 48.9% writing at or above the standard. During 2019 teachers worked very hard at moderating across the school all written assessment in writing with the support of the SAF and PD using PaCT. Students have improved overall in writing but more targeted teaching is needed. At the beginning of the year many students engagement and learning needs required assessment. behaviour for many, including all Year 6 students was difficult and many changes related to well being were implemented. Some students have needed RTLB support before projected expectations could be met. Teachers continue to moderate writing and introduce moderation with other schools given that our data shows students achieving below expected levels in quite high proportions of 56%. The end of year data has stayed at the same 56% not achieving expected levels in writing. Two Maori students have significant health and learning needs. year 3 - Year 6 students have identified needs that have been supported all year by the RTLB service. This intervention had significant positive impact for these students. This is going to be addressed in 2020 with teaching hours increasing and the TA working with identified students</p>
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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>Identified priority writers. Used exemplars extensively.</p> <p>Teachers have gathered writing samples to moderate as teams and across teams.</p> <p>Class observations and writing maps developed.</p> <p>Learning goals used in differentiated groups for teaching strategies with teacher.</p> <p>Professional learning continued throughout the year.</p> <p>Writing progressions used to guide students toward their next learning tasks.</p> <p>Students wrote about their own experiences both personal and within</p>	<p>Staff reviewed current assessments, including Literacy progressions, writing and reading. Moderation practices were used to ensure consistency of assessment practices and sharing of information. A need to explore moderation practices across school using the PaCt tool</p> <p>Results for 2019 showed that there is considerable work still to be done.</p> <p>Year 0 2 students are working at expected levels in writing</p> <p>Year 1 1 student is working below expected levels writing 5 students are working at expected levels in writing</p> <p>Year 2 3 students are working at expected levels in writing</p>	<p>The teachers were very focussed on explicit teaching.</p> <p>The year 1 students arrive at school less prepared and struggle to meet the writing standard as they learn many of the skills needed for their learning in their first year at school.</p> <p>By the end of two years of schooling significant improvement of the skills for writing have been learnt and students are better able to meet the standard.</p> <p>Boys writing needs to be consistently focussed on their interests and skill base.</p> <p>Year 6 students' struggled to meet the demands of writing to achieve results expected of them. The Year 6 students wellbeing and learning</p>	<p>Ensuring that the Writing Progressions are accessible for all students and new teachers. The use of the SMS to support the gathering of data for teaching and learning and reporting accurately to the BOT.</p> <p>Identified students targeted for greater support</p> <p>Consistently using tools to model good practice and deeper features in writing. Use of moderated models with students.</p> <p>Authentic writing tasks especially for boys.</p> <p>Use discussion amongst staff to encourage professional learning.</p> <p>Continue with the Davis Programme</p>

<p>curriculum areas. Students broadened their knowledge of vocabulary particularly in Science.</p> <p>Achievement targets were tracked throughout the year.</p> <p>Deliberate acts of teaching skills in writing</p>	<p>Year 3</p> <p>1 student is working well below levels in writing</p> <p>3 students are below levels in writing</p> <p>1 student is at expected levels in writing</p> <p>1 student is above expected levels in writing</p> <p>Year 4</p> <p>1 student is working below the expected levels</p> <p>1 student is working at the expected levels</p> <p>Year 5</p> <p>1 student is working well below expected levels</p> <p>Year 6</p> <p>2 students are working well below expected levels in writing</p> <p>2 students are working below expected levels</p> <p>1 student is working at expected levels</p>	<p>behaviours were a key focus for the year. There was an improvement of engagement but not the required depth for the progress expected.</p> <p>Checking on attendance, Support Services for needs has been an important strategy for families and their child.</p>	<p>Review Oral Language programme</p> <p><u>Recommendations:</u></p> <p>Albury students have improved overall in writing but with continuing targeted teaching is needed. This is going to be addressed in 2020 with teaching hours increasing and the TA working with identified students. In 2019 some students have needed RTLB support before projected expectations could be met. Teachers continue to moderate writing and introduce moderation with other schools given that our data shows students achieving below expected levels in quite high proportions of 56%. The end of year data has stayed at the same 56% not achieving expected levels in writing. Maori students continue to need their identified met. Two Maori students have identified needs that have been supported all year by the RTLB services</p>
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<p>Teaching as Inquiry model continued in 2019 the staff worked on a new Spiral Inquiry through was developed with Digital Technology PLD as part of the Kahui Ako</p>	<p>The staff became familiar with the reflection model stages and used this for following the target children.</p> <p>Writing was to be a focus at staff meeting. Teachers identified specific strategies and practices that led to accelerated progress for some and improved progress for others.</p>	<p>Staff found the model useful and it supported teaching and learning.</p>	<p>Staff will continue to develop their Inquiry practices to improve their teaching with the PLD provider</p>
<p>Communication –Three way conferences with parents and students to discuss pathways to progress. More frequent formal and informal communication for target children and parents to be implemented</p>	<p>Attendance at 3 way conferences was high. Alternative forms of communication were discussed.</p>	<p>Feedback from parents at the start of 2019 shows that this is an area that we are doing well with some changes to having the student in the conference at the beginning and then if necessary time with just the teacher.</p>	<p>Communication has been included as a Strategic goal for the school.</p> <p>An open door policy for parents to make a time to speak with teachers about their child’s progress</p>

<p>Digital Technology - Professional Development - Kahui Ako</p>	<p>Digital Technology- This provided support for the Spiral Inquiry and training sessions involving the children on a variety of programs to support writing. The confidence of children using these continued to improve their enjoyment of writing School Visits – teaching staff found this a valuable way of keeping in touch with other schools and learning new ways of teaching or reinforcing present programmes. Davis Programme – This programme has two main parts. 1.teaching the basics of letter ID and preparing the children for learning.</p>	<p>Teachers a becoming more involved in the Kahui Ako</p>	<p>We are continuing this in 2019 with the kahui ako digital fluency challenge. Davis Programme – Two teaching staff and a teacher aide attended two days of workshops for this programme. The programme will be slowly implemented throughout the school. A parent information evening was held in 2019 with our PLD provider to share information about the digital programme and answer questions.</p>
<p>Targets and Target children (initially 5)– each identified child was included in staff Spiral inquiry.</p>	<p>Each child had a learning plan that identified additional support (Teacher Aide and RTLB) required to help them meet their needs and goals. 1 child moved out of the district, another was away for a term. One child had behavioural needs. Teachers continue to moderate writing and introduce moderation with other schools given that our data shows students achieving below expected levels in quite high proportions of 56%. The end of year data has stayed at the same 56% not achieving expected levels in writing</p>	<p>Term 2 learning plans and spiral inquiries were started. Improved communication between the school and parents of identified children has been identified as an area to be reviewed.</p>	<p>Ensure communication is improved with all caregivers and community. This includes timetabled contacts or conferences. Establish learning plans in term 1 with all data and tracking of students carefully monitored. Regular staff meetings around target children. New assessment sheets will be implemented and all assessment programmes will be reviewed. Target children will used the Davis programme as a starting point. Action Plans will be established for all target children.</p>

Planning for next year:

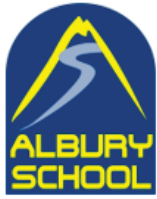
1. Writing and Mathematics will continue to be the focus for 2020 Boys writing will be closely monitored.
2. Digital technologies will be a focus through the Kahui Ako.
3. We are supporting our Maori children with a year long celebration of Tangata Whenua, culture, language and community support and relationships, and to have clear action plans for these students with clearer consultation and communication with the whanau.

5. Kahui Ako - Ministry funded PLD - continuation of writing focus and spiral inquiry during 2020 as well as achievement challenges agreed.
6. A school review will continue looking at assessment within the school and how this will be used to inform teaching and learning.
7. Kahui Ako work for 2020

- looking at UN goals and what they mean to us and our community / environment (Sustainable Development Goals)
- writing -
- design thinking process
- Technology Learning area as well as any other appropriate learning areas
- CT and DDDO
- Student inquiry through theme
- back mapping curriculum objectives for age groups

How can the Board help?

PLD with staff for writing (including maths support , Digital Fluency (on-going), Principal support (assessment and reporting) Staff release to observe in other schools or take part on Kahui Ako sessions. Property MLE project to be completed and PLD for staff and BOT around MLE.
Home and School - funding and grants to update computer hardware and additional hours for TA.



"Learning for Living"

Mrs. D. Donnelly
Principal
Albury School
Queen Street
RD 14
CAVE 7984

Kiwisport Funding 2019

Albury School is part of a Kiwisport Rural Cluster.

Kiwisport is a Government funded initiative to support students' participation in organized sport.

In 2019, the school received funding of \$352.92 (excluding GST).

The funding was spent on coaching as part of the Rural Kiwisport Cluster.

Donna Donnelly
Principal