

PIGEON MOUNTAIN PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1439

Principal: Ian Dickinson

School Address: 22 Wells Road
Bucklands Beach, Auckland

School Postal Address: 22 Wells Road
Bucklands Beach, Auckland

School Phone: 64 9 5349765

School Email: general@pmps.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Current
M Eades	Chair Person	Elected	Construction Site Manager	May 2022
I Dickinson	Principal ex Officio	Principal	Principal	Current
R Spong	Parent Rep	Elected	Accountant	May 2022
C Huxley	Parent Rep	Elected	Marketing Director	May 2019
Y Pillay	Parent Rep	Elected	Marketing Manager	May 2019
A Zhang	Parent Rep	Elected	Accountant	May 2019
A Palmer	Parent Rep	Elected	Accountant	May 2022
I Joblin	Parent Rep	Elected	Lawyer	May 2022
B Chan	Parent Rep	Elected	Accountant	May 2022
G Gao	Parent Rep	Elected	Business Manager	May 2022
L Lowden	Staff Rep	Elected	Teacher	May 2019
A Doughty	Staff Rep	Elected	Teacher	May 2022

Accountant / Service Provider: Sheryl Lane Chartered Accountant

PIGEON MOUNTAIN PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2019

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Pigeon Mountain Primary 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.

Mark Herbert Eades

Full Name of Board Chairperson



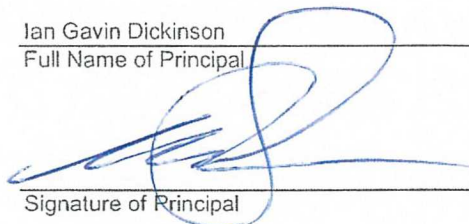
Signature of Board Chairperson

Date:

2/6/2020

Ian Gavin Dickinson

Full Name of Principal



Signature of Principal

Date:

2/6/2020

Pigeon Mountain Primary 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	4,951,738	4,837,062	4,778,591
Locally Raised Funds	3	222,301	207,856	228,446
Interest income		13,942	13,500	13,950
International Students	4	226,714	199,400	204,383
		<u>5,414,695</u>	<u>5,257,818</u>	<u>5,225,370</u>
Expenses				
Locally Raised Funds	3	132,140	98,228	101,901
International Students	4	26,477	23,000	17,728
Learning Resources	5	2,663,926	2,526,627	2,639,265
Administration	6	218,969	249,490	221,168
Finance		2,867	-	-
Property	7	2,120,702	2,252,376	2,084,265
Depreciation	8	134,679	120,000	127,599
Loss on Disposal of Property, Plant and Equipment		2,000	-	5,630
		<u>5,301,760</u>	<u>5,269,721</u>	<u>5,197,556</u>
Net Surplus / (Deficit) for the year		112,935	(11,903)	27,814
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>112,935</u>	<u>(11,903)</u>	<u>27,814</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.

Pigeon Mountain Primary 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		1,507,247	1,507,247	1,471,755
Total comprehensive revenue and expense for the year		112,935	(11,903)	27,814
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		15,267	-	7,678
Equity at 31 December		1,635,449	1,495,344	1,507,247
Retained Earnings		1,635,449	1,495,344	1,507,247
Equity at 31 December		1,635,449	1,495,344	1,507,247

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.

Pigeon Mountain Primary School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	512,840	182,200	144,846
Accounts Receivable	10	175,832	164,000	163,234
GST Receivable		-	4,000	3,980
Prepayments		19,439	20,000	19,277
Inventories	11	532	150	4,464
Investments	12	433,695	500,000	414,788
		<u>1,142,338</u>	<u>870,350</u>	<u>750,589</u>
Current Liabilities				
GST Payable		10,092	-	-
Accounts Payable	14	242,838	221,000	238,154
Revenue Received in Advance	15	212,154	114,803	142,370
Provision for Cyclical Maintenance	16	17,067	-	-
Painting Contract Liability - Current Portion	17	28,230	28,230	28,230
Finance Lease Liability - Current Portion	18	25,565	15,000	15,149
Funds held for Capital Works Projects	19	-	-	(109,620)
		<u>535,946</u>	<u>379,033</u>	<u>314,283</u>
Working Capital Surplus/(Deficit)		606,392	491,317	436,306
Non-current Assets				
Property, Plant and Equipment	13	<u>1,134,197</u>	<u>1,096,027</u>	<u>1,171,062</u>
		<u>1,134,197</u>	<u>1,096,027</u>	<u>1,171,062</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	18,000	35,000	17,933
Painting Contract Liability	17	60,999	50,000	75,792
Finance Lease Liability	18	26,141	7,000	6,396
		<u>105,140</u>	<u>92,000</u>	<u>100,121</u>
Net Assets		<u><u>1,635,449</u></u>	<u><u>1,495,344</u></u>	<u><u>1,507,247</u></u>
Equity				
		<u><u>1,635,449</u></u>	<u><u>1,495,344</u></u>	<u><u>1,507,247</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

Pigeon Mountain Primary 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		825,700	709,406	851,425
Locally Raised Funds		276,848	206,745	230,557
International Students		234,562	172,703	244,490
Goods and Services Tax (net)		14,072	(20)	15,909
Payments to Employees		(432,517)	(416,917)	(545,649)
Payments to Suppliers		(588,582)	(619,027)	(586,117)
Cyclical Maintenance Payments in the year		-	17,067	-
Interest Paid		(2,867)	-	-
Interest Received		19,244	13,291	11,219
Net cash from Operating Activities		346,460	83,248	221,834
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	(5,630)
Purchase of PPE (and Intangibles)		(41,450)	(44,965)	(229,219)
Purchase of Investments		(18,907)	(85,212)	(10,950)
Net cash from Investing Activities		(60,357)	(130,177)	(245,799)
Cash flows from Financing Activities				
Furniture and Equipment Grant		15,267	-	7,678
Finance Lease Payments		(28,203)	455	1,598
Painting contract payments		(14,793)	(25,792)	(33,199)
Funds Administered on Behalf of Third Parties		-	-	49,158
Funds Held for Capital Works Projects		109,620	109,620	-
Net cash from Financing Activities		81,891	84,283	25,235
Net increase/(decrease) in cash and cash equivalents		367,994	37,354	1,270
Cash and cash equivalents at the beginning of the year	9	144,846	144,846	143,576
Cash and cash equivalents at the end of the year	9	512,840	182,200	144,846

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 which form part of these financial statements..

Pigeon Mountain Primary School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Pigeon Mountain Primary 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 28.

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 13.

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 carry forward 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

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.

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 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.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive 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	30-50 years
Furniture and fittings	10 years
Office Computers	3 years
Office Equipment	10 years
Plant & Machinery	10 years
Office Furniture & Fittings	10 years
Other Equipment	10 years
Teaching Audio Visual	5 years
Teaching Computers	3 years
Teaching Music	10 years
Teaching Other	10 years
Teaching Sport	10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

p) 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.

q) 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).

r) 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.

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. 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 balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

t) 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.

u) Budget Figures

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

v) 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	719,464	608,122	723,419
Teachers' Salaries Grants	2,221,518	2,119,859	2,076,790
Use of Land and Buildings Grants	1,870,722	1,973,999	1,858,070
Other Government Grants	140,034	135,082	120,312
	<u>4,951,738</u>	<u>4,837,062</u>	<u>4,778,591</u>

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	94,687	112,225	135,624
Activities	95,044	85,056	77,484
Trading	25,923	3,875	8,301
Fundraising	6,647	6,700	7,037
	<u>222,301</u>	<u>207,856</u>	<u>228,446</u>
Expenses			
Activities	83,403	87,955	88,601
Trading	43,779	10,273	13,300
Overseas Travel	4,958	-	-
	<u>132,140</u>	<u>98,228</u>	<u>101,901</u>
<i>Surplus/ (Deficit) for the year Locally Raised Funds</i>	<u>90,161</u>	<u>109,628</u>	<u>126,545</u>

Overseas Travel: Sister School visit to Ningbo, China October 2019 for 2 adults and 8 students. Total expenses \$31,212, students funded \$ 26,254, net cost to school \$ 4,958.

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	27	25	15
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
International Student Fees	226,714	199,400	204,383
Expenses			
Advertising	-	3,000	-
Commissions	12,869	10,000	14,257
International Student Levy	(280)	-	3,471
Employee Benefit - Salaries	8,100	8,000	-
Other Expenses	1,059	2,000	-
Overseas Travel	4,729	-	-
	<u>26,477</u>	<u>23,000</u>	<u>17,728</u>
<i>Surplus/ (Deficit) for the year International Students'</i>	<u>200,237</u>	<u>176,400</u>	<u>186,655</u>

Overseas Travel : Principal travelled to ENZRA trade fair , August 2019 to promote school to international students. Costs included airfare, hotel, event fees and general expenses - \$4,729.

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	63,818	61,722	57,490
Information and Communication Technology	42,349	38,764	52,381
Library Resources	1,480	3,350	4,118
Employee Benefits - Salaries	2,529,973	2,405,391	2,479,825
Staff Development	26,306	17,400	45,451
	<u>2,663,926</u>	<u>2,526,627</u>	<u>2,639,265</u>

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,115	7,514	7,270
Board of Trustees Fees	4,180	4,800	4,565
Board of Trustees Expenses	31,582	28,100	21,206
Communication	3,164	3,250	2,929
Consumables	21,613	25,773	16,947
Operating Lease	17,129	43,944	31,491
Other	21,442	31,600	31,631
Employee Benefits - Salaries	95,880	92,315	94,052
Insurance	7,745	7,744	7,077
Service Providers, Contractors and Consultancy	8,119	4,450	4,000
	<u>218,969</u>	<u>249,490</u>	<u>221,168</u>

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	60,562	60,200	61,147
Cyclical Maintenance Provision	17,134	-	14,191
Grounds	13,408	11,500	8,762
Heat, Light and Water	27,603	31,430	32,150
Repairs and Maintenance	80,577	125,147	62,218
Use of Land and Buildings	1,870,722	1,973,999	1,858,070
Security	2,013	3,000	2,629
Employee Benefits - Salaries	48,683	47,100	45,098
	<u>2,120,702</u>	<u>2,252,376</u>	<u>2,084,265</u>

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

8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	21,516	14,499	17,789
Furniture & Fittings	25,729	22,118	23,885
Office Computers	1,603	1,774	2,177
Office Equipment	409	1,158	807
Plant & Machinery	16,199	13,540	16,612
Office Furniture & Fittings	1,650	1,365	1,675
Office Equipment	11,703	7,036	8,633
Teaching Audio Visual	4,353	2,963	3,635
Teaching Computers	14,706	13,405	29,824
Teaching Music	437	352	334
Teaching Other	65	53	65
Teaching Sport	825	672	825
Leased Assets	28,606	34,322	13,985
Library Resources	6,878	6,743	7,353
	<u>134,679</u>	<u>120,000</u>	<u>127,599</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	510,642	180,000	142,650
Bank Call Account	2,198	2,200	2,196
Cash and cash equivalents for Cash Flow Statement	<u>512,840</u>	<u>182,200</u>	<u>144,846</u>

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

Of the \$ 510,642 Cash and Cash equivalents, \$ 134,348 is held by the School for International Students fees in advance.

10. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	12,148	5,000	4,759
Interest Receivable	3,489	9,000	8,791
Teacher Salaries Grant Receivable	160,195	150,000	149,684
	<u>175,832</u>	<u>164,000</u>	<u>163,234</u>
Receivables from Exchange Transactions	15,637	14,000	13,550
Receivables from Non-Exchange Transactions	160,195	150,000	149,684
	<u>175,832</u>	<u>164,000</u>	<u>163,234</u>

11. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	288	150	183
School Uniforms	244	-	4,281
	<u>532</u>	<u>150</u>	<u>4,464</u>

12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	433,695	500,000	414,788
Total Investments	<u>433,695</u>	<u>500,000</u>	<u>414,788</u>

13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Buildings	747,441	-	-	-	(21,516)	725,925
Furniture & Fittings	158,420	21,377	-	-	(25,729)	154,068
Office Computers	1,678	-	-	-	(1,603)	75
Office Equipment	1,443	801	-	-	(409)	1,835
Plant & Machinery	88,624	4,236	-	-	(16,199)	76,661
Office Furniture & Fittings	10,320	321	-	-	(1,650)	8,991
Other Equipment	48,753	-	-	-	(11,703)	37,050
Teaching Audio Visual	15,006	4,122	-	-	(4,353)	14,775
Teaching Computers	21,449	3,849	-	-	(14,706)	10,592
Teaching Music	2,412	876	-	-	(437)	2,851
Teaching Other	464	-	-	-	(65)	399
Teaching Sport	2,639	-	-	-	(825)	1,814
Leased Assets	20,939	58,364	-	-	(28,606)	50,697
Library Resources	51,474	5,868	(2,000)	-	(6,878)	48,464
Balance at 31 December 2019	<u>1,171,062</u>	<u>99,814</u>	<u>(2,000)</u>	<u>-</u>	<u>(134,679)</u>	<u>1,134,197</u>

The net carrying value of equipment held under a finance lease is \$ 50,697 (2018: \$20,939)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Buildings	1,020,376	(294,451)	725,925
Furniture & Fittings	377,004	(222,936)	154,068
Office Computers	6,530	(6,455)	75
Office Equipment	17,776	(15,941)	1,835
Plant & Machinery	186,998	(110,337)	76,661
Office Furniture & Fittings	28,498	(19,507)	8,991
Other Equipment	110,327	(73,277)	37,050
Teaching Audio Visual	119,629	(104,854)	14,775
Teaching Computers	165,352	(154,760)	10,592
Teaching Music	9,853	(7,002)	2,851
Teaching Other	6,612	(6,213)	399
Teaching Sport	14,463	(12,649)	1,814
Leased Assets	102,966	(52,269)	50,697
Library Resources	142,693	(94,229)	48,464
Balance at 31 December 2019	<u>2,309,077</u>	<u>(1,174,880)</u>	<u>1,134,197</u>

2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	598,245	167,900	(915)	-	(17,789)	747,441
Furniture & Fittings	160,802	21,501	-	-	(23,885)	158,418
Office Computers	3,855	-	-	-	(2,177)	1,678
Office Equipment	2,251	-	-	-	(807)	1,444
Plant & Machinery	105,540	-	(304)	-	(16,612)	88,624
Office Furniture & Fittings	11,995	-	-	-	(1,675)	10,320
Other Equipment	42,355	18,588	(3,556)	-	(8,633)	48,754
Teaching Audio Visual	13,059	5,582	-	-	(3,635)	15,006
Teaching Computers	40,243	11,031	-	-	(29,824)	21,450
Teaching Music	2,387	442	(83)	-	(334)	2,412
Teaching Other	1,300	-	(771)	-	(65)	464
Teaching Sport	3,464	-	-	-	(825)	2,639
Leased Assets	32,277	2,647	-	-	(13,985)	20,939
Library Resources	51,669	9,391	(2,234)	-	(7,353)	51,473
Balance at 31 December 2018	1,069,442	237,082	(7,863)	-	(127,599)	1,171,062

The net carrying value of equipment held under a finance lease is \$ 20,939 (2017: \$ 32,277)

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	1,020,376	(272,935)	747,441
Furniture & Fittings	355,625	(197,205)	158,420
Office Computers	6,530	(4,852)	1,678
Office Equipment	16,976	(15,533)	1,443
Plant & Machinery	182,762	(94,138)	88,624
Office Furniture & Fittings	28,847	(18,527)	10,320
Other Equipment	110,327	(61,574)	48,753
Teaching Audio Visual	126,987	(111,981)	15,006
Teaching Computers	161,893	(140,444)	21,449
Teaching Music	8,976	(6,564)	2,412
Teaching Other	6,612	(6,147)	465
Teaching Sport	14,463	(11,824)	2,639
Leased Assets	44,602	(23,663)	20,939
Library Resources	138,095	(86,622)	51,473
Balance at 31 December 2018	2,223,071	(1,052,009)	1,171,062

14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	24,273	20,000	19,289
Accruals	19,799	25,000	25,413
Banking Staffing Overuse	16,647	16,000	33,798
Employee Entitlements - Salaries	171,290	150,000	149,684
Employee Entitlements - Leave Accrual	10,829	10,000	9,970
	242,838	221,000	238,154
Payables for Exchange Transactions	242,838	221,000	238,154
	242,838	221,000	238,154

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees	134,348	99,803	126,500
Other	77,806	15,000	15,870
	<u>212,154</u>	<u>114,803</u>	<u>142,370</u>

16. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	17,933	17,933	13,315
Increase/ (decrease) to the Provision During the Year	17,134	-	9,233
Use of the Provision During the Year	-	-	(4,615)
Provision at the End of the Year	<u>35,067</u>	<u>17,933</u>	<u>17,933</u>
Cyclical Maintenance - Current	17,067	-	-
Cyclical Maintenance - Term	18,000	35,000	17,933
	<u>35,067</u>	<u>35,000</u>	<u>17,933</u>

17. Painting Contract Liability

	2019	2019	2018
	Actual	Budget	Actual
	\$	\$	\$
Current Liability	28,230	28,230	28,230
Non Current Liability	60,999	50,000	75,792
	<u>89,229</u>	<u>78,230</u>	<u>104,022</u>

In 2017 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for and exterior repaint of the Ministry owned buildings in 2017, with regular maintenance in subsequent years. The agreement has an annual commitment of \$ 28,230. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

18. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	23,714	-	15,149
Later than One Year and no Later than Five Years	27,038	-	6,396
Later than Five Years	-	-	-
	<u>50,752</u>	<u>-</u>	<u>21,545</u>

19. 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 \$
Block 1 and 2 refurbishment	<i>completed</i>	(109,620)	109,620	-	-	-
Area A & B Refurbishment	<i>in progress</i>	-	6,900	(8,774)	1,874	-
Totals		(109,620)	116,520	(8,774)	1,874	-

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	Reversal of 2017 R & M Write Off \$	Closing Balances \$
Block 1 and 2 refurbishment	<i>completed</i>	(83,516)	83,516	(80,804)	(28,816)	(109,620)
Totals		(83,516)	83,516	(80,804)	(28,816)	(109,620)

20. 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.

21. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,180	4,565
Full-time equivalent members	0.18	0.16
<i>Leadership Team</i>		
Remuneration	333,194	319,874
Full-time equivalent members	3	3
Total key management personnel remuneration	337,374	324,439
Total full-time equivalent personnel	3.18	3.16

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 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130-140	130-140
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	0	0

Other Employees

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

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

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

22. 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.

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into 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 following contracts:

- operating lease for teachers laptops;
- operating lease for administration equipment
- twelve month contract for cleaning of school

	2019 Actual \$	2018 Actual \$
No later than One Year	70,905	21,314
Later than One Year and No Later than Five Years	618	12,989
Later than Five Years	-	-
	71,523	34,303

BDO

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:

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	512,840	182,200	144,846
Receivables	175,832	164,000	163,234
Investments - Term Deposits	433,695	500,000	414,788
Total Financial assets measured at amortised cost	<u>1,122,367</u>	<u>846,200</u>	<u>722,868</u>

Financial liabilities measured at amortised cost

Payables	242,838	221,000	238,154
Finance Leases	51,706	22,000	21,545
Painting Contract Liability	89,229	78,230	104,022
Total Financial Liabilities Measured at Amortised Cost	<u>383,773</u>	<u>321,230</u>	<u>363,721</u>

26. 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 the 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 was physically closed but open for tuition, the school switched to alternative methods of delivering the curriculum, so students could 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.

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

27. Comparatives

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

28. 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:

- 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.
- 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 trivial.

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



Analysis of Variance

Pigeon Mountain Primary School (1439) Junior School Goal

Focus: Accelerating Progress in Student Achievement in (Junior) Mathematics (2019)

Strategic Aim: To know and meet the learning needs of each student to ensure equity and excellence for all our students

Annual Aim: The progress of priority learners is accelerated towards achieving expectations.

Baseline Data: Junior teams identified an ongoing trend in the underperformance of Girls in Maths in comparison to their Male counterparts.

2018- Maths

After Year 1

Female Below or Well Below Expectations 0%.

Male Below or Well Below Expectations 7%.

After Year 2

Female Below or Well Below Expectations 15%.

Male Below or Well Below Expectations 8%.

After Year 3

Female Below or Well Below Expectations 27%.

Male Below or Well Below Expectations 6%.

2017- Maths

After Year 1

Female Below or Well Below Expectations 3%.

Male Below or Well Below Expectations 5%.

After Year 2

Female Below or Well Below Expectations 16%.

Male Below or Well Below Expectations 6%.

After Year 3

Female Below or Well Below Expectations 29%.

Male Below or Well Below Expectations 20%.

2016- Maths

After Year 1

Female Below or Well Below Expectations 0%.

Male Below or Well Below Expectations 6%.

After Year 2

Female Below or Well Below Expectations 14%.

Male Below or Well Below Expectations 11%.

After Year 3

Female Below or Well Below Expectations 19%.

Male Below or Well Below Expectations 10%.

Baseline data showed that the trend of boys 'overtaking' girls in Maths achievement had been identical over the past 3 academic years, and that after the first year at school, girls were less likely than boys to be achieving At or Above expectations in Maths in the junior school years.

Junior School Target: By the end of the 2019 academic year, the disproportionate number of Year 1 to 3 girls achieving Below or Well Below in Maths has been reduced.

Actions (What did we do?)

- Talk moves, showing and discussing how you worked it out
- Problem solving approach, working with target kids more
- Flexible groupings
- Diving deeper into a problem and extending
- Using materials
- Vocab involving in maths and different ways to say the same thing (more, greater, higher).
- Using "wait time" has improved our teaching and encouraged us to wait for all children to have a chance to give an answer
- Variety of scaffolding worked, including specific Tier 1 interventions alongside planned teacher aide intervention and parental support
- Teachers used expert buddies, talk moves, open ended questions, mixed ability grouping, front loading, pairing with an expert, low threshold-high ceiling problems and using materials
- Some teachers have sent maths home to support each child's learning
- Use of Mathematics as consolidation.
- Making parents aware that their child is a target student.

Outcomes (What happened?)

2018-2019 Maths At/Above Expectation

After Year 1 (2018) 39 students

Female Below or Well Below Expectations 0%.

After Year 2 (2019) 31 students

Female Below or Well Below Expectations 10%.

Increase of 10%.

After Year 2 (2018) 34 students

Female Below or Well Below Expectations 15%.

After Year 3 (2019) 44 students

Female Below or Well Below Expectations 9%.

Decrease of 6%.

After Year 3 (2018) 30 students

Female Below or Well Below Expectations 27%.

After Year 4 (2019) 43 students

Female Below or Well Below Expectations 28%.

Increase of 1%.

Team Level Analysis;

Team Manuka (7 students) Focus on Strategy Gaps

86% of students moved to At or Above expectation by end of year.

Team Puriri (12 students)

42% of students moved to At or Above expectation by end of year.

Team Pohutukawa (6 students) Focus on improving JAM/GLOSS by 1 level

100% of students achieved this improvement

Reasons for the Variance (Why did it happen?)

- Turnover of teachers during term-time and getting new teachers up-to-speed with programmes
- Existing conditions affecting students' learning
- Whole class teaching can be difficult to keep track of all students conversations, smaller flexible groupings works better.
- The pattern that we are seeing is that the students have made incremental progress but not enough to change their overall OTJ.
- We have also noticed that the children that were below in more than one sub category made minimal progress whereas the children below in only one area made progress and their OTJ shifted.
- Lack of progress is due to a combination of a maths learning difficulty, poor level of English, lack of confidence and resilience (afraid of making mistakes), poor connection between maths knowledge and using it in context and a fluctuating level of engagement.

Evaluation (Where to next?)

- Continue to track students who did not make accelerated progress
- Exchange of data and achievement information between teachers at 'Getting to Know' sessions at start of new academic year
- Ongoing communication and cooperation with parents of these priority learners in order to elevate outcomes
- Review effectiveness of Tier 2 intervention programmes (Strategic Goal 2020-2022 «i) in order to monitor effectiveness on student outcomes
- Induct and train new teachers, seek PLD for those new to the profession to ensure effective programmes in this subject.



Analysis of Variance

Pigeon Mountain Primary School (1439) Senior School Goal

Focus: Accelerating Progress in Student Achievement in (Senior) Reading (2019)

Strategic Aim: To know and meet the learning needs of each student to ensure equity and excellence for all our students

Annual Aim: The progress of priority learners is accelerated towards achieving expectations.

Baseline Data: Senior teams identified an ongoing trend in the steady decline of achievement in Y4-6 Reading in comparison with other assessed subjects.

Baseline Data (End of 2018);
Girls' Reading- Schoolwide % At or Above expectations
2014- 90%
2015- 90%
2016- 89%
2017- 87%
2018- 82%

2018- Reading (Senior Students Y4-6)
Year 4-6 2018 Students
Female Below or Well Below Expectations 21%
Male Below or Well Below Expectations 12%
Aggregate Below or Well Below Expectations 16%

2017- Reading (Senior Students Y4-6)
Year 4-6 2017 Students
Female Below or Well Below Expectations 14%
Male Below or Well Below Expectations 13%
Aggregate Below or Well Below Expectations 14%

2016- Reading (Senior Students Y4-6)
Year 4-6 2016 Students
Female Below or Well Below Expectations 11%
Male Below or Well Below Expectations 12%
Aggregate Below or Well Below Expectations 11%

Of the students currently at PMPS who achieved Below or Well Below expectations in Reading at the end of 2018;
Y3 2018- 10 out of 82 students (12% of cohort)
Y4 2018- 13 out of 75 students (17% of cohort)
Y5 2018- 22 out of 106 students (21% of cohort)
Aggregate 45 out of 263 students (17% of total)

Baseline data indicated that as well as a steady decline in those reading At or Above expectations in Reading over the past 5 years, the proportion of senior students in particular not achieving At or Above expectations was also growing. The 2019 senior students were on track to continue this decline unless a deliberate attempt was made to arrest it.

Senior School Target: By the end of the 2019 academic year, there is a significant reduction in the proportion of the 17% of 2019 senior students, who at the end of 2018 were Below or Well Below Reading expectations.

Actions (What did we do?)

- Team Titoki (10 students) Focus on PM Benchmarks
 - Development of reciprocal reading skills
 - Deliberate acts of teaching to unpack the skills of reciprocal reading to increase students metacognition.
 - Making students aware of what they are doing when they are reading.
 - Getting students to 'think out loud'.
 - Focus about reading: predicting, summarising, clarifying to understand not only new words but new ideas
 - Skill of questioning
 - Increase in student voice and choice into their programme.
- Team Kahikatea (20 students) Focus on linking Reading and Vocabulary
 - Using the student agency model of student choice and voice
 - Students being actively engaged in the reading programme
 - Using focused goal setting and building the reading programme around their own goals and needs
 - Use of the 10-15mins SSR time everyday as an extra reading vocabulary session for the target students. Majority of the students use this extra 50mins - 1.5 hours a week of vocabulary learning beneficially
 - ESOL students having Jessie (MLA) for two extra 45mins lessons a week from term 3 onwards.
- Team Kauri (13 students) Focus on PM Reading Levels
 - Focus on running Records
 - Two focus areas, one around improving reading fluency (which tended to be our ESOL students) and one for those struggling to progress due to lack of inferencing skills.
 - Developing inference skills
 - Professional reading to improve and remind us of some of the skills for teaching inference.
 - Use Janelle (TA) to work with our target students during Term 2 through the use of Big Books.
 - Focus on improving fluency and vocabulary knowledge.
 - Incorporate Buddy Reading within the class and with other classes, as well as using bookmarks while reading to help with reading strategies and how to solve unknown words within a context.
 - Trialled Daily 5
 - Trialled using Phonics as part of programme
 - Share feedback on all our strategies

Outcomes (What happened?)

2018 Y4 Students- Reading Below or Well-Below (75 students)

Boys- 22% Below or Well Below Expectation
Girls- 13% Below or Well Below Expectation
Overall- 17% Below or Well Below Expectation

2019 Y5 Students- Reading Below or Well-Below (85 students)

Boys- 28% Below or Well Below Expectation
Girls- 11% Below or Well Below Expectation
Overall- 19% Below or Well Below Expectation

2018 Y5 Students- Reading Below or Well-Below (106 students)

Boys- 14% Below or Well Below Expectation
Girls- 27% Below or Well Below Expectation
Overall- 21% Below or Well Below Expectation

2019 Y6 Students- Reading Below or Well-Below (117 students)

Boys- 10% Below or Well Below Expectation
Girls- 15% Below or Well Below Expectation
Overall- 13% Below or Well Below Expectation

Team Level Analysis:

Team Titoki (10 students) Focus on PM Benchmarks

70% of target students moved 4 PM Benchmarks before end of year

Team Kahikatea (20 students) Focus on linking Reading and Vocabulary

40% of target students reached target

Team Kauri (13 students) Focus on PM Reading Levels

85% of target students moved 2 PM Reading Levels

Reasons for the Variance (Why did it happen?)

- Time constraints; goal needed to be extended. We wanted to give the students the opportunity to improve over a full year.
- We have found that our data has gone both up and down at different times.
- Last year we found that having all teachers work together and observe each other as a group was very beneficial and we wanted to recreate that again this year. However due to busy timetables, we did not find a time that suited everyone. Individually we observed each other and gave feedback, however we did not get the same collective learning as we did last year. As teachers, we found that this is the most valuable form of learning and we are going to make it a priority for next year.
- We decided at the start of the year to use e-astTle as our data collection tool, we thought that this was the most robust and also we could set mini tests throughout the year to show movement. In hindsight, running records may have given us better data for our well below readers.
- Last year we provided the students with a team reading challenge, this was very successful and was a great motivator for our students. This year instead of giving the reading challenge that we developed with our readers in mind, we did the school wide "Hell's pizza challenge". While many of our able readers did this very well, the activities did not appeal to some of the lower readers as there was too much writing involved, not just reading. At the start of next year we will re-develop our own reading challenge and give it to all the team's students.
- Most students were receiving one on one in some way either through Lexia, Rainbow Reading or through the ESOL programme.
- We needed to break things down and do small texts to target the skills they needed. Inferencing is quite hard for low-level English speakers and we will continue to try to further develop our resources around this.
- In future, we will also try to continue to implement what has worked in the other classrooms within the team.

Evaluation (Where to next?)

- Continue to track students who did not make accelerated progress
- Exchange of data and achievement information between teachers at 'Getting to Know' sessions at start of new academic year
- Ongoing communication and cooperation with parents of these priority learners in order to elevate outcomes
- Review effectiveness of Tier 2 intervention programmes (Strategic Goal 2020-2023 «I) in order to monitor effectiveness on student outcomes
- Induct and train new teachers, seek PLD for those new to the profession to ensure effective programmes in this subject.

PIGEON MOUNTAIN PRIMARY SCHOOL

KIWI SPORT

For the year ended 31 December 2019

Kiwisport is a Government funding initiative to support students participation in organised sport. In 2019, the school received total Kiwis port funding of \$7,357.06. The funding was spent on coached gross motor skills programmes .

Further expenditure was made on replacing sporting equipment in the school, namely balls, hoops and softball equipment.

The number of students participating in organised sport remained at 100% of the school roll.



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF PIGEON MOUNTAIN PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Pigeon Mountain Primary School (the School). The Auditor-General has appointed me, Blair Stanley, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, 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 as applicable to entities that qualify as tier 2.

Our audit was completed on 2nd June 2020. 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.

Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in Note 26 to the financial statements which outline the impact 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 arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, 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.

A handwritten signature in blue ink, appearing to read 'Blair Stanley', is written over a horizontal line.

Blair Stanley
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand