

OTARI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 3073

Principal: Clifford Wicks

School Address: 166 Wilton Road, Wilton, Wellington 6012

School Postal Address: 166 Wilton Road, Wilton, Wellington 6012

School Phone: 04 475 3018

School Email: office@otari.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Maria Borschevsky	Chair Person	Co-opted May 2017	Analyst	Apr-19
Natasha Kuku	Chair Person	Re-Elected May 2019	Policy Analyst	May-22
Clifford Wicks	Principal	ex Officio - appointed July 2002		
Adrian Wagner	Parent Rep	Re-Elected May 2019	Broadcaster	May-22
Mike Mayne	Parent Rep	Elected May 2016	Manager	Apr-19
Richard Ford	Parent Rep	Elected May 2016	Scientist	Feb-19
Ngahuia Foreman	Parent Rep	Elected May 2019	Policy Analyst	May-22
Martin Vere-Jones	Parent Rep	Elected May 2019	Senior Business Consultant	May-22
John Capper	Parent Rep	Elected May 2019	Divisional Manager	May-22
Paul Retimanu	Parent Rep	Co-opted Apr 2019	Business Owner	May-22
Shani Leda	Staff Rep	Re-elected May 2019	Teacher	May-22

Accountant / Service Provider: Alison Dyer CA

OTARI SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
Financial Statements	
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 9	Statement of Accounting Policies
10 - 16	Notes to the Financial Statements
Other Information	
17	Kiwisport
18 - 19	Performance Graphs
20 - 21	Statement of Resources
22 - 33	Analysis of Variance
34 - 35	Independent Auditor's Report

Otari 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.

Natasha Kuk^{NE}
Full Name of Board Chairperson

Clifford Wicks
Full Name of Principal

N. KUKA
Signature of Board Chairperson


Signature of Principal

21 May 2020
Date:

21. 05. 2020
Date:

Otari School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	1,805,158	1,772,487	1,751,836
Locally Raised Funds	3	158,358	109,482	174,236
Interest income		2,948	2,125	3,403
		<u>1,966,464</u>	<u>1,884,094</u>	<u>1,929,475</u>
Expenses				
Locally Raised Funds	3	43,650	25,784	36,056
Learning Resources	4	1,328,983	1,303,074	1,308,539
Administration	5	116,951	122,918	115,469
Finance		1,160	1,172	882
Property	6	439,425	452,137	428,545
Depreciation	7	29,441	35,911	30,529
Loss on Disposal of Property, Plant and Equipment		534	-	88
		<u>1,960,144</u>	<u>1,940,996</u>	<u>1,920,108</u>
Net Surplus / (Deficit) for the year		6,320	(56,902)	9,367
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>6,320</u>	<u>(56,902)</u>	<u>9,367</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.

Otari 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		<u>248,717</u>	<u>248,717</u>	<u>239,350</u>
Total comprehensive revenue and expense for the year		6,320	(56,902)	9,367
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		6,690	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	24	<u>261,727</u>	<u>191,815</u>	<u>248,717</u>
Retained Earnings		271,727	201,815	258,717
Reserves		(10,000)	(10,000)	(10,000)
Equity at 31 December		<u>261,727</u>	<u>191,815</u>	<u>248,717</u>

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.

Otari 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	225,582	22,557	54,930
Accounts Receivable	9	84,206	83,750	91,007
GST Receivable		-	1,266	8,862
Prepayments		8,402	8,200	8,153
Inventories	10	525	363	183
Investments	11	67,458	103,790	100,903
		<u>386,173</u>	<u>219,926</u>	<u>264,038</u>
Current Liabilities				
GST Payable		5,160	-	-
Accounts Payable	13	193,146	118,000	140,645
Revenue Received in Advance	14	2,000	-	-
Provision for Cyclical Maintenance	15	70,000	70,000	-
Finance Lease Liability - Current Portion	16	6,465	6,051	5,085
Funds held in Trust	17	(1,181)	-	219
Funds held for Capital Works Projects	18	40,032	-	1,144
		<u>315,622</u>	<u>194,051</u>	<u>147,093</u>
Working Capital Surplus/(Deficit)		70,551	25,875	116,945
Non-current Assets				
Property, Plant and Equipment	12	202,611	171,994	197,205
		<u>202,611</u>	<u>171,994</u>	<u>197,205</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	3,334	3,254	61,667
Finance Lease Liability	16	8,101	2,800	3,766
		<u>11,435</u>	<u>6,054</u>	<u>65,433</u>
Net Assets		<u>261,727</u>	<u>191,815</u>	<u>248,717</u>
Equity				
	24	<u>261,727</u>	<u>191,815</u>	<u>248,717</u>

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

MOORE MARKHAMS

Otari School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		437,891	406,328	443,291
Locally Raised Funds		162,366	115,866	175,012
Goods and Services Tax (net)		14,022	7,596	(4,251)
Payments to Employees		(317,007)	(300,941)	(331,081)
Payments to Suppliers		(176,848)	(247,598)	(235,800)
Cyclical Maintenance Payments in the year		-	-	(4,632)
Interest Paid		(1,160)	(1,172)	(882)
Interest Received		3,431	2,498	3,331
Net cash from Operating Activities		122,695	(17,423)	44,988
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(22,287)	(10,700)	(33,332)
Purchase of Investments		33,445	(2,887)	(6,205)
Net cash from Investing Activities		11,158	(13,587)	(39,537)
Cash flows from Financing Activities				
Furniture and Equipment Grant		6,690	-	-
Finance Lease Payments		(7,379)	-	(7,318)
Painting contract payments		-	-	(18,723)
Funds Administered on Behalf of Third Parties		(1,400)	(219)	(400)
Funds Held for Capital Works Projects		38,888	(1,144)	421
Net cash from Financing Activities		36,799	(1,363)	(26,020)
Net increase/(decrease) in cash and cash equivalents		170,652	(32,373)	(20,569)
Cash and cash equivalents at the beginning of the year	8	54,930	54,930	75,499
Cash and cash equivalents at the end of the year	8	225,582	22,557	54,930

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..

MOORE MARKHAMS

Otari School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Otari 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 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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. Finance leases are disclosed at note 16.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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.

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	40 years
Furniture and equipment	5–15 years
Information and communication technology	4 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 grants received where there are unfulfilled obligations for the School to provide services in the future.

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 are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

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

s) 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.

t) Budget Figures

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

u) 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	379,594	358,553	354,232
Teachers' Salaries Grants	1,013,548	994,695	966,301
Use of Land and Buildings Grants	353,719	371,464	342,244
Resource Teachers Learning and Behaviour Grants	1,611	1,000	981
Other MoE Grants	56,686	46,775	88,078
	<u>1,805,158</u>	<u>1,772,487</u>	<u>1,751,836</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	74,623	59,612	70,402
Community Grants	12,191	10,110	14,487
Activities	19,548	17,440	14,598
Trading	1,028	20	13
Fundraising	50,968	22,300	35,272
Other Revenue	-	-	39,464
	<u>158,358</u>	<u>109,482</u>	<u>174,236</u>
Expenses			
Activities	23,670	20,584	14,088
Trading	1,105	200	238
Fundraising (Costs of Raising Funds)	18,875	5,000	11,730
Other Locally Raised Funds Expenditure	-	-	10,000
	<u>43,650</u>	<u>25,784</u>	<u>36,056</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>114,708</u>	<u>83,698</u>	<u>138,180</u>

(i) Donations include \$39,000 from the Wilton Montessori Education Trust, \$5,200 from the Otari After-School Care Trust, \$250 from the community preschool, \$500 from CBT and \$1,000 from St Johns Trust. These donations have been used to supplement teaching support in the classroom, to assist families in need and to enhance the school environment. The Board acknowledges the generosity and assistance of these bodies.

(ii) Community Grants include teacher professional development support funding and community preschool site costs.

(iii) Net fundraising includes \$12,300, \$3,100 from the school disco, \$3,500 from the sale of chocolate, \$1,800 from the sale of pizza, \$1,200 from sale of calendars and \$750 from the hire of facilities.

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	24,522	29,710	36,494
Equipment Repairs	4,405	5,018	4,878
Information and Communication Technology - operating lease	23,061	26,363	17,792
Extra-Curricular Activities	4,487	4,975	6,165
Library Resources	2,207	2,100	1,251
Employee Benefits - Salaries	1,259,137	1,223,758	1,226,585
Staff Development	11,164	11,150	15,374
	<u>1,328,983</u>	<u>1,303,074</u>	<u>1,308,539</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	6,684	6,490	6,489
Board of Trustees Fees	2,930	4,600	2,680
Board of Trustees Expenses	2,302	5,895	2,782
Communication	1,079	1,237	1,213
Consumables	10,393	13,829	11,845
Other	5,553	5,065	4,794
Employee Benefits - Salaries	70,609	68,975	68,981
Insurance	3,901	3,377	3,699
Service Providers, Contractors and Consultancy	13,500	13,450	12,986
	<u>116,951</u>	<u>122,918</u>	<u>115,469</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	13,834	12,198	13,148
Consultancy and Contract Services	28,995	25,950	26,254
Cyclical Maintenance Provision	11,667	11,587	10,013
Grounds	2,039	2,225	2,744
Heat, Light and Water	16,559	16,625	15,099
Rates	1,016	878	1,073
Repairs and Maintenance	7,895	9,150	15,135
Use of Land and Buildings	353,719	371,464	342,244
Security	3,701	2,060	2,835
	<u>439,425</u>	<u>452,137</u>	<u>428,545</u>

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

7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	2,874	3,037	2,874
Furniture and Equipment	9,713	12,087	8,812
Information and Communication Technology	1,869	4,795	4,545
Sports, grounds and cleaning equipment	4,863	4,872	4,122
Leased Assets	7,134	7,650	7,027
Library Resources	2,988	3,470	3,149
	<u>29,441</u>	<u>35,911</u>	<u>30,529</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	5	25	87
Bank Current Account	4,876	11,142	11,117
Bank Call Account	220,701	11,390	43,726
Cash and cash equivalents for Cash Flow Statement	<u>225,582</u>	<u>22,557</u>	<u>54,930</u>

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

Of the \$225,582 Cash and Cash Equivalents, \$40,032 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$225,582 Cash and Cash Equivalents, \$3,500 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	9,326	4,950	11,334
Interest Receivable	690	800	1,173
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	74,190	78,000	78,500
	<u>84,206</u>	<u>83,750</u>	<u>91,007</u>
Receivables from Exchange Transactions	10,016	5,750	12,507
Receivables from Non-Exchange Transactions	74,190	78,000	78,500
	<u>84,206</u>	<u>83,750</u>	<u>91,007</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	163	363	183
Hats	362	-	-
	<u>525</u>	<u>363</u>	<u>183</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	67,458	103,790	100,903

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Building Improvements	70,078	-	-	-	(2,874)	67,204
Furniture and Equipment	63,555	10,887	-	-	(9,713)	64,729
Information and Communication	1,762	805	-	-	(1,869)	698
Sports, grounds and cleaning equipment	30,183	8,147	-	-	(4,863)	33,467
Leased Assets	8,822	13,094	-	-	(7,134)	14,782
Library Resources	22,805	2,448	(534)	-	(2,988)	21,731
Balance at 31 December 2019	<u>197,205</u>	<u>35,381</u>	<u>(534)</u>	<u>-</u>	<u>(29,441)</u>	<u>202,611</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Building Improvements	117,880	(50,676)	67,204
Furniture and Equipment	173,085	(108,356)	64,729
Information and Communication	42,472	(41,774)	698
Sports, grounds and cleaning equipment	102,622	(69,155)	33,467
Leased Assets	20,918	(6,136)	14,782
Library Resources	49,174	(27,443)	21,731
Balance at 31 December 2019	<u>506,151</u>	<u>(303,540)</u>	<u>202,611</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Building Improvements	72,952	-	-	-	(2,874)	70,078
Furniture and Equipment	47,453	24,914	-	-	(8,812)	63,555
Information and Communication Technology	6,307	-	-	-	(4,545)	1,762
Sports, grounds and cleaning equipment	29,166	5,139	-	-	(4,122)	30,183
Leased Assets	9,702	6,147	-	-	(7,027)	8,822
Library Resources	22,763	3,279	(88)	-	(3,149)	22,805
Balance at 31 December 2018	188,343	39,479	(88)	-	(30,529)	197,205

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Building Improvements	117,880	(47,802)	70,078
Furniture and Equipment	162,198	(98,643)	63,555
Information and Communication Technology	51,756	(49,994)	1,762
Sports, grounds and cleaning equipment	94,475	(64,292)	30,183
Leased Assets	23,059	(14,237)	8,822
Library Resources	49,563	(26,758)	22,805
Balance at 31 December 2018	498,931	(301,726)	197,205

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	106,236	27,000	43,900
Accruals	5,626	8,000	10,342
Employee Entitlements - Salaries	79,499	78,000	81,212
Employee Entitlements - Leave Accrual	1,785	5,000	5,191
	193,146	118,000	140,645
Payables for Exchange Transactions	111,862	35,000	54,242
Payables for Non-exchange Transactions - Other	81,284	83,000	86,403
	193,146	118,000	140,645

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	2,000	-	-
	2,000	-	-

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	61,667	61,667	56,286
Increase/ (decrease) to the Provision During the Year	11,667	11,587	10,013
Use of the Provision During the Year	-	-	(4,632)
Provision at the End of the Year	73,334	73,254	61,667
Cyclical Maintenance - Current	70,000	70,000	-
Cyclical Maintenance - Term	3,334	3,254	61,667
	73,334	73,254	61,667

**MOORE
MARKHAMS**

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	7,496	6,051	5,640
Later than One Year and no Later than Five Years	8,657	2,800	4,077
Later than Five Years	-	-	-
	<u>16,153</u>	<u>8,851</u>	<u>9,717</u>

17. Funds held in Trust

	2019 Actual \$	2019 (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	(1,181)	-	219
	<u>(1,181)</u>	<u>-</u>	<u>219</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

18. 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 \$
Blocks A, B & C: Replace Roofing & Spouting/Refurbish Classrooms/Toilets <i>in progress</i>	1,144	558,643	519,755	-	40,032
Totals	<u>1,144</u>	<u>558,643</u>	<u>519,755</u>	<u>-</u>	<u>40,032</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	40,032
Funds Due from the Ministry of Education	-
	<u>40,032</u>

2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Classroom Block Upgrade <i>in progress</i>	(1,377)	41,160	38,639	-	1,144
Classroom Carpets <i>completed</i>	1,050	-	1,050	-	-
Classroom Heaters <i>completed</i>	1,050	-	1,050	-	-
Special Needs - Fencing <i>completed</i>	-	17,242	17,242	-	-
Totals	<u>723</u>	<u>58,402</u>	<u>57,981</u>	<u>-</u>	<u>1,144</u>

19. Related Party Transactions

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

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

The principal had one family member employed by the School during the year. The principal's wife, Johanne Wicks, was employed as a classroom teacher and library manager.

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,930	2,680
Full-time equivalent members	0.10	0.11
<i>Leadership Team</i>		
Remuneration	420,642	423,643
Full-time equivalent members	5	5
Total key management personnel remuneration	423,572	426,323
Total full-time equivalent personnel	5.10	5.11

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 135	125 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

No other employees received total remuneration over \$100,000 (2018: nil)

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

21. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was nil. (2018: nil)

22. Contingencies

There is a contingent asset for possible repayment from the Ministry of Education for under spending the school's banking staffing entitlement during 2019. The Ministry has yet to decide how much it will pay to the School. We cannot reliably measure the cash repayment, but the amount we have underspent as at 31 December is approximately \$1,088. We will record the amount we receive as income in the 2020 financial year. There are no contingent liabilities (except as noted below) as at 31 December 2019.

(Contingent asset at 31 December 2018: \$5,710).

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

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

\$674,297 commitment to have blocks B and C upgraded and Blocks A, B and C roofing and spouting replaced as agent for the Ministry of Education. This project is fully funded by the Ministry and \$599,173 has been received of which \$559,140 has been spent on it to balance date.

(Capital commitments at 31 December 2018: \$402,212)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of a photocopier

(b) operating leases of computers and information technology equipment

No later than One Year

Later than One Year and No Later than Five Years

Later than Five Years

	2019 Actual \$	2018 Actual \$
No later than One Year	20,027	10,369
Later than One Year and No Later than Five Years	21,698	13,258
Later than Five Years	-	-
	<u>41,725</u>	<u>23,627</u>

24. Managing Capital

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

25. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	225,582	22,557	54,930
Receivables	84,206	83,750	91,007
Investments - Term Deposits	67,458	103,790	100,903
Total Financial assets measured at amortised cost	<u>377,246</u>	<u>210,097</u>	<u>246,840</u>

Financial liabilities measured at amortised cost

Payables	193,146	118,000	140,645
Finance Leases	14,566	8,851	8,851
Total Financial Liabilities Measured at Amortised Cost	<u>207,712</u>	<u>126,851</u>	<u>149,496</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 this lockdown all schools were closed. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of 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.

27. 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

Otari School

KiwiSport Grant

For the year ended 31 December 2019

Kiwisport is a Government funding initiative to support sport for school-aged children.

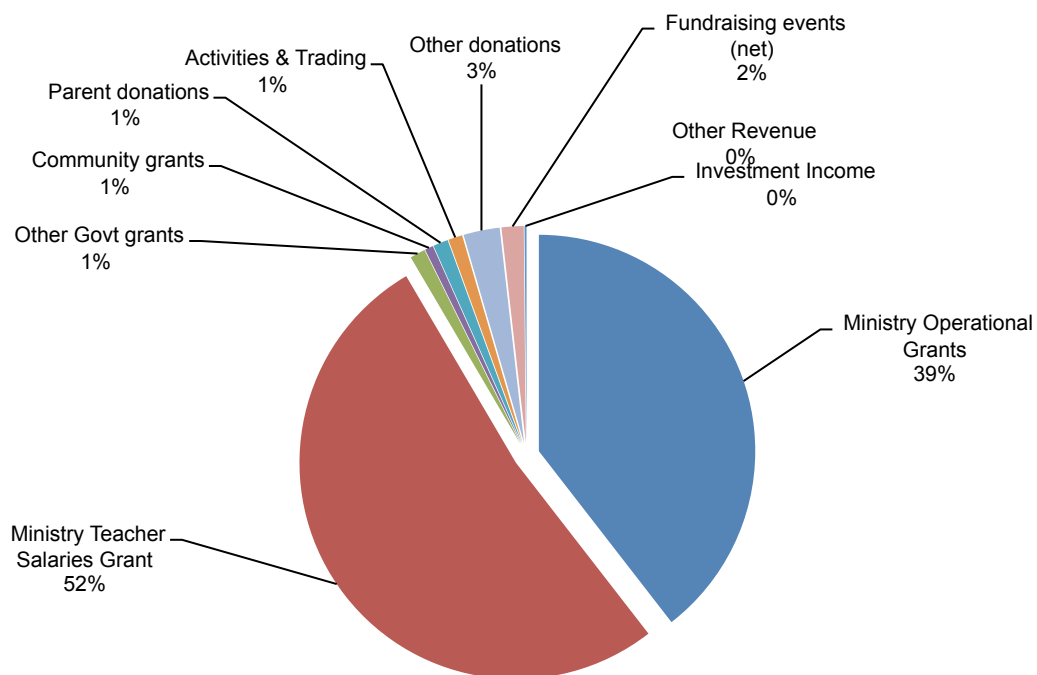
In 2019, the school has used this funding (\$3,013 excluding GST) to increase student participation in organised sport by providing the following:

1. Transport to/from swimming lessons for Year 1 and 2 children in Term 1
2. Transport to hockey, netball, futsal and athletics tournaments
3. Purchase of foldable soccer goals
4. To support the release of teaching staff to organise schoolwide sport events eg cross country

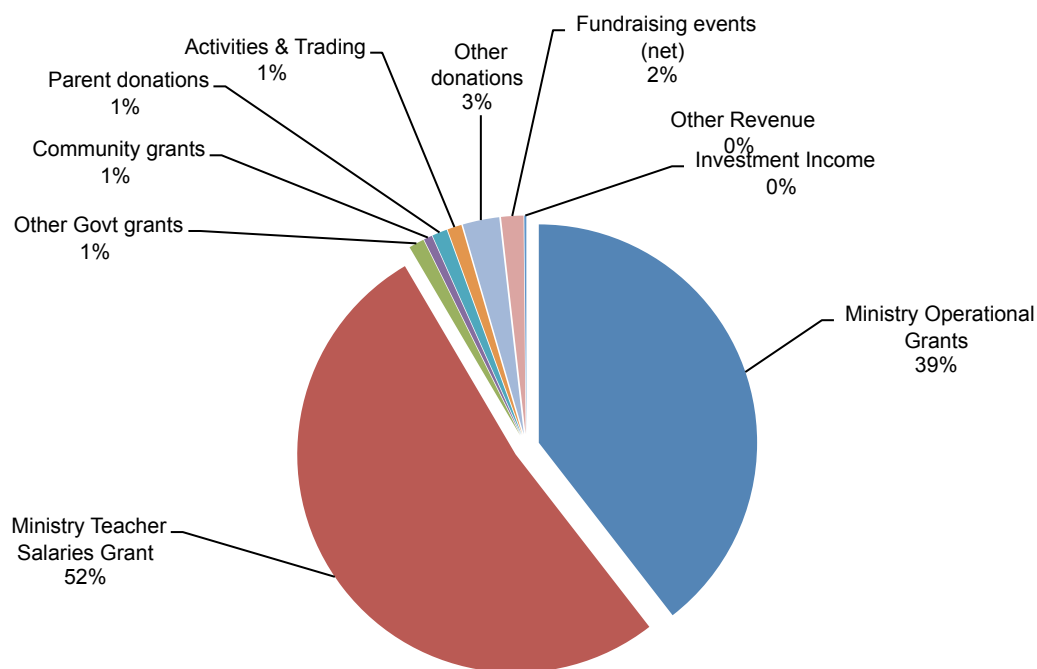
Performance graphs

Comparing 2019 to 2018

2019 Otari School Operating Income \$1,947,589



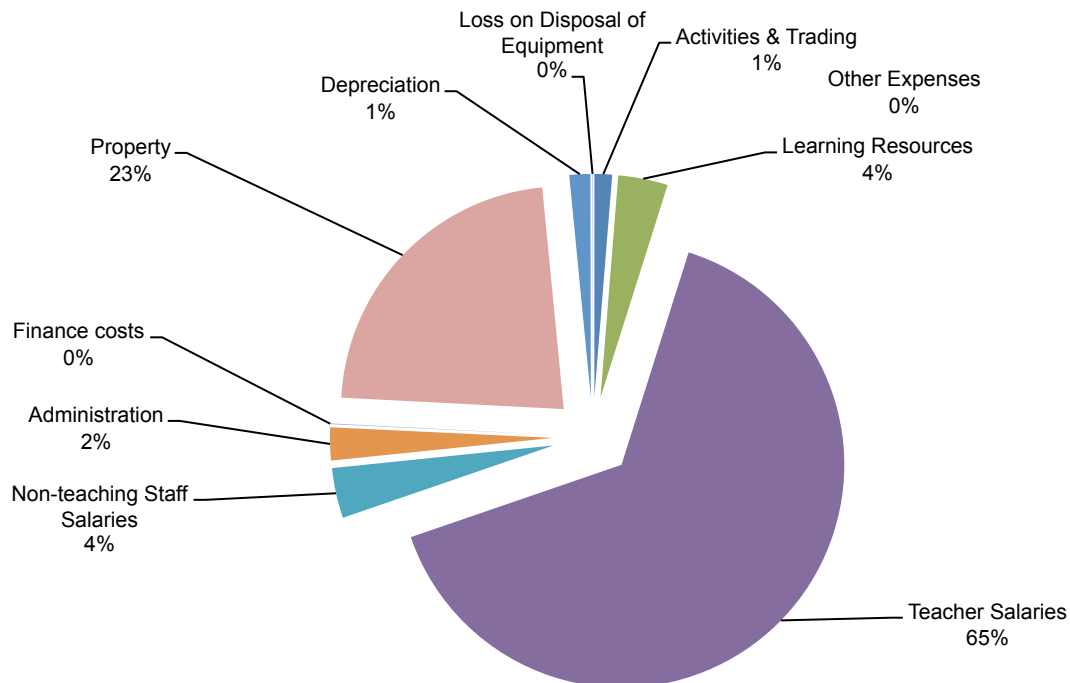
2018 Otari School Operating Income \$1,917,745



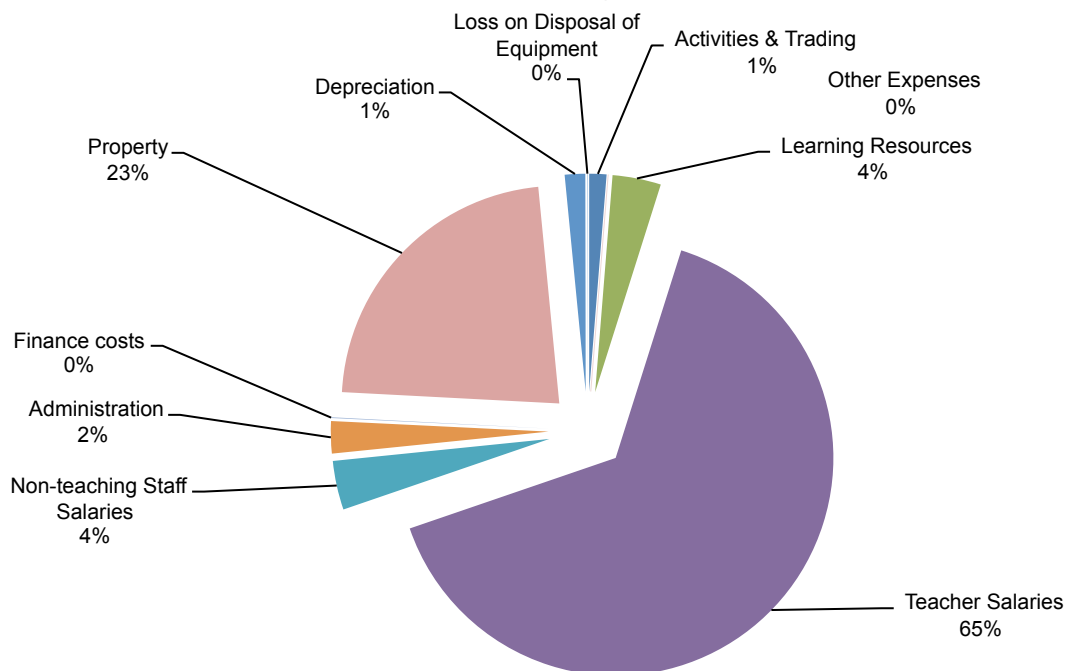
Performance graphs

Comparing 2019 to 2018

2019 Otari School Operating Expenditure \$1,941,269



2018 Otari School Operating Expenditure \$1,908,378



Otari School

STATEMENT OF RESOURCES

For the year ended 31 December 2019

School roll and days open

The school roll at:	1 July 2019	1 July 2018	1 July 2017
	212	211	196

The School was open for 390 half days in 2019 (2018 – 384).

Physical Resources

The ownership of the land and buildings that make up the School site is vested in the Ministry of Education. The current government valuation of this property is \$3,800,000 (effective 1 September 2018).

The Otari School Board of Trustees is responsible for the management of the land and buildings under a property occupancy agreement with the Ministry for the Wilton Road site. These are made up of:

- 0.9303 hectares of land
- 8 permanent classrooms (1 junior classroom built in 2009, 1 junior classroom built in 2010)
- 2 flexible teaching spaces, a teachers room and a resource room block (built in 2010)
 - Administration Block
 - Library Block (built in 2009)

The site has been developed to include a hall (partly funded by the Ministry of Education through the Financial Assistance Scheme) and a senior and junior adventure playground. Extensive landscaping enhances the safety and aesthetic features of the site.

With respect to technology, the School is networked and students have access to sixty-six chromebooks/thinkpads, ten computers and fifteen I-pads, which all have e-mail/internet facilities. Students also have access to nine multimedia television screens, seven digital cameras, a digital video camera, five portable CD/cassette stereo players, a television and video system, a multimedia projector, a mobile sound system, three overhead projectors, three interactive projectors and an interactive whiteboard.

The School has a range of sports and musical equipment.

Human Resources

The approved staffing entitlement for 2019 was 12.32 full-time teacher equivalents. This was made up of:

	2019	2018	2017
Principal U4	1	1	1
Deputy Principal	1	1	1
Assistant Principal	-	1	1
Full time Teachers	3	4	5
Part time Teachers	6.26	3.7	1.9
Reading Recovery	0.2	0.35	0.15
Beginning Teacher Release	-	0.1	0.1
Special Education Staffing	0.42	0.63	0.63
(0.21 allocated to a specialist school)			
Classroom Release time	0.44	0.4	0.36

The Board also employed:

5 Teacher Aides - Special Needs	64 hours pw
3 Teacher Aides - ESOL	8 hours pw
0.3 Reading Recovery Teacher	
0.1 Classroom Support Teacher	
Kaiarahi I te Reo for the immersion strand	25 hours pw
Teacher Aide for the immersion strand	20 hours pw
Office Manager	40 hours pw
Library Assistant	5 hours pw
Caretaker	20 hours pw

(These positions were funded from the operations grant)

Teacher Assistant for the Montessori strand 25 hours pw

0.2 Teacher Support for the Montessori strand

(The cost of employing these staff members is included in the operating statement and was funded from the direct contributions of parents to the BOT)

The Board has made a commitment to staff training, particularly in leading and management training for the Principal, and in new education learning activity areas for all staff.

The Special Education Service has provided the School with assistance from a Speech Language Therapist, Educational Psychologist, visiting teacher and itinerant Resource teacher (special needs).

The Board also acknowledges the voluntary help provided by parents, whanau, and other supporters in the running of the school.

ANALYSIS OF VARIANCE REPORT FOR MINISTRY OF EDUCATION 2020

The following information is in relation to target students within the Māori Immersion Strand, Montessori Strand and Original Strand.

1. Overall Otari School Learning Improvement Plan 2019
2. Student achievement goals 2019 for Target Students
3. Target Student Outcomes
4. Variance Report in relation to outcomes

1. Otari School Learning Improvement Plan

Key Steps

1. Identify the non ORS funded students who are achieving below the curriculum expectation.
2. Identify groups of students who will most readily respond to an acceleration programme.
3. Establish annual targets in relation to these groups and individuals.
4. Identify groups of students who require a long term strategy (2 – 3 years) for raising achievement.
5. Establish long-term goals in relation to these students and individuals.
6. Establish achievement goals, targets, strategies and assessment methodologies for students who have additional learning needs.
7. Identify all available resourcing and funding. Plan programmes and strategies for lifting achievement for all groups, within this.
8. Write up the Otari School Learning Improvement Plan for identified groups and individuals, including key personnel and review dates.
9. Present mid year and end of year reports to the Board of Trustees in relation to the Learning Improvement Plan – keep ERO updated.
10. Evaluate progress and document in Analysis of Variance.

Background Information

The Learning Improvement Plan includes *Priority Learners and Students with Additional Learning Needs*. Priority Learners are those learners who require extra resourcing and/or teaching to attain their learning outcomes. Within the group of Priority Learners are students who are designated *Target Students*. Target Students are children who are identified for acceleration with the goal of achieving more than a year's progress in one year.

Students with Additional Learning Needs are children who are receiving Ministry of Education funding in some form. They may have identified moderate, high or very high needs. There are a few students who fit within Priority Learners and students with Additional Learning Needs.

We are primarily interested in furthering the progress of all these learners and know some will make more gains than others in the same timeframe, therefore learning improvement strategies may be relevant for children within all groups.

Key Information

Key information outlines the numbers of students involved, personnel, support programmes and funding.

Supporting Documentation

The LIP will be supported by Target Student Achievement graphs and by Priority Learner Updates, a google document that teachers, through their own observation, reflection, assessment and inquiry fill out throughout the year. This will track the progress and achievement of these students.

Priority	Original	Montessori	Immersion	Key	Support	Key	Current staffing, funding	Additional
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Learners				Personnel	Programmes	support personnel	and hours (Hours are weekly)	Support
68 Priority Learners (in at least 1 learning area)	33 Kakano: 7 Kakariki: 8 Kereru: 7 Totara: 11 Female: 13 Male: 20 Maori: 10 Pacific: 8	11 Pohutukawa: 6 Ngalo: 5 Female: 7 Male: 4 Māori: 2	24 Kowhai: 1 Tui: 11 Kalkomako: 12 Female: 11 Male: 13	Clifford Susan Api Deborah Kathy Britta (RR)	2 x wk writing support for up to 10 students from Totara class. Maths intervention Te Reo Matatini intervention In class targeted teaching	Cilla Parekohai Shani Paula Clifford Sandi (ESOL) Rebecca (ESOL)	MoE teacher staffing of 1.4 plus 2 hours (Clifford) RR = 5 hours BoT funding .3. (7.5 hrs) used for reading recovery MoE funded ESOL 5 hours teacher aide funding.	Reading volunteers
Targeted for acceleration	14 9 boys 5 girls 6M 1P	8 3 boys 5 girls 1 M	9 4 boys 5 girls	Class teacher				
Additional Needs: (ORS, ICS, Moderate Needs Service - Kimi Ora)	4 Kakano: 1 Kākāriki: 2 Kereru: 1 1 girl 3 boys	1 Pohutukawa: 1 1 girl	2 Tui: 1 Kalkomako: 1 1 girl 1 boy	SENCO: Susan West Class teacher .1 specialist teachers: Sara Jenny Prince	ORS and ICS students have individualised programmes (IEPs) Occupational therapy session 1 x wk for 2 terms	Katrina Teacher aides: Rebecca Emile Sandi Eli	Student generated hours: 47 ORS+ 5 ICS = 52 per week SEG: 5.5 per week. Topping up ORS and other MoE funding. Grant = \$9000 Parent contribution (1 student) 7 hours .3 Staffing provided by MoE	MoE speech language therapist Kimi Ora occupational therapist

Overview of Support - Priority Learners Original Strand:	Overview of Support - Additional Learning Needs Original Strand:
<p>Many students will be catered for through the classroom programme. Specific strategies, such as grouping based on needs and scheduling regular sessions for certain children. Further support includes</p> <ul style="list-style-type: none"> Mathematics support provided 4 x per week. Shani Leda delivers extra, targeted mathematics lessons for specific children. She works mainly in the community room with individuals and small groups, and liaises with teachers closely. Children are from Totara and Kereru, with the majority from Totara. She teaches one child every day the other 11 through the week. Range from stage 1 to stage 5 (levels 1 - 3) therefore working with a range of needs from significantly behind to just needing a boost in certain areas. Junior classroom - Shani supports Kakano students in literacy 4x per week, thus enabling more attention to be given to those children who are priority learners. Writing sessions 1-2 x weekly for a group of 10 year 7 and 8 students, including target students, are delivered by Clifford Wicks. The focus is on supporting the writing that is happening within the classroom by providing a space where the boys can receive regular feedback, encouragement and ideas. There is specific teaching of language skills and genre features. Priority Learners prioritised for the Reading Volunteer programme that operates three times a week. Two reading recovery teachers means that 5 children can be given extra reading tuition. 	<p>Yr 2 girl, Kakano (18 hrs): Down Syndrome and Hirschsprung Bowel Disease - teacher aide hours are used to support her inclusion in the classroom, working on specific IEP goals for academic and social learning. A significant amount of support is required for daily toileting routine as student is still in nappies. Funded supervision for second half of lunchtime play, teacher/peer supervision of other playtimes.</p> <p>Yr 4 boy, Kākāriki (11 hrs): Jacobsen Syndrome - teacher aide hours are used to support inclusion in the classroom and provide 1-1 instruction in foundational literacy and numeracy skills. Support personnel wear an FM hearing device that links to his hearing aids. Has own computer to assist with learning (funded from MoE Assistive Technology). Independent at playtimes.</p> <p>Y5 boy in Kākāriki (27 hrs): Autism Spectrum Disorder, high and complex needs - this student receives full time support to ensure his safety and inclusion at school. This is achieved through a combination of MoE funded hours (17), SEG hours (6), 1 specialist teacher (2.5), classroom teacher lunchtime supervision (1.5). Has own computer to assist with learning (funded from MoE Assistive Technology). Will be moving into Kereru once refurbishment is completed.</p> <p>Y6 boy in Kereru with Autism Spectrum Disorder - teacher aide hours are used to support inclusion in the classroom programme and to support an individualised literacy programme. Currently on waiting list for ICS. Funded through combination of SEG (2 hrs), ESOL (1 hr) and parent contribution.</p>
<p>Overview of Support - Priority Learners Montessori Strand:</p> <p>Many students will be catered for through the classroom programme. Specific strategies, such as grouping based on needs and scheduling regular sessions for certain children.</p> <ul style="list-style-type: none"> Senior classroom - Paula/Sally provide additional support for literacy & maths target students Paula taking extension maths group (yr 7/8) Junior classroom priority learners prioritised for Reading Volunteers - 2 x week Kanae (teaching assistant) works 1:1 with target students in literacy and gross motor development Reading Recovery tuition available (no students currently from Monte). 	<p>Overview of Support - Additional Learning Needs Montessori Strand:</p> <p>Y2 girl in Pohutukawa with Global Developmental Disability (GDD) - receives Occupational Therapy support from Kimi Ora Moderate Needs Service, 1 session per week in terms 1 and 3 2019. Has just started Reading Recovery programme beginning of term 2. Not currently ORS or ICS funded, however an application may be made in the future, depending on her academic progress. Independent at playtimes.</p>

Overview of Support - Priority Learners	Overview of Support - Additional Learning Needs
<p>Māori Immersion Strand:</p> <p>Many students will be catered for through the classroom programme. Specific strategies, such as grouping based on needs and scheduling regular sessions for certain children.</p> <ul style="list-style-type: none"> • Whaea Cilla is supplementing programmes in Tui and Kowhai classes working with the students for te reo matatini and pangarau. • Whaea Parekohai is providing extension te reo, allowing Whaea Api to work with other students. • Whaea Parekohai is also utilised for Pangarau in the same way - taking the more able tamariki. • Whaea Katrina provides support for Whaea Cilla as well, taking groups for reading and maths. 	<p>Māori Immersion Strand:</p> <p>Y5 boy in Tui receives occupational therapy support from Kimi Ora Moderate Needs Service, 1 session per week in terms 2 and 4. Has significant academic delay. Whaea Katrina provides some daily 1-1 support with gross and fine motor skill development utilising resources and strategies provided by Kimi Ora OT.</p> <p>Y8 girl in Kaikomako with delayed communicative disorder. Receives ICS funding = 5 hours teacher aide per week. Support used to provide strategies for communicative engagement through facilitated peer activity and individualised programme.</p>

2. Student Achievement Goals 2019

1. Accelerate the progress of identified students ("Target Students") in Literacy/te reo Matatini so that they achieve more than 1 year of progress in relation to the curriculum expectation.
2. Accelerate the progress of identified students ("Target Students") in Mathematics/pāngarau so that they achieve more than 1 year of progress in relation to the curriculum expectations.

3. Otari Target Students' Outcomes

Target Students are children selected from the larger group of *priority learners* and specifically targeted for accelerated progress. The aim was to raise achievement so that a student finished the year operating at the curriculum level expectation. It was upon ERO's advice in 2018 that this approach was taken.

Below is a table that documents the progress of the target students. Names have been removed. The red font indicates progress. There are 4 curriculum levels and each of them covers a 2 year band, therefore the table indicates progress within a curriculum level (e.g. Early Level 2 to Level 2) or towards a new level (e.g. Level 2 to Early level 3).

Target Students Progress 2019

Te Reo Matatini or Reading and Writing		Pangarau/Mathematics	Just Reading	Writing
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Māori Immersion Strand

Name	Year	Level Beg of T1	Level Mid Year	Level End T4	Movement/Comments
Male	2	EL1	L1	L1	Word knowledge and vocabulary has increased, writing stories more confidently.
Female	2	EL1	EL1	L1	Vocabulary has increased, conversing more in the classroom, more confident to answer questions.
Male	4	EL2	L2	L2	Enjoying fiction. Is adding more detail to stories.
Male	4	EL2	L2	L2 (K/W) L3 (R)	Choosing chapter books. Sequencing his stories. After practice can recite pepeha confidently.
Female	5	EL2	L2	EL3	Reading fluently and choosing chapter books.
Female	6	L2	EL3	EL3	Reading for longer periods of time
Female	7	EL3	L3	L3	Very good progress to read texts in Te reo Māori
Male	7	EL3	L3	L3	Gained competence to use specific types of texts for writing and to process information from different sources for reading.

Montessori and Original Strands

Name	Year	Level beg T1	Level Mid Year	Level End T4	Movement/Comments
Male	2	EL1	L1	L1	RR intervention successful - now meeting expectations (30/7)
Male	2	EL1	L1	L1	RR - responding well - making good progress (30/6)
Male	3	EL1(R) L1 (W)	L1 (R) Green L1Adv	L1	Steady progress with reading, enjoys writing, learning to add detail
Female	2	EL1	L1 (Green)	L1	Steady progress - sometimes needs new vocabulary explained
Male	2	EL1	L1	L1	RR - now caught up to his cohort (30/7)
Male	4	L1	L1	L2	Using interesting vocabulary
Female	4	EL2	EL2	EL2	1.Small progress in phonetic spelling accuracy (30/7) 2.Diagnosed dyslexia. Exploring ways to support learning next year, including small group work with specific programme.
Female	4	EL2	EL2	EL2	Writing scaffolds and models provide necessary assistance. Will continue to need extra support through ESOL funding.
Female	5	EL2	L2	L2	Is developing paragraphing and editing skills
Male	5	L2	L2/EL3	EL3	Benefits from using a writing planner - being encouraged to expand ideas with additional detail.
Male	6	L2/EL3	L2/EL3	EL3	Working on adding more detail and editing.
Male	7	EL3	L3	EL4	Fulfilled many aspects of narrative L4 writing. Strengthened sentences using linking words.
Female	8	L3	L3	EL4	Much more consistent at re-reading for editing and revising purposes. Checking punctuation and spelling for inconsistencies and making better vocab choices.
Male	8	EL3	EL3	EL4	Maturing punctuation skills. Focus has been on using strong linking words to strengthen sentences and paragraphs.

Male	8	L3	L3	EL4	Solidly at (30/7) When he understands what is expected and requests support he can achieve good outcomes. Using some good vocabulary.
Male	8	L3/4	L4	L4	Improvements include organisation of ideas and information into paragraphs and consistently revising and editing to make changes.
Female	2	L1	L2	L2	Confidence, enthusiasm and ability has flourished. Ability to memorise and recall number facts and concepts greatly improved.
Female	3	L1	L1	EL2	Improved recall of number facts; more positive attitude (30/7) Positive attitude sustained. Applying herself and persevering with problems. Good progress.
Female	5	L1	EL2	EL2	Considerable support. Not officially diagnosed but suspected dyscalculia. Good attitude but struggles to retain strategies taught.
Female	5	L2	EL3	EL3	More confident working with fractions. Has worked hard to pick up new concepts.
Female	5	EL2	EL2	EL3	Increasing confidence and enthusiasm in mathematics.
Male	5	L2	EL3	EL3	Despite a lack of confidence has made good progress. Continuing to develop basic facts knowledge.
Female	5	L2	L2	EL3	Confidence has increased as has engagement. Significant progress in managing her work and embedding addition and place value knowledge.
Male	6	L2	EL3	EL3	Practised addition of fractions with up to 3 conversions. Worked successfully with others.
Female	8	L3	L3	L3	Lack of progress and assessment results resulted in recommendation to assess. Definite learning issues diagnosed, however has shown perseverance to learn and practise with new material.

Summary of Target Students' Outcomes

Curriculum level progress:	Immersion Strand			Montessori and Original Strands				TOTAL
	Te Reo Matatini	Pangarau	Reading and Writing	Reading	Writing	Mathematics		
Now at expectation	5		2	1	5	4	17	
New level. Still below expected	1	2	1		6	3	13	
Limited progress - still at T1 level			1*			1*	1	

- specific learning issue diagnosis this year.

Variance Report in Relation to Outcomes

The goal of accelerating students is to have them working at the expected curriculum level. Seventeen of the 31 students identified are now operating at the expected level. Thirteen made progress to a new level, but are not working at the expected level yet and one child remains at the same curriculum level, despite limited progress in certain areas being achieved. There are students in the latter two categories who have received further assessment with specific learning needs determined that were not known before.

All target students' needs were addressed, while there continued a focus on all *Priority Learners*. It was naturally a challenge to target specific *Priority Learners* ("Target Students") that teachers believed would make more accelerated progress with extra attention or programme supplementation. However, application of the learning improvement plan strategies and programmes often encompassed and benefitted all *Priority Learners*. An example of this was the progress made by year 5 and 6 students who received the extra mathematics tuition as outlined in the Learning Improvement Plan.

Many of the gains individual students made were due to factors that have been documented in the progress table. These included changes in enthusiasm, attitude and confidence as teachers worked closely with these students and provided a range of learning experiences including implementing strategies, they have utilised successfully with other students throughout previous years. For some students computer based programmes, such as *Maths Buddy* supplemented classroom learning and increased progress.

A major factor that teachers believe makes a real difference at Otari School is the deep knowledge they have of their students due to teaching them for at least two years.

Reading Recovery tuition played a significant role in the achievement of three of the target students who are now reading at the expected level.

Year 2 tamariki made te reo matatini gains due to a focus on specific early language skills, such as identifying syllables, focusing chart on high frequency kupu and using basic sentence beginnings.

Six of the nine Māori students from the Original and Montessori strands progressed to a new curriculum level. While still not at *expectation*, two of these students left year 8 working at *early level 4*, an important gain from level 3 when going to high school, (the *expectation* being that most Year 9 students will be working at level 4.) Three Māori students ended the year working at *expectation*, as did one Pasifika student. Two Pasifika students need further support next year. Four of the eight Māori Immersion students finished 2019 at *expectation*.

Funding and resourcing are always factors that impact a school's ability to achieve success with priority learners. There are a range of other factors that can positively, or adversely, impact on achievement outside of a school's influence. These factors did not prevent teachers taking seriously the notion that choosing and focussing on one or two Priority Learners with the aim of *acceleration* (or more than 1 years progress in a year) would move them to an expected level or at the very least ensure they made better progress than they might otherwise have done.

Throughout the year teachers updated every Priority Learner's progress and shared this with the Principal, team leaders and strand leaders. This valuable practise will continue in 2020.

Next steps

Target Students will continue to be monitored closely. Those who are still at Otari School and are still not achieving at the expected outcome will remain as Target Students unless they have been identified for specific external support due to a diagnosed learning issue. In 2020 another *Learning Improvement Plan* will be developed that documents the support that will be provided for these and all other Priority Learners. This will be developed once teachers have had the opportunity to consider the needs of these students, reflect on these

needs, ascertain support and resources available and participate in professional discussion with colleagues focussed on these children. Many strategies already being successfully implemented, documented in the LIP, will be further utilised throughout the year along with any new strategies that teachers deem appropriate for a particular child or group of children.

Clifford Wicks

Principal

29 January 2020

Summary of Outcomes for Students with Additional Learning Needs

Students with Additional Learning Needs have individualised educational programmes (IEPs) with specific goals against which their progress is monitored. Throughout the year, teachers, teacher aides, specialist teachers and whānau collaborated closely to develop, implement and assess individualised learning goals.

Most ORS students are achieving pre-level 1 and their progress is assessed using the Fuel and Launch assessment matrices for literacy and numeracy. All students showed progress to new stages over the course of the year, with two students moving from Launch to early Level 1 in both the literacy and numeracy curriculums.

Gains were achieved by all ORS students against their IEP goals. For one student progress in the key competencies of managing self and relating to others enabled a significant reduction in playtime adult supervision. For this same student the successful implementation of an intensive toileting programme enabled them to gain toileting independence and eliminated the need for nappy changing at school.

The progress of one ORS student was limited by ongoing health issues and related absences, which made delivery of a consistent programme challenging.

The Māori Immersion student receiving ICS showed significant improvement in writing achievement assessed against Ngā Kete Kōrero.

Funding and resourcing factors impacted on the school's ability to support students with Additional Learning Needs. In 2019 MoE funding for these students fell far short of the actual teacher aide hours needed to effectively implement individualised adapted learning programmes. The school funded extra hours for all 4 ORS students from its SEG and Operational budgets. The safety requirements of one student meant a total cover of 27 hours had to be provided, with MoE funding between 14 and 17 hours (including IEF).

Additional challenges in 2019 were the retirement of the MoE Lead Teacher in July and resignation of the MoE Speech Language therapist, which left us without this support until replacements were made at the very end of term 4. Three of our ORS students have significantly delayed speech, therefore the lack of SLT support impacted on progress.

Next Steps

Three of our ORS students will be moderated this year, with the possibility of reduction in MoE funded hours as a result.

The school will be applying for ICS for a Year 3 student in the Montessori strand (Pohutukawa). Either an ICS application or ORS application will also be made for a Year 1 student in the Original strand (Kakano).

The school will continue to supplement funding of teacher aide hours from SEG and Operational grant as needed.

Susan West
21.02.2020

Independent auditor's report

To the readers of the financial statements of Otari School for the year ended 31 December 2019

The Auditor-General is the auditor of Otari School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington Audit, 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 16, which comprise the statement of financial position as at 31 December 2019, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its 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 (Public Sector PBE Standards RDR)

Our audit was completed on 21 May 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.

Basis for 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.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 16 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

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 information included on pages 17 to 33 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.



Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand