

ALFREDTON SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 2801

Principal: Claire Audier

School Address: 15207 Route 52 RD 3, Eketahuna

School Postal Address: 15207 Route 52 RD 3, Eketahuna, 4996

School Phone: 06 375 8082

School Email: office@alfredton.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Russell Smith	Chairperson	Elected	Farmer	Jun 2019
Claire Audier	Principal	ex Officio		
Katie Falloon	Parent Rep	Elected	Farmer/ECE Teacher	Jun 2022
Kate McKay	Parent Rep	Elected	Teacher/Farmer	Jul 2022
Todd Heynes	Parent Rep	Elected	Farmer	Jun 2022
Charlotte Lawrence	Staff Rep	Elected	Teacher	
Brenda O'Donnell	Staff Rep	Elected	Teacher	Jul 2022
Martin Evans	Parent Rep	Elected	House Dad	Jun 2019
Marama Papworth	Parent Rep	Elected	Bus Driver/Farmer	Jun 2019
Rob Foreman	Parent Rep	Elected	Farmer	Jun 2022
Johanna McKenzie	Parent Rep	Elected	Nurse	Jun 2022

Accountant / Service Provider: Education Services Ltd

ALFREDTON SCHOOL

Annual Report - For the year ended 31 December 2019

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Alfredton 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.

KATIE FALLOON
Full Name of Board Chairperson

BRENDA O'DONNELL
Full Name of Principal

kt.
Signature of Board Chairperson

B O'Donnell
Signature of Principal

27/05/2020.
Date:

27/5/20
Date:

Alfredton 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	752,012	681,900	709,730
Locally Raised Funds	3	23,918	21,410	21,716
Interest income		1,377	1,000	1,163
Gain on Sale of Property, Plant and Equipment		17,821	-	-
		<u>795,128</u>	<u>704,310</u>	<u>732,609</u>
Expenses				
Locally Raised Funds	3	6,488	7,907	20,183
Learning Resources	4	381,303	335,896	325,470
Administration	5	63,550	67,599	69,158
Finance		515	349	811
Property	6	139,328	134,183	134,263
Depreciation	7	72,762	53,561	69,738
Loss on Disposal of Property, Plant and Equipment		3,165	-	1,885
Transport		117,005	118,582	124,349
		<u>784,116</u>	<u>718,077</u>	<u>745,857</u>
Net Surplus / (Deficit) for the year		11,012	(13,767)	(13,248)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>11,012</u></u>	<u><u>(13,767)</u></u>	<u><u>(13,248)</u></u>

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



Alfredton 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		610,141	659,684	624,053
Total comprehensive revenue and expense for the year		11,012	(13,767)	(13,248)
Capital Contributions from the Ministry of Education				
5YA Contribution to MOE		-	-	(664)
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	621,153	645,917	610,141
Retained Earnings		621,153	645,917	610,141
Equity at 31 December		621,153	645,917	610,141

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.



Alfredton 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	338,926	258,121	233,566
Accounts Receivable	9	25,188	46,024	86,054
GST Receivable		3,374	8,818	2,385
Prepayments		5,395	3,338	4,381
Inventories	10	696	964	1,360
Investments	11	36,239	33,949	35,105
Funds owed for Capital Works Projects	17	-	-	1,409
		<u>409,818</u>	<u>351,214</u>	<u>364,260</u>
Current Liabilities				
Accounts Payable	13	34,889	86,535	72,759
Revenue Received in Advance	14	-	-	177
Provision for Cyclical Maintenance		-	-	-
Finance Lease Liability - Current Portion	16	2,712	5,562	4,734
Funds held for Capital Works Projects	17	40,786	-	-
		<u>78,387</u>	<u>92,097</u>	<u>77,670</u>
Working Capital Surplus/(Deficit)		331,431	259,117	286,590
Non-current Assets				
Property, Plant and Equipment	12	313,523	413,483	335,510
		<u>313,523</u>	<u>413,483</u>	<u>335,510</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	21,600	26,000	10,850
Finance Lease Liability	16	2,201	683	1,109
		<u>23,801</u>	<u>26,683</u>	<u>11,959</u>
Net Assets		<u><u>621,153</u></u>	<u><u>645,917</u></u>	<u><u>610,141</u></u>
Equity		<u><u>621,153</u></u>	<u><u>645,917</u></u>	<u><u>610,141</u></u>

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



Alfredton 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	320,074	303,913	316,352
Locally Raised Funds	27,977	13,450	42,512
Goods and Services Tax (net)	(989)	-	6,433
Payments to Employees	(73,212)	(72,722)	(66,701)
Payments to Suppliers	(236,419)	(162,349)	(219,643)
Interest Paid	(515)	(349)	(811)
Interest Received	1,377	1,000	1,344
Net cash from Operating Activities	38,293	82,943	79,486
Cash flows from Investing Activities			
Purchase of PPE (and Intangibles)	(33,572)	(75,215)	(5,196)
Purchase of Investments	(1,134)	-	(1,156)
Net cash from Investing Activities	(34,706)	(75,215)	(6,352)
Cash flows from Financing Activities			
Owners Contributions	-	-	(664)
Finance Lease Payments	(3,790)	(4,355)	(3,413)
Funds Held for Capital Works Projects	105,563	-	(90,239)
Net cash from Financing Activities	101,773	(4,355)	(94,316)
Net increase/(decrease) in cash and cash equivalents	105,360	3,373	(21,182)
Cash and cash equivalents at the beginning of the year	8	233,566	254,748
Cash and cash equivalents at the end of the year	8	338,926	258,121

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.



Alfredton School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Alfredton 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.

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 15.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) 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 \$750 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	50 years
Furniture and Equipment	5-20 years
Information and Communication	3-20 years
Motor Vehicles	5 years
Textbooks	3-8 years
Library Resources	12.5% DV
Leased assets are depreciated over the life of the lease.	



l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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



o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

t) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as "loans and receivables" for accounting purposes in accordance with financial reporting standards.

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

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



u) Borrowings

Borrowings 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.

v) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	122,985	123,000	125,691
Teachers' Salaries Grants	330,291	282,169	296,781
Use of Land and Buildings Grants	99,823	95,818	96,305
Resource Teachers Learning and Behaviour Grants	934	-	230
Other MoE Grants	10,490	5,913	12,245
Transport grants	187,489	175,000	178,478
	752,012	681,900	709,730

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	8,959	8,000	7,150
Bequests & Grants	500	-	-
Activities	5,077	3,650	5,486
Trading	1,823	1,200	1,447
Fundraising	799	1,800	1,702
Other Revenue	6,760	6,760	5,931
	23,918	21,410	21,716
Expenses			
Activities	3,219	2,480	11,112
Trading	1,589	600	1,764
Fundraising (Costs of Raising Funds)	544	-	608
Other Locally Raised Funds Expenditure	1,136	4,827	6,699
	6,488	7,907	20,183
<i>Surplus for the year Locally raised funds</i>	17,430	13,503	1,533

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	9,556	12,382	8,477
Library Resources	664	645	691
Employee Benefits - Salaries	360,858	311,119	314,248
Staff Development	8,874	9,700	2,009
Equipment & Repairs	1,351	2,050	45
	381,303	335,896	325,470

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	4,047	4,500	3,929
Board of Trustees Fees	1,630	4,455	2,085
Board of Trustees Expenses	2,120	2,223	1,453
Communication	883	1,000	1,050
Consumables	3,155	4,350	3,756
Other	2,800	3,229	6,413
Employee Benefits - Salaries	44,377	43,772	45,610
Insurance	818	350	955
Service Providers, Contractors and Consultancy	3,720	3,720	3,907
	<u>63,550</u>	<u>67,599</u>	<u>69,158</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	3,808	5,050	3,702
Cyclical Maintenance Expense	10,750	10,750	6,350
Grounds	5,044	4,600	11,613
Heat, Light and Water	14,783	11,070	7,892
Rates	110	300	143
Repairs and Maintenance	2,206	3,920	5,583
Use of Land and Buildings	99,823	95,818	96,305
Consultancy And Contract Services	2,804	2,675	2,675
	<u>139,328</u>	<u>134,183</u>	<u>134,263</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	4,113	3,159	4,113
Furniture and Equipment	10,033	8,698	11,325
Information and Communication Technology	6,447	5,950	7,747
Motor Vehicles	45,073	30,289	39,437
Textbooks	810	690	898
Leased Assets	4,505	3,287	4,280
Library Resources	1,781	1,488	1,938
	<u>72,762</u>	<u>53,561</u>	<u>69,738</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	338,926	48,455	233,566
Bank Call Account	-	209,666	-
Cash equivalents for Cash Flow Statement	<u>338,926</u>	<u>258,121</u>	<u>233,566</u>

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

Of the \$338,926 Cash and Cash Equivalents, \$42,195 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.



9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	21	24,876	4,257
Receivables from the Ministry of Education	-	-	65,317
Banking Staffing Underuse	-	1,032	719
Interest Receivable	-	181	-
Teacher Salaries Grant Receivable	25,167	19,935	15,761
	<u>25,188</u>	<u>46,024</u>	<u>86,054</u>
Receivables from Exchange Transactions	21	25,057	4,257
Receivables from Non-Exchange Transactions	25,167	20,967	81,797
	<u>25,188</u>	<u>46,024</u>	<u>86,054</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	696	964	1,360
	<u>696</u>	<u>964</u>	<u>1,360</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	36,239	33,949	35,105
Total Investments	<u>36,239</u>	<u>33,949</u>	<u>35,105</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	174,569	-	-	-	(4,113)	170,456
Furniture and Equipment	38,584	4,463	(2,502)	-	(10,033)	30,512
Information and Communication Tech	16,955	5,977	(664)	-	(6,447)	15,821
Motor Vehicles	85,618	49,715	(10,874)	-	(45,073)	79,386
Textbooks	810	-	-	-	(810)	-
Leased Assets	4,978	4,141	-	-	(4,505)	4,614
Library Resources	13,996	519	-	-	(1,781)	12,734
Balance at 31 December 2019	335,510	64,815	(14,040)	-	(72,762)	313,523

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	205,661	(35,205)	170,456
Furniture and Equipment	110,592	(80,080)	30,512
Information and Communication	55,273	(39,452)	15,821
Motor Vehicles	196,708	(117,322)	79,386
Textbooks	7,184	(7,184)	-
Leased Assets	18,532	(13,918)	4,614
Library Resources	27,130	(14,396)	12,734
Balance at 31 December 2019	621,080	(307,557)	313,523

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	178,682	-	-	-	(4,113)	174,569
Furniture and Equipment	47,278	2,743	(112)	-	(11,325)	38,584
Information and Communication Tech	23,264	3,211	(1,773)	-	(7,747)	16,955
Motor Vehicles	125,055	-	-	-	(39,437)	85,618
Textbooks	1,708	-	-	-	(898)	810
Leased Assets	8,079	1,179	-	-	(4,280)	4,978
Library Resources	15,086	848	-	-	(1,938)	13,996
Balance at 31 December 2018	399,152	7,981	(1,885)	-	(69,738)	335,510

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	205,661	(31,092)	174,569
Furniture and Equipment	110,103	(71,519)	38,584
Information and Communication	53,485	(36,530)	16,955
Motor Vehicles	197,183	(111,565)	85,618
Textbooks	7,184	(6,374)	810
Leased Assets	18,159	(13,181)	4,978
Library Resources	26,611	(12,615)	13,996
Balance at 31 December 2018	618,386	(282,876)	335,510



13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	4,274	58,770	50,178
Accruals	4,047	3,815	3,340
Capital Accruals for PPE items	12	-	1,606
Employee Entitlements - Salaries	25,167	21,783	15,761
Employee Entitlements - Leave Accrual	1,389	2,167	1,874
	<u>34,889</u>	<u>86,535</u>	<u>72,759</u>
Payables for Exchange Transactions	34,889	86,535	72,759
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>34,889</u>	<u>86,535</u>	<u>72,759</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue Received in Advance	-	-	177
	<u>-</u>	<u>-</u>	<u>177</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	10,850	15,250	4,500
Increase to the Provision During the Year	10,750	10,750	6,350
Provision at the End of the Year	<u>21,600</u>	<u>26,000</u>	<u>10,850</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	21,600	26,000	10,850
	<u>21,600</u>	<u>26,000</u>	<u>10,850</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	2,734	5,562	4,734
Later than One Year and no Later than Five Years	2,201	683	1,414
	<u>4,935</u>	<u>6,245</u>	<u>6,148</u>



17. Funds Held (Owed) for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Refurbish Blocks A/B	<i>in progress</i>	(1,409)	-	-	-	(1,409)
Block B Refurbishment	<i>in progress</i>	-	42,195	-	-	42,195
Totals		(1,409)	42,195	-	-	40,786

Represented by:

Funds Held on Behalf of the Ministry of Education	42,195
Funds Due from the Ministry of Education	(1,409)
	<u>40,786</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Water Storage System	<i>completed</i>	21,304	2,367	23,671	-	-
Refurbish Blocks A/B	<i>in progress</i>	-	63,108	64,517	-	(1,409)
Totals		21,304	65,475	88,188	-	(1,409)

18. 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.

19. 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	1,630	2,085
Full-time equivalent members	0.17	0.11
<i>Leadership Team</i>		
Remuneration	103,404	102,271
Full-time equivalent members	1.00	1.07
Total key management personnel remuneration	<u>105,034</u>	<u>104,356</u>
Total full-time equivalent personnel	<u>1.17</u>	<u>1.18</u>

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	100 - 110	70 - 80
Benefits and Other Emoluments	3 - 4	2 - 3
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	20 - 30
Benefits and Other Emoluments	-	0 - 1
Termination Benefits	-	-

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
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. 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).

An invoice from Ordish & Stevens for \$720 excl GST is under dispute and remains unpaid at balance date as Ordish & Stevens do

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.

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

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

(a) \$51,195 contract to refurbish Block B as agent for the Ministry of Education. The project is fully funded by the Ministry and \$42,195 has been received of which nil has been spent on the project to balance date. This project has been approved by the Ministry.

(B) a six year agreement with Programmed Property Services Ltd to provide a painting maintenance service at an annual cost of \$2,675.

(Capital commitments at 31 December 2018: \$2,675)

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

23. 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.

24. 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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	338,926	258,121	233,566
Receivables	25,188	46,024	86,054
Investments - Term Deposits	36,239	33,949	35,105
Total Financial assets measured at amortised cost	<u>400,353</u>	<u>338,094</u>	<u>354,725</u>

Financial liabilities measured at amortised cost

Payables	34,889	86,535	72,759
Finance Leases	4,913	6,245	5,843
Total Financial Liabilities Measured at Amortised Cost	<u>39,802</u>	<u>92,780</u>	<u>78,602</u>

25. 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. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

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.

26. Comparatives

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

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.

Strategic Goal 1 & Analysis of Variance - Annual Plan: Teaching & Learning



Alfredton School

Baseline Data:

Due to two new teachers to the school and some inconsistencies in the way data had been collected in 2018, the Baseline Data is based on the first data collection for 2019 in Writing using the e-asTTle writing tool in conjunction with whole school Professional Development led by an external facilitator, along with formative assessment. This data is aligned to the Alfredton School Expectations.

Whole School Data

	Above	At	Below	W/B
Term 1	37.5%	25%	10%	27.5%
Term 4	36.8%	35.1%	17.5%	10.5%

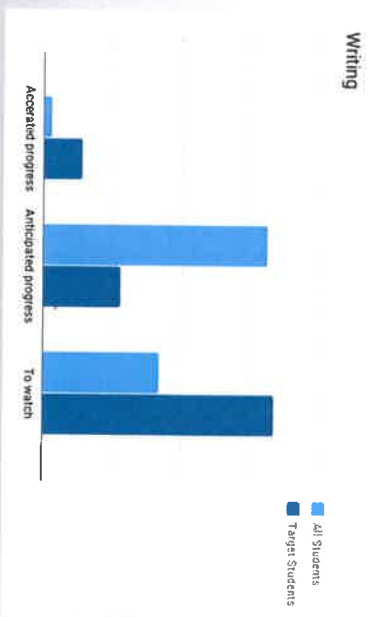
Identified Students

	Girls	Boys	Maori
Terms 1	50%	50%	56%
Term 4	50%	50%	56%

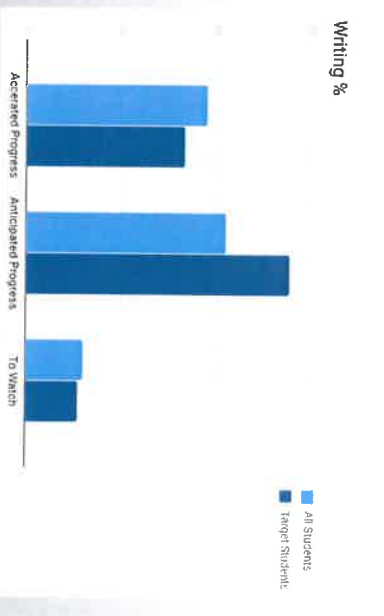
2019 Target:

- The majority of the target group of nine identified Māori students will make accelerated progress in their Writing. With the remaining making steady progress.
- They will be able to articulate where they in their Writing and what their next steps are.

Term 2 analysis of movement against Curriculum Levels



Term 4



Alfredton School will ensure we provide an effective teaching and learning environment for our students with a particular focus on Writing

Actions:	What we will do:	Resources / PD required to achieve this:	Responsibility	Timeframe	Progress	Analysis
All teachers will take part in professional development relating to lifting achievement through Writing	Guided Professional Development Moderation across the school Learning to use the e-asTTle writing tool	Christine Braid Planned Staff Meeting times e-asTTle	Principal All Teachers	Ongoing	Term 1 <ul style="list-style-type: none"> Planned PLD with Christine Braid (Massey University) Unpacked eSTtle writing rubric Writing moderation TKA@Ballance School re. Assessment for Learning (AFL) 	Areas of strength <ul style="list-style-type: none"> Now familiar with e-asTTle for writing Staff moderation of writing PLD provider – new ideas and refreshing old ones Speeches were well researched and delivered

<p>Establish a school-wide Writing matrix/rubric</p>	<p>Bring ideas to the table Look at exemplars from other schools Ministry documents</p>	<p>eastTLE matrix previous examples NZ Curriculum Literacy Learning Progressions</p>	<p>Principal All Teachers</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Began unpacking Spiral of Inquiry process • ELP, engagement and motivation in Literacy PD • Term 2 Christine Braid continued to work with us throughout the year • Classroom observations focused on Target Students • Classroom observation (in Writing) at Mangatānoka School • Anxiety & depression in children workshop • AFL with TKA at Kumeroa School • Term 3 Nathan Wallis seminar, specialist in Neuroscience of the Developing Brain • Liz Kane 'The Code' workshop 	<p>Area for improvement</p> <ul style="list-style-type: none"> • Source writing opportunities for buddy school activities – across the whole school • Use of SchoolKits across the school <p>Planned Actions</p> <ul style="list-style-type: none"> • Looking in to the possibility of using eastTLE for Maths • Approach other schools to see if they are interested in doing some writing moderation together • Source another author to visit <p>Areas of strength</p> <ul style="list-style-type: none"> • Teacher understanding of the writing progressions to formulate ladder <p>Area for improvement</p> <p>Planned Actions</p> <ul style="list-style-type: none"> • Implement writing ladder Note: this will need to be done in stages • New writer's matrix to be developed
<p>Enable each student will know where they are at, what they are working on and what their next steps are</p>	<p>Arrange meetings with whanau of identified students to explain what we are doing and what they can do at Visual guide/ladder displayed in class Students visual progress marker Self and peer assess against Visual/written prompts Learning Intentions</p>	<p>Highlighted matrix in individual books Visual 'Toolkit' for both self and peer assessment</p>	<p>All Teachers</p>	<p>By Term 3</p>	<ul style="list-style-type: none"> • Term 2 How does student agency in writing look at Alfredton School PD • Term 4 Finalising Writing Ladder 	<p>Areas of strength</p> <ul style="list-style-type: none"> • There has been more discussion and explanation on 'what' students are learning to do <p>Area for improvement</p> <p>Planned Actions</p> <ul style="list-style-type: none"> • Utilise writing ladder to identify 'where' each student is in their writing so that they are able to visually see what they need to do to improve

Use Seesaw to share Writing progress throughout the year with parents/whanau	PD for staff Student tracking referring to curriculum Parent evening to introduce Seesaw Student learning and expectations around what good entries will look like	Teacher approval Curriculum tags Plan classroom time	Principal All Teachers	End of Term 1	Term 1 <ul style="list-style-type: none"> Teachers familiarised themselves with Seesaw Students began to record learning Parent evening was held to introduce Seesaw 	Areas of strength <ul style="list-style-type: none"> Two classes have been doing this well Improved parent interaction with current learning Area for improvement <ul style="list-style-type: none"> Across all classes Planned Actions <ul style="list-style-type: none"> Develop some criteria for Seesaw posts for students and teachers
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Linked to the Tararua Kahui Ako Achievement Challenge 1: To collaboratively accelerate the writing achievement of all children in the Tararua Kahui Ako

Analysis of Data

<p>Mid Year summary</p> <p>OTJ's were used for Term 2 data collection. Of the nine identified students, one student improved by two steps within their curriculum level, one improved by one step, five remained at their current level and two have moved down. 33.3% of these identified students have poor attendance.</p> <p>Term 3: Next Steps</p> <ul style="list-style-type: none"> Introduction of a program called Mana Potential, in Term 3, to support students to engage, and communicate their needs Specific next steps which are explicit and achievable Of the eleven students data is collected 33.3% attend school well below the recommended level of attendance. Teachers will be having discussions around attendance (Term 2 Parent/Tchr Interviews). If necessary this will be followed up by the principal, and unfortunately the next step would be the Truancy Officer. Of these nine, three students have already received contact from the principal in 2018 Recording thinking and listening back 'speaking tin' Spelling program, 'The Code' by Liz Kane - Natasha to go on course this holidays. Book has been purchased Unpacking the MoE document Ka Hikitia which looks into raising achievement of Maori students 	<p>End of Year summary</p> <p>Of the nine target students, three have made accelerated progress by moving two or more steps, five made anticipated progress and one has not made any progress over the year. Attendance has remained an issue with this target group even though they had been spoken to in Term 2, a letter sent in Term 3 and the Truancy Officer has been visible in Term 4. At the end of the year 44.4% of this cohort had an attendance of less than 90%. The two junior students which we tracked alongside the Target Cohort also have very poor attendance and will need to be monitored going in to 2020. One of these has made no improvement at all in Writing and the other has made anticipated improvement.</p> <p>Overall, there has been a improvement in writing across the school, particularly in lifting the Well Below students to Below.</p> <p>One of the Above students has made no progress and is now tracking at At.</p> <p>Whole school data has been effected by some transitions as there has been three new students join us and seven have left throughout the year.</p> <p>Next Steps for 2020</p> <p>If poor attendance continues in to 2020, the Truancy Officer will be notified. A Teacher Aide has been employed for 2020 to assist in the Kiwi class with three of these target students. Two of the 2019 target cohort have move on to secondary school. Of the four remaining, the classroom teacher will continue with the teaching approach from 2019 along with identified next steps as outlined in the above goal reporting.</p> <p>All students tracking at Below and Well Below Alfredton School Expectations will continue to be monitored as they are on our Learning Support Register.</p>
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Strategic Goal 2 – Annual Plan: School Culture

Alfredton School will create a curriculum that develops a sense of pride in our school and focuses on our environment and local agricultural community

Actions:	What we will do:	Resources / PD required to achieve this:	Responsibility	Timeframe	Progress	Analysis
Contact parents with expertise in identified areas of learning that will enhance our localised curriculum	<p>Question students about:</p> <ul style="list-style-type: none"> • What sort of farming do you do? • What is the role of your mother or father on the farm? • (If not farming) What is your parents' job? • What hobbies do your parents have? <p>Make direct links between expertise knowledge and our learning</p>	Local Curriculum PLD (Principal)	All Staff	Ongoing	<p>Term 2</p> <ul style="list-style-type: none"> • Two teachers attended community quality group meeting <p>Term 3</p> <ul style="list-style-type: none"> • Support towards Watter Quality Groups submissions entered • Looking at the possibility of utilising the school paddocks instead of leasing out 	<p>Areas of strength</p> <ul style="list-style-type: none"> • One room has utilised SchoolKit to make connections to our agricultural environment and current events. <p>Area for improvement</p> <ul style="list-style-type: none"> • More classes to utilise SchoolKits free resources to engage learners, especially if it addresses this goal. <p>Planned Actions</p> <ul style="list-style-type: none"> • Senior student's engagement with the Water Quality Group, water testing and planting • Design a plan of action for the Native Garden • Integrated planning ahead for use of farmland in 2021
Look for examples of localised curriculums in rural schools	Contact other schools	Via Facebook, phone calls, talking to colleagues LIMEHILLS School, Kumerua School, Ballance <ul style="list-style-type: none"> • Skype • Email 	All Staff	Ongoing	<p>Term 3</p> <ul style="list-style-type: none"> • Met with principal advisor to discuss the formation of a Localised Curriculum Network in the Northern Wairarapa Region 	<p>Areas of strength</p> <ul style="list-style-type: none"> • Area for improvement <p>Planned Actions</p> <ul style="list-style-type: none"> • Visit schools who have a localised curriculum up and running
Utilise information and support around localised curriculum design	Use local expertise Design a localised curriculum	Make contact from information gathered Form a shared google doc	Principal Local experts Community Group	Ongoing	<p>Term 1</p> <ul style="list-style-type: none"> • MoE, Leading Local Curriculum Guide' released • Attended Local Curriculum workshop <p>Term 3</p>	<p>Areas of strength</p> <ul style="list-style-type: none"> • Area for improvement <p>Planned Actions</p>

						<ul style="list-style-type: none"> Met with the Principal of Mauriceville School to plan a ToD for our teachers to unpack what is meant by a 'Localised Curriculum' <p>Term 4</p> <ul style="list-style-type: none"> ToD planned for 30th January 2020 Alfredton School Localised Curriculum DRAFT to be presented at the end of 2020 	<p>Look for example of what this curriculum looks like on as a document</p>
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Strategic Goal 3 – Annual Plan: Relationship Building

Alfredton School will enhance the collaborative practices within the school, within our local community and wider school network						
Within School Actions	What we will do:	Resources / PD required to achieve this:	Responsibility	Timeframe	Progress	Analysis
Explore what collaboration means in our context	Staff – meetings Students – in context	Curriculum, moderation Taking Roles Group work Specific teaching	Principal	End of Term 2	n/a	<p>Areas of strength</p> <ul style="list-style-type: none"> We have a remarkable teaching team this year who naturally work well in a collaborative environment Open discussions amongst teaching staff Help each other out whenever required in a positive manner <p>Area for improvement</p> <ul style="list-style-type: none"> Strengthen 'staff wide' collaboration Collaborative planning Utilisation of individuals strengths <p>Planned Actions</p> <ul style="list-style-type: none"> Relook at both 'core staff' and 'whole staff' guidelines to ensure we remain on the same page. Student Council to form a calendar of events for family days (with support) Part of designing a <i>plan of action</i> will be to establish where parental input can best be utilised Plan staff meeting to plan units, asking teachers to bring known resources with them and plan collaboratively Include House Group activities in to planning
What does a teacher look like at Alfredton School?	Student voice Teacher brainstorm <i>Do they align?</i>					
Visit other schools which have developed strong	Organise visits Identify schools Make contact	Dalefield? Debrief What will work for us? (create guidelines)	Principal All teachers	Ongoing	n/a	<p>Areas of strength</p> <ul style="list-style-type: none"> It was felt that this was not required <p>Area for improvement</p>

collaborative practices		<ul style="list-style-type: none"> • Which behaviours to get there • Which behaviours will not get us there 				<ul style="list-style-type: none"> • Planned Actions
Professional reading	Locate personal reading Ask for recommendations Professional shared reading	<p>REAP In class during silent reading Expectation that reading will be completed and reflected upon</p>	Principal All teachers	Ongoing	<p>Term 3</p> <ul style="list-style-type: none"> • Kahikatea 	<p>Areas of strength</p> <ul style="list-style-type: none"> • Teachers ensured they read texts which were made available for them • Keys points were shared and discussed how they would look in our school <p>Area for improvement</p> <ul style="list-style-type: none"> • <p>Planned Actions</p> <ul style="list-style-type: none"> • To continue this process
Discuss and create our staff guidelines	TOD	What do we value Establish guidelines that will be on view	All key staff	End of Term 1	<p>Term 1</p> <ul style="list-style-type: none"> • Core Staff started the year with development of their own guidelines and how we would work together <p>Term 2</p> <ul style="list-style-type: none"> • Core staff met to review guidelines and amend where necessary • Poster hanging in Staffroom <p>Term 3</p> <ul style="list-style-type: none"> • Whole staff meeting to establish guidelines on how we will work together as a whole. This started with What is the Purpose of a School? 	<p>Areas of strength</p> <ul style="list-style-type: none"> • The majority of staff appreciated their input in to this initiative • Core staff valued the guidelines set <p>Area for improvement</p> <ul style="list-style-type: none"> • Revisiting at intervals throughout the year <p>Planned Actions</p> <ul style="list-style-type: none"> • Relook at guidelines on TOD at the beginning of the year • Clarification around 'all staff' guidelines and embed this
Value Student Voice	Deliberately plan to engage student voice with curriculum, school culture and environment decisions	Planning	Teaching Staff	Ongoing	<ul style="list-style-type: none"> • <i>Teacher and the Principal have used student voice to guide teaching and learning across various aspects of the curriculum throughout the year</i> • <i>Student voice has also been utilised for decision making</i> 	<p>Areas of strength</p> <ul style="list-style-type: none"> • All teachers took this approach on board • Students felt that they were being heard <p>Area for improvement</p> <ul style="list-style-type: none"> • Include this in to planning for units <p>Planned Actions</p>

							<ul style="list-style-type: none"> Ensure students voice continues to be heard and utilised
Within our Local Community	What we will do:	Resources / PD required to achieve this:	Responsibility	Timeframe	Progress		
Approach Playgroup to look at further ways to develop our relationship	Staff Rep Junior school visit Senior students	Arrange to visit Here or there Buddy reading, outdoor games Singing	Principal Staff Representative	End of Term 1	<ul style="list-style-type: none"> Term 1 Year 8 students hosted Alfredon Playgroup on a visit to school Arranged to make the Library available, along with Librarians, for a slot each Thursday 	<ul style="list-style-type: none"> Booked a weekly timeslot for the Playgroup to utilise the Library More to be done here to improve connections 	<ul style="list-style-type: none"> Areas of strength Area for improvement Planned Actions
Further develop the links between staff and BOT with ASCA	Report back to staff on ASCA meeting each term Encourage teaching staff to attend these meetings Board to communicate with one another to ensure there is a representative present		Principal Teaching staff Board of Trustees	Ongoing	<ul style="list-style-type: none"> Term 1 Wellbeing surveys undertaken by both staff and students through Survey Monkey Term 2 Analysis identified students who may require additional support for low self-esteem and anti-social behaviour Analysis of staff wellbeing survey 	<ul style="list-style-type: none"> Areas of strength Area for improvement Planned Actions 	<ul style="list-style-type: none"> Areas of strength Area for improvement Planned Actions
Survey students and staff about Wellbeing	Locate a survey Survey to identify areas of need Analyse Meet with students to discuss results	NZCER Ministry	Principal All teachers	End of Term 1 and early Term 4	<ul style="list-style-type: none"> Term 1 Wellbeing surveys undertaken by both staff and students through Survey Monkey Term 2 Analysis identified students who may require additional support for low self-esteem and anti-social behaviour Analysis of staff wellbeing survey 	<ul style="list-style-type: none"> Areas of strength Area for improvement Planned Actions 	<ul style="list-style-type: none"> Areas of strength Area for improvement Planned Actions
<ul style="list-style-type: none"> - Identify areas of need - Discuss results with students and staff - 'next steps' with students, staff and wider community 	<ul style="list-style-type: none"> • What are the needs identified? • Next steps with students/staff/wider community 						

<ul style="list-style-type: none"> - Consultation with community: Curriculum, Well-being and Strategic Goals 					<ul style="list-style-type: none"> • SENCO – Implementing strategies for identified students who struggle with emotions • Attendance of an Anxiety & Depression in children' workshop Term 4 • Informal Wellbeing questionnaire with senior room as recent negative behaviours were having an impact on other students • Year 3-8 students to re-do Wellbeing Survey. Results will be compared and analysed 	<ul style="list-style-type: none"> • Create a school wide behaviour plan (utilising student voice)
Across Network Actions	What we will do:	Resources / PD required to achieve this:	Responsibility	Timeframe	Progress	Areas of strength <ul style="list-style-type: none"> • Teachers made an effort to attend the majority of Kahui Ako meetings/PLD available to them this year Area for improvement <ul style="list-style-type: none"> • Improved Kahui focus Planned Actions <ul style="list-style-type: none"> • To continue to attend Kahui meetings to access PLD and ensure that we have a voice in decisions going forward
Kahui Ako <ul style="list-style-type: none"> - Attendance - Involvement in Orientating new staff into cluster 	Attend meetings – are a priority	Encouraging new staff to attend Introducing people	Principal All teachers	Ongoing	Term 1 <ul style="list-style-type: none"> • Majority of teachers attended a powhiri at the Te Kohnaga Whakawaiti Marae in Pahiatua along with the TKA Roles of the Across School Teachers and In-School Teachers discussed • Analysed 2018 achievement data Term 2 • 'Change Management' to assist in the future structure of the TKA • Sub-cluster meeting for staff at Kumeroa School Term 3 • Further discussions about the TKA Leadership model • Learning Support Coordinators discussion Term 4 • Three Board representatives attended a TKA meeting at Tararua College to reflect on 2019 and plan forward for 2020 	Areas of strength <ul style="list-style-type: none"> • Teachers made an effort to attend the majority of Kahui Ako meetings/PLD available to them this year Area for improvement <ul style="list-style-type: none"> • Improved Kahui focus Planned Actions <ul style="list-style-type: none"> • To continue to attend Kahui meetings to access PLD and ensure that we have a voice in decisions going forward

<p>Agency Forum - Attendance</p>	<p>Attend meetings Ensure records are kept up to date Follow through on actions</p>	<p>Ensuring staff know where to go Shared google doc</p>	<p>Principal SENCO</p>	<p>Ongoing</p>	<p>Terms 1-3</p> <ul style="list-style-type: none"> • Attended as many meetings as possible • Had success in having further intervention and support for four students 	<p>Areas of strength</p> <ul style="list-style-type: none"> • Through the Principal attending the majority of these meetings we have engaged external intervention for some students <p>Area for improvement</p> <ul style="list-style-type: none"> • <p>Planned Actions</p> <ul style="list-style-type: none"> • Continue to attend meetings • Keep our documents up to date through staff meeting and discussing challenges and needs
<p>Wider Community</p>					<p>Terms 1-3</p> <ul style="list-style-type: none"> • Attended as many meetings as possible • Had success in having further intervention and support for four students 	<p>Areas of strength</p> <ul style="list-style-type: none"> • Some Board members involvement in training <p>Area for improvement</p> <ul style="list-style-type: none"> • Attend more Agency Forum meetings • More Board members to attend training <p>Planned Actions</p> <ul style="list-style-type: none"> • Continue to promote NZSTA workshops • Planned involvement with Water Quality Group
					<p>Term 1</p> <ul style="list-style-type: none"> • Two parents attended an introduction to Board of Trustees hui along with the Principal in Pahiataua • Principal attended 'Tomorrow's Schools' review forum in Masterton <p>Term 2</p> <ul style="list-style-type: none"> • Community Consultation around the Health Curriculum • Principal attended Domain Board meeting • Principal attended Water Quality Group meeting <p>Term 3</p>	

<p>Agency Forum - Attendance</p>	<p>Attend meetings Ensure records are kept up to date Follow through on actions</p>	<p>Ensuring staff know where to go Shared google doc</p>	<p>Principal SENCO</p>	<p>Ongoing</p>	<p>Terms 1-3</p> <ul style="list-style-type: none"> • Attended as many meetings as possible • Had success in having further intervention and support for four students 	<p>Areas of strength</p> <ul style="list-style-type: none"> • Through the Principal attending the majority of these meetings we have engaged external intervention for some students <p>Area for improvement</p> <ul style="list-style-type: none"> • <p>Planned Actions</p> <ul style="list-style-type: none"> • Continue to attend meetings • Keep our documents up to date through staff meeting and discussing challenges and needs
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Kiwi Sport Statement

Alfredton School received \$977.32 in Kiwisport funding in 2019

We have used this funding to ensure that we have adequate equipment to successfully teach skills across the school:

The Warehouse

- 20x Tennis Rackets \$240.00 excl

Hart Sport

- 24x Hockey sticks
- 12x Hockey balls \$379.30 excl

Hart Sport

- 15x Swim Fins \$537.83 excl
 - Balance incorporated in to school budget