



Independent Auditor's Report

To the readers of Roseneath School's financial statements For the year ended 31 December 2016

The Auditor-General is the auditor of Roseneath School (the School). The Auditor-General has appointed me, Chris Ussher, using the staff and resources of PricewaterhouseCoopers, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2016, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- Present fairly, in all material respects:
 - Its financial position as at 31 December 2016; and
 - Its financial performance and cash flows for the year then ended; and
- Comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 8 June 2017. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Statement of Responsibility, Analysis of Variance, Kiwisport Report and the Board of Trustees List which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in black ink that reads 'Chris Ussher'.

Chris Ussher
On behalf of the Auditor-General
Wellington, New Zealand

The PricewaterhouseCoopers logo, featuring the company name in a stylized, cursive script.

PricewaterhouseCoopers

ROSENEATH SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2016

School Address:	Maida Vale Road, Roseneath, Wellington
School Postal Address:	Maida Vale Road, Roseneath, Wellington
School Phone:	04 384 7218
School Email:	principal@roseneath.school.nz
Ministry Number:	2982

ROSENEATH SCHOOL

Financial Statements - For the year ended 31 December 2016

Index

Page	Statement
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 19</u>	Notes to the Financial Statements
<u>6 - 10</u>	Statement of Accounting Policies
<u>11 - 19</u>	Other Notes and Disclosures

Roseneath School

Statement of Responsibility

For the year ended 31 December 2016

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 2016 fairly reflects the financial position and operations of the school.

The School's 2016 financial statements are authorised for issue by the Board.

David Ian Cooling

Full Name of Board Chairperson



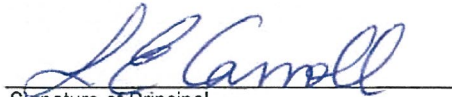
Signature of Board Chairperson

08-06-2017

Date:

Luana Elizabeth Carroll

Full Name of Principal



Signature of Principal

8.06.2017

Date:

Roseneath School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2016

	Notes	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Revenue				
Government Grants	2	1,109,639	1,008,503	1,017,295
Locally Raised Funds	3	133,354	84,500	121,057
Interest Earned		2,380	2,500	4,257
		<hr/>	<hr/>	<hr/>
		1,245,373	1,095,503	1,142,609
Expenses				
Locally Raised Funds	3	44,430	-	45,504
Learning Resources	4	698,935	691,655	688,801
Administration	5	79,851	48,064	73,098
Finance Costs		135	-	-
Property	6	369,576	315,784	341,978
Depreciation	7	43,638	40,000	39,216
Loss on Disposal of Property, Plant and Equipment		-	-	830
		<hr/>	<hr/>	<hr/>
		1,236,565	1,095,503	1,189,428
Net Surplus / (Deficit)		8,808	-	(46,819)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/>	<hr/>	<hr/>
		8,808	-	(46,819)

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

Roseneath School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2016

	Actual 2016 \$	Budget (Unaudited) 2016 \$	Actual 2015 \$
Balance at 1 January	384,565	384,565	410,865
Total comprehensive revenue and expense for the year	8,808	-	(46,819)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	20,519
Equity at 31 December	393,373	384,565	384,565
Retained Earnings	393,373	384,565	384,565
Reserves		-	-
Equity at 31 December	393,373	384,565	384,565

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

Roseneath School
Statement of Financial Position
As at 31 December 2016

		2016	2016	2015
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	342,638	48,000	60,510
Accounts Receivable	9	44,111	46,000	67,619
GST Receivable		-	-	13,558
Inventories	10	421	750	907
Investments	11	67,065	315,000	-
		<u>454,235</u>	<u>409,750</u>	<u>142,594</u>
Current Liabilities				
GST Payable		33,545	11,185	-
Accounts Payable	13	43,881	51,000	81,120
Revenue Received in Advance	14	15,411	5,000	-
Provision for Cyclical Maintenance	15	11,057	10,000	8,367
Painting Contract Liability - Current Portion	16	-	-	7,564
Finance Lease Liability - Current Portion	17	2,387	3,000	-
Funds held for Capital Works Projects	18	262,693	250,000	-
		<u>368,974</u>	<u>330,185</u>	<u>97,051</u>
Working Capital Surplus/(Deficit)		85,261	79,565	45,543
Non-current Assets				
Property, Plant and Equipment	12	354,156	350,000	377,298
		<u>354,156</u>	<u>350,000</u>	<u>377,298</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	41,285	40,000	38,276
Finance Lease Liability	17	4,759	5,000	-
		<u>46,044</u>	<u>45,000</u>	<u>38,276</u>
Net Assets		<u>393,373</u>	<u>384,565</u>	<u>384,565</u>
Equity		<u>393,373</u>	<u>384,565</u>	<u>384,565</u>

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

Roseneath School
Statement of Cash Flows
For the year ended 31 December 2016

	Note	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash flows from Operating Activities				
Government Grants		225,237	197,969	137,487
Locally Raised Funds		153,392	91,500	131,805
Goods and Services Tax (net)		47,104	22,350	(5,420)
Payments to Employees		(147,026)	(113,741)	(134,326)
Payments to Suppliers		(172,447)	(141,428)	(168,750)
Interest Paid		(135)	-	-
Interest Received		1,289	1,650	4,882
Net cash from / (to) the Operating Activities		107,414	58,300	(34,322)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	21,002	(25,686)
Purchase of PPE (and Intangibles)		(12,878)	(11,002)	30
Purchase of Investments		(67,065)	(315,000)	58,079
Net cash from / (to) the Investing Activities		(79,942)	(305,000)	32,423
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	20,519
Finance Lease Payments		(472)	8,000	-
Painting contract payments		(7,564)	(7,000)	(3,077)
Funds Administered on Behalf of Third Parties		262,693	250,000	-
Net cash from Financing Activities		254,657	251,000	17,442
Net increase/(decrease) in cash and cash equivalents		282,129	4,300	15,543
Cash and cash equivalents at the beginning of the year	8	60,510	43,700	44,967
Cash and cash equivalents at the end of the year	8	342,639	48,000	60,510

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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

Roseneath School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2016

a) Reporting Entity

Roseneath 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 2016 to 31 December 2016 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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.

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 bank term deposits are measured at amortised cost using the effective interest method less impairment.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of securities.

k) Property, Plant and Equipment

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

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.

Leased Assets

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

Depreciation

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

The estimated useful lives of the assets are:

Building improvements – Crown	55 years
Furniture and equipment	5–10 years
Information and communication technology	4 years
Playground equipment & ground improvements	10 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

Computer software acquired by the School is 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. Its 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.

p) Revenue Received in Advance

Revenue received in advance relates to contributions received towards playground improvements 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) Provision for Cyclical Maintenance

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

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

r) Financial Assets and Liabilities

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

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

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

s) 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

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	187,666	189,369	182,516
Teachers' salaries grants	568,637	555,150	557,593
Use of Land and Buildings grants	315,765	255,384	255,389
Other MoE Grants	37,571	8,600	21,797
	<u>1,109,639</u>	<u>1,008,503</u>	<u>1,017,295</u>

3. Locally Raised Funds

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

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	39,063	66,000	40,010
Fundraising	15,614	1,500	15,334
Other revenue	30,193	15,000	18,671
Trading	48,484	2,000	47,042
	<u>133,354</u>	<u>84,500</u>	<u>121,057</u>
Expenses			
Activities	-	-	452
Trading	42,058	-	40,671
Fundraising (costs of raising funds)	2,372	-	4,381
	<u>44,430</u>	<u>-</u>	<u>45,504</u>
<i>Surplus for the year Locally raised funds</i>	<u>88,924</u>	<u>84,500</u>	<u>75,553</u>

4. Learning Resources

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	14,263	21,064	16,940
Library resources	462	1,500	4
Employee benefits - salaries	682,190	658,591	659,175
Staff development	2,020	10,500	12,682
	<u>698,935</u>	<u>691,655</u>	<u>688,801</u>

5. Administration

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,930	4,800	4,485
Board of Trustees Fees	3,673	3,000	1,980
Board of Trustees Expenses	9,043	4,800	4,031
Communication	1,366	1,300	870
Consumables	17,543	13,900	16,564
Operating Lease	1,101	1,000	1,272
Other	583	550	524
Employee Benefits - Salaries	32,633	10,100	33,529
Insurance	1,150	1,214	1,187
Service Providers, Contractors and Consultancy	7,829	7,400	8,656
	<u>79,851</u>	<u>48,064</u>	<u>73,098</u>

6. Property

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,971	9,000	8,339
Consultancy and Contract Services	15,474	15,000	14,777
Cyclical Maintenance Provision	5,699	7,600	12,330
Grounds	2,681	2,700	1,860
Heat, Light and Water	7,792	7,900	9,764
Rates	1,037	900	946
Repairs and Maintenance	11,965	15,300	36,670
Use of Land and Buildings	315,765	255,384	255,389
Security	1,192	2,000	1,903
	<u>369,576</u>	<u>315,784</u>	<u>341,978</u>

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

7. Depreciation of Property, Plant and Equipment

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	11,202	10,000	11,075
Furniture and Equipment	9,654	10,000	11,741
Information and Communication Technology	16,718	15,000	14,979
Leased Assets	4,773	4,000	-
Library Resources	1,291	1,000	1,421
	<u>43,638</u>	<u>40,000</u>	<u>39,216</u>

8. Cash and Cash Equivalents

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	1,178	5,000	38,472
Bank Call Account	36,947	38,000	11,429
Short-term Bank Deposits	304,513	5,000	10,609
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	342,638	48,000	60,510

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

Of the \$409,703 Cash and Cash Equivalents and investments, \$262,693 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2017 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	7,871	5,000	12,498
Interest Receivable	1,236	1,000	145
Teacher Salaries Grant Receivable	35,004	40,000	54,976
	44,111	46,000	67,619
Receivables from Exchange Transactions	9,107	6,000	12,643
Receivables from Non-Exchange Transactions	35,005	40,000	54,976
	44,111	46,000	67,619

10. Inventories

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	421	750	907
	421	750	907

11. Investments

The School's investment activities are classified as follows:

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	67,065	315,000	-

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2016						
Buildings	295,117				(11,202)	283,915
Furniture and Equipment	34,036	12,878			(9,654)	37,260
Information and Communication	37,821	-			(16,718)	21,103
Leased Assets	-	7,617			(4,773)	2,844
Library Resources	10,325	-			(1,291)	9,034
Balance at 31 December 2016	377,299	20,495	-	-	(43,638)	354,156

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2016			
Buildings	433,347	(149,432)	283,915
Furniture and Equipment	201,880	(164,621)	37,259
Information and Communication	162,755	(141,652)	21,103
Leased Assets	7,618	(4,773)	2,845
Library Resources	44,360	(35,326)	9,034
Balance at 31 December 2016	849,960	(495,804)	354,156

The net carrying value of equipment held under a finance lease is \$2,844

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2015						
Buildings	300,379	1,700	-	-	(11,075)	291,004
Furniture and Equipment	27,332	14,273	-	-	(11,741)	29,864
Information and Communication Technology	44,791	8,009	-	-	(14,979)	37,821
Driveway & Playground	8,283	-	-	-	-	8,283
Library Resources	10,903	1,673	(830)	-	(1,421)	10,325
Balance at 31 December 2015	391,688	25,655	(830)	-	(39,216)	377,298

Accumulated Depreciation

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2015			
Buildings	433,347	(138,230)	295,117
Furniture and Equipment	189,002	(154,966)	34,036
Information and Communication Technology	162,755	(124,934)	37,821
Leased Assets	-	-	-
Library Resources	44,360	(34,035)	10,325
Balance at 31 December 2015	829,464	(452,165)	377,298

13. Accounts Payable

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	3,319	5,000	19,825
Accruals	5,156	5,000	5,077
Employee Entitlements - salaries	35,004	40,000	54,976
Employee Entitlements - leave accrual	402	1,000	1,242
	<u>43,881</u>	<u>51,000</u>	<u>81,120</u>
Payables for Exchange Transactions	43,881	51,000	81,120
	<u>43,881</u>	<u>51,000</u>	<u>81,120</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other (Donations & advances towards playground upgrade)	15,411	5,000	-
	<u>15,411</u>	<u>5,000</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	46,643	46,643	41,221
Increase to the Provision During the Year	5,699	7,600	12,330
Use of the Provision During the Year	-	-	(6,908)
Provision at the End of the Year	<u>52,342</u>	<u>54,243</u>	<u>46,643</u>
Cyclical Maintenance - Current	11,057	10,000	8,367
Cyclical Maintenance - Term	41,285	40,000	38,276
	<u>52,342</u>	<u>50,000</u>	<u>46,643</u>

16. Painting Contract Liability

	2016	2016	2015
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Liability	-	-	7,564
	<u>-</u>	<u>-</u>	<u>7,564</u>

In 2010 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering an seven year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2010, with regular maintenance in subsequent years. The agreement has an annual commitment of \$6,586. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

17. Finance Lease Liability

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

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
No Later than One Year	2,387	3,000	-
Later than One Year and no Later than Five Years	4,759	5,000	-
	<u>7,146</u>	<u>8,000</u>	<u>-</u>

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:

	2016	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Remodelling school & hall	<i>in progress</i>	-	298,462	35,769	-	262,693
Totals		<u>-</u>	<u>298,462</u>	<u>35,769</u>	<u>-</u>	<u>262,693</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	262,693
	<u>262,693</u>

	2015	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Power Upgrade Project	<i>Completed</i>	(13,613)	-	-	-	-
Totals		<u>(13,613)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</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.

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.

	2016 Actual \$	2015 Actual \$
<i>Board Members</i>		
Remuneration	3,673	11,268
Full-time equivalent members	0.50	0.45
<i>Leadership Team</i>		
Remuneration	205,389	189,679
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	209,062	200,947
Total full-time equivalent personnel	2.50	2.45

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:

	2016 Actual \$000	2015 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	12 - 13	12 - 13
Termination Benefits	-	-

Other Employees

No other employees received total remuneration greater than \$100,000.

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

21. Compensation and Other Benefits Upon Leaving

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

	2016 Actual	2015 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2016 (Contingent liabilities and assets at 31 December 2015: nil).

23 Commitments

(a) Capital Commitments

As at 31 December 2016 the Board has entered into contract agreements for capital works as follows:

\$442,736 contract to modernise classrooms, improve the administration entrance and refurbish the hall as agent for the Ministry of Education. This project is fully funded by the Ministry and \$298,462 has been received of which \$35,769 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2015: nil)

(b) Operating Commitments

As at 31 December 2016 the Board has entered into the following contracts:

- (a) operating lease of a photocopier;
- (b) operating lease of laptops for teachers;

	2016 Actual \$	2015 Actual \$
No later than One Year	637	917
Later than One Year and No Later than Five Years	159	796
Later than Five Years	-	-
	<u>796</u>	<u>1,713</u>

24. Managing Capital

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

25. Financial Instruments

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

Loans and receivables

	2016 Actual \$	2016 Budget (Unaudited) \$	2015 Actual \$
Cash and Cash Equivalents	342,638	48,000	60,510
Receivables	44,111	46,000	67,619
Investments - Term Deposits	67,065	315,000	-
Total Cash and Receivables	<u>453,814</u>	<u>409,000</u>	<u>128,129</u>

Financial liabilities measured at amortised cost

Payables	43,881	51,000	81,120
Finance Leases	7,146	8,000	-
Painting Contract Liability	-	-	7,564
Total Financial Liabilities Measured at Amortised Cost	<u>51,027</u>	<u>59,000</u>	<u>88,684</u>

26. Events After Balance Date

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

27. Failure to Comply with Section 87 of the Education Act 1989

The Board of Trustees failed to comply with Section 87 of the Education Act 1989 in that the annual report was not submitted for audit before 31 March 2017.

28. Failure to Comply with Section 87 of the Education Act 1989

The Board of Trustees has failed to comply with Section 87 of the Education Act 1989 in that the Board did not report by 31 May 2017, the date fixed by the Minister of Education, by which schools were required to have sent their financial statements to the Ministry of Education.

Roseneath School
Members of the Board of Trustees 2016

Name	Position	How position on Board gained	Occupation	Current term expired / expires
Luana Carroll	Staff representative	Re-elected, May 2016	Teacher	May 2019, resigned Mar. 2017
David Cooling	Parent trustee	Elected, May 2016	Professional	May 2019
Deborah Fenton	Parent trustee	Elected, Sept. 2015	Teacher	May 2016
Matiu Park	Parent trustee	Re-elected, May 2013	Professional	May 2016
Richard Powell	Parent trustee	Re-elected, May 2016	Professional	May 2019, resigned Sept. 2016
John Reynolds	Principal	Appointed 1998		Resigned Dec 2016
Roni Saul	Parent trustee	Elected, May 2016	Professional	May 2019, resigned Feb 2017
Andrew Thomson	Parent trustee	Re-elected, May 2016	Professional	May 2019
Jon Wall	Parent trustee	Re-elected, May 2016	Professional	May 2019, resigned Feb 2017

Kiwi Sport Funding



In 2016 we used our Kiwi Sport funding to purchase new PE equipment for all classes and to support our school-wide PE programme. It also went to supporting our sporting teams.

Analysis of Variance Reporting



School Name:	Roseneath School	School Number: 2982
Strategic Aim:	Our student achievement meets the high expectations of the school community through personalised learning programmes based on quality assessment data that result in improved learning outcomes for individuals, groups and cohorts, including the achievement of Maori students.	
Annual Aim:	<p>All students will achieve and operate at their expected National Standard in Reading, Writing and Maths</p> <p><u>Reading:</u> To encourage and inspire boys to read more by using the library on a weekly basis. To moderate reading across the school with a particular focus on "Making sense of text: vocabulary knowledge" and "Making sense of text: reading critically"</p> <p><u>Writing:</u> To improve consistency and level of spelling and punctuation across the school All students will have made at least one year's progress in writing</p> <p><u>Maths:</u> To moderate Statistics at the end of Term 1, and for the staff to come up with a moderation process</p>	
Target:	<p><u>Reading:</u></p> <ol style="list-style-type: none"> 1. Teachers have identified a number of individual students that are below or have "just" met the standard in reading. These children will be targeted in 2016 with continued support to improve their reading skills 2. To shift the groups of boys in Year 1-4 who are currently below the standard to be "At" standard by their anniversary. 3. To get more boys reading for recreation and utilising the school library to access books that inspire and interest them for independent reading <p><u>Writing:</u></p> <ol style="list-style-type: none"> 1. To raise the achievement of the group of students in Year 4 (2016) that are working below the National Standard 2. To reduce the amount of boys not achieving National Standards in writing by trying new approaches and strategies <p><u>Maths:</u></p>	



	<div>1. To raise the achievement of students below or well below standard</div> <div>2. To cover the statistics strand of the curriculum in Term 1, ending with a moderation session in Week 11</div> <div>3. To raise the achievement of the group of students in Year 6 currently working below standard</div>
Baseline Data:	<div>Reading 8% below, 66% at, 26% above</div> <div>Writing: 13% below, 70% at, 17% above</div> <div>Maths: 12% below, 60% at, 28% above</div>

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>All teachers identified target students in reading, writing and maths and set planned actions throughout the year, e.g. one teacher attended IY training to learn strategies that would support the engagement and learning behaviours of a target student.</p> <p><u>Reading:</u> Support staff use Early Words to boost reading progress in the first year at school for those at risk of not meeting the standard.</p> <p>Individual students with specific learning needs are supported by teacher aides</p> <p>Part Time Teacher worked with individual students in Year 2 and 3 who needed extra support in reading (progress and mileage)</p> <p>School focus (through staff meetings and weekly programme planning) on encouraging boys to use the library to find and use texts for recreational reading and to find information to support their reading.</p> <p>Developed teacher knowledge of comprehension processes and</p>	<p><u>Reading:</u> 2015: 8% below, 66% at, 26% above 2016: 8% below, 61% at, 31% above Whilst our below % stayed the same, we were pleased with the shift of 5% of our students who moved from at to above</p> <p><u>Writing:</u> 2015: 13% below, 70% at, 17% above 2016: 14% below, 66% at, 20% above Once again our below % stayed much the same, but there was a shift from 'at' to above. We shifted one Year 4 boy (out of 5) from below to at by the end of the year</p> <p><u>Maths:</u> 2015: 11% below, 60% at, 28% above 2016: 10% below, 64% at, 26% above</p> <p>Teachers report shifts in student attitude and motivation, in particular children showing greater</p>	<p><u>Reading</u> We shifted 3 out of the 6 boys in Year 1-4 who were below to at. One of these students made 2 year's progress in 6 months. 1:1 Reading Support had a big impact on his learning.</p> <p>Of the remaining 6 students, one received ACC funding, one was referred to RTLB for additional support with learning and behaviour. Teachers have also identified that some of the New Entrant students require more transitioning from developmental/play environments.</p> <p><u>Writing</u> We shifted 3 out of our 7 target students in writing to at. Of the remaining 4 students, 1 still made accelerated progress with a shift from Well Below to Below. The other three students made progress but not at an accelerated rate.</p> <p>Through our teaching as inquiry we identified different strategies for making writing more engaging for boys. This had a particular impact on shifting students from at to</p>	<p>Junior Teachers are inquiring into Play based Learning to support children in their first year of school.</p> <p><u>Reading:</u> Continue to develop the Library as a resource for reading enjoyment (open at lunchtimes, displays etc promote books) Develop teacher</p> <p><u>Writing:</u> Continue to develop our professional knowledge around using vocabulary notebooks and other vocabulary strategies to further develop student agency and independence in writing</p> <p>Target groups in Year 4 and 5 (9 students). Teachers of these students to share their teaching as inquiry progress with each other</p> <p>As a school, continue to inquire into "what motivates our boys to write" and "what helps our boys to succeed in writing at an accelerated rate"</p>

<p>strategies and how they look at different levels for <i>Read, Respond, and Think Critically</i></p> <p><u>Reading and Writing</u></p> <p>Teaching as Inquiry focus on Inquiry learning MoE PL and D: Student Inquiry Learning Bek Galloway</p> <p>MoE PL and D Learning with Digital Devices Mike Perry</p> <p>Ongoing PL and D (staff meetings) throughout the year on our Teaching as Inquiry goals around Inquiry Learning using digital devices</p> <p><u>Maths:</u> Teacher Aide worked with small groups in Year 1-5 with Spring Into Maths programme- to target number knowledge skills that support strategy learning</p> <p>Teachers participated in a statistics moderation PL and D session.</p>	<p>agency in their learning. This is evident in their goal setting and their ability to set their next step and to talk about their progress with teachers and whanau.</p> <p>More boys used the library for recreational reading and for finding texts for information.</p> <p>Teachers reported shifts in their confidence and use of digital devices to support student learning.</p>	<p>above, but not an impact on our boys who were below.</p> <p><u>Maths</u></p> <p>We are pleased with our progress in Maths.</p> <p>We worked on our statistics teaching practice and moderation and teachers gained a better knowledge of the statistics strand and how it fits within the maths curriculum.</p> <p>Out of the group of 5 students who were below we shifted 4 from Below to At. The 6th child remains a target student and received HLN funding.</p> <p>Our % of students below in maths has had a small shift from 12% to 10%.</p>	<p>Maths:</p> <p>Continue to focus on the group of students who are below and cater for how they learn best and what helps them to learn.</p> <p>Use strand maths as a way to consolidate number knowledge</p> <p>Develop our skills at teaching maths across the curriculum (e.g. with our Science focus)</p>
<p>Planning for next year:</p> <p>Teaching as Inquiry goals will be based on target students with a focus on accelerating progress</p> <p>Use strand maths and maths across the curriculum (eg with the Science topic) to continue to extend students in maths</p> <p>Use our science focus as a high interest context for encouraging boys to read and write.</p>			