

ROYAL OAK PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	1475
Principal:	Linley May Myers / Megan Clotworthy
School Address:	Chandler Avenue, Royal Oak, Auckland 1023
School Postal Address:	Chandler Avenue, Royal Oak, Auckland 1023
School Phone:	(09) 624 2800
School Email:	admin@rops.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Dr Owen Sinclair	Chairperson	Elected	November 2020
Mrs Linley May Myers	Principal ex Officio	Appointed	July 2019 (retired)
Mrs Megan Clotworthy	Principal ex Officio	Appointed	
Ms Talia McNaughton	Deputy Chairperson	Elected	June 2022
Mrs Karyn Kurzeja	Parent Rep	Elected	June 2019
Mrs Judy Walter	Parent Rep	Elected	November 2020
Reverend Michael Berry	Parent Rep	Elected	June 2022
Mr Timothy Maifeleni	Parent Rep	Elected	June 2022
Mrs Vicky Stewart	Staff Rep	Elected	June 2022
Accountant (In-house):	Nemia Gariando		

ROYAL OAK PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2019

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Royal Oak Primary School

Statement of Responsibility

For the year ended 31 December 2019

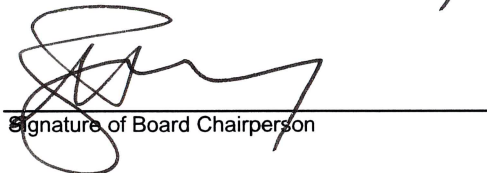
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

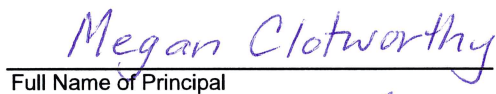
It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

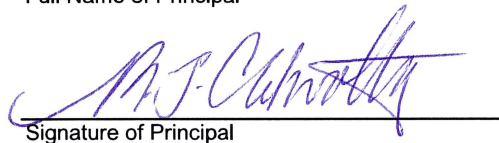
The School's 2019 financial statements are authorised for issue by the Board.


Full Name of Board Chairperson


Signature of Board Chairperson

27-08-2020
Date:


Full Name of Principal


Signature of Principal

27-08-2020
Date:

Royal Oak Primary School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	5,204,645	5,154,380	5,124,107
Locally Raised Funds	3	485,799	467,354	449,602
Interest income		25,224	25,500	22,266
Gain on Sale of Property, Plant and Equipment		-	-	87
International Students	4	69,637	64,000	78,322
		<u>5,785,305</u>	<u>5,711,234</u>	<u>5,674,383</u>
Expenses				
Locally Raised Funds	3	89,232	62,560	48,120
International Students	4	3,684	6,000	10,252
Learning Resources	5	3,578,841	3,506,933	3,517,922
Administration	6	295,013	277,265	280,157
Finance		5,861	6,802	7,539
Property	7	1,668,076	1,656,925	1,600,853
Depreciation	8	181,804	194,000	192,201
Loss on Disposal of Property, Plant and Equipment		328	700	745
		<u>5,822,839</u>	<u>5,711,185</u>	<u>5,657,790</u>
Net Surplus / (Deficit) for the year		(37,534)	49	16,593
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>(37,534)</u></u>	<u><u>49</u></u>	<u><u>16,593</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.

Royal Oak Primary School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>1,112,572</u>	<u>1,112,572</u>	<u>1,070,693</u>
Total comprehensive revenue and expense for the year		(37,534)	49	16,593
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	25,285
Equity at 31 December	26	<u>1,075,038</u>	<u>1,112,621</u>	<u>1,112,572</u>
Retained Earnings		1,075,038	1,112,621	1,112,572
Reserves		-	-	-
Equity at 31 December		<u>1,075,038</u>	<u>1,112,621</u>	<u>1,112,572</u>

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

Royal Oak Primary School Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	728,009	391,446	295,912
Accounts Receivable	10	446,399	404,493	462,989
GST Receivable		-	21,686	18,544
Prepayments		15,399	15,000	17,325
Investments	11	500,000	340,000	421,908
		<u>1,689,807</u>	<u>1,172,625</u>	<u>1,216,678</u>
Current Liabilities				
GST Payable		54,999	-	-
Accounts Payable	13	502,381	510,700	547,147
Revenue Received in Advance	14	37,301	12,400	31,067
Provision for Cyclical Maintenance	15	130,778	75,105	52,234
Finance Lease Liability - Current Portion	16	32,289	33,594	45,801
Funds held for Capital Works Projects	18	392,460	-	3,459
Funds for RTLB services	19	3,547	-	5,272
Funds held on behalf of Kiwi Park Cluster	20	-	500	921
		<u>1,153,755</u>	<u>632,299</u>	<u>685,902</u>
Working Capital Surplus/(Deficit)		536,052	540,326	530,776
Non-current Assets				
Investments	11	579	578	573
Property, Plant and Equipment	12	642,012	638,310	713,410
		<u>642,591</u>	<u>638,888</u>	<u>713,983</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	80,475	47,413	99,989
Finance Lease Liability	16	22,631	18,666	31,691
Funds held in Trust	17	501	514	507
		<u>103,607</u>	<u>66,593</u>	<u>132,187</u>
Net Assets		<u><u>1,075,038</u></u>	<u><u>1,112,621</u></u>	<u><u>1,112,572</u></u>
Equity	26	<u><u>1,075,038</u></u>	<u><u>1,112,621</u></u>	<u><u>1,112,572</u></u>

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

Royal Oak Primary School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		1,070,253	1,003,587	939,197
Locally Raised Funds		486,021	486,854	536,577
Hostel		-	-	0
International Students		77,221	64,634	79,237
Goods and Services Tax (net)		73,543	5,401	7,729
Payments to Employees		(887,629)	(926,275)	(1,054,923)
Payments to Suppliers		(567,092)	(339,591)	(348,138)
Cyclical Maintenance Payments in the year		(14,000)	(7,907)	(1,609)
Interest Paid		(5,861)	(6,802)	(7,539)
Interest Received		24,699	27,300	22,106
Net cash from Operating Activities		257,155	307,201	172,638
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(656)	(700)	379
Purchase of PPE (and Intangibles)		(84,377)	(73,149)	(78,001)
Purchase of Investments		(78,098)	(180,010)	(31,915)
Proceeds from Sale of Investments		-	-	-
Net cash from Investing Activities		(163,131)	(253,859)	(109,536)
Cash flows from Financing Activities				
Furniture and Equipment Grant			(25,285)	25,285
Finance Lease Payments		(48,275)	(31,949)	(20,229)
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
Funds Administered on Behalf of Third Parties		(2,652)	(6)	(2,135)
Funds Held for Capital Works Projects		389,001	-	3,459
Net cash from Financing Activities		338,074	(57,240)	6,380
Net increase/(decrease) in cash and cash equivalents		432,099	(3,898)	69,481
Cash and cash equivalents at the beginning of the year	9	295,912	395,343	226,431
Cash and cash equivalents at the end of the year	9	728,010	391,445	295,912

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..

Royal Oak Primary School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Royal Oak Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

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) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

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

j) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	2-10 years
Information and communication technology	3-10 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

n) 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.

o) 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.

p) 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).

q) 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.

r) 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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	777,107	819,990	803,839
Teachers' Salaries Grants	2,834,876	2,740,000	2,746,611
Use of Land and Buildings Grants	1,357,524	1,400,000	1,341,514
Other MoE Grants	235,138	194,390	232,143
	<u>5,204,645</u>	<u>5,154,380</u>	<u>5,124,107</u>

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	250,345	265,100	253,078
Activities	74,003	56,324	46,120
Fundraising	34,618	16,000	13,459
Other Revenue	126,833	129,930	136,945
	<u>485,799</u>	<u>467,354</u>	<u>449,602</u>
Expenses			
Activities	84,295	61,300	44,136
Fundraising (Costs of Raising Funds)	1,015	1,180	3,907
Other Locally Raised Funds Expenditure	3,922	80	77
	<u>89,232</u>	<u>62,560</u>	<u>48,120</u>
	<u>396,567</u>	<u>404,794</u>	<u>401,482</u>

Surplus/ (Deficit) for the year Locally raised funds

Seven students and two teachers went to attend the International Tournament of Minds (TOM) in Hobart, Australia in October 2019, after winning the Wellington Championships. The BOT had approved a budget of \$8,700. The trip incurred expenses of \$9,876, which was funded by the students by fundraising \$9,923. This programme and experience will have a long-lasting positive effect on the students and will play some role in their career pathways.

4. International Student Revenue and Expenses

	2019	2019	2018
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	2	5	5
	<u>2</u>	<u>5</u>	<u>5</u>
	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	69,637	64,000	78,322
Expenses			
Commissions	1,784	4,000	7,854
International Student Levy	1,900	2,000	2,398
	<u>3,684</u>	<u>6,000</u>	<u>10,252</u>
	<u>65,953</u>	<u>58,000</u>	<u>68,070</u>

Surplus/ (Deficit) for the year International Students'

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	51,570	23,000	24,554
Equipment Repairs	680	1,800	3,010
Information and Communication Technology	33,058	33,025	36,450
Library Resources	2,021	2,000	1,474
Employee Benefits - Salaries	3,452,696	3,384,740	3,405,365
Teaching Resources	24,792	43,418	31,442
Staff Development	14,023	18,950	15,627
	<u>3,578,841</u>	<u>3,506,933</u>	<u>3,517,922</u>

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,620	7,620	7,430
Board of Trustees Fees	3,240	3,240	3,240
Board of Trustees Expenses	23,444	11,600	9,001
Communication	7,103	7,800	7,723
Consumables	8,248	5,900	6,030
Other	3,688	2,520	3,418
Employee Benefits - Salaries	208,515	207,200	202,103
Insurance	9,968	9,968	9,293
Service Providers, Contractors and Consultancy	23,187	21,417	31,919
	<u>295,013</u>	<u>277,265</u>	<u>280,157</u>

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,547	7,500	7,849
Consultancy and Contract Services	68,758	67,240	69,171
Cyclical Maintenance Provision	73,030	21,933	23,659
Grounds	8,126	4,500	5,163
Heat, Light and Water	41,287	39,500	40,158
Repairs and Maintenance	38,203	30,500	28,664
Use of Land and Buildings	1,357,524	1,400,000	1,341,514
Security	14,859	12,252	13,059
Employee Benefits - Salaries	58,742	73,500	71,615
	<u>1,668,076</u>	<u>1,656,925</u>	<u>1,600,853</u>

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

8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	13,598	13,597	13,714
Furniture and Equipment	66,316	75,053	68,759
Information and Communication Technology	34,955	40,860	45,491
Leased Assets	47,983	44,930	44,269
Library Resources	18,952	19,560	19,968
	<u>181,804</u>	<u>194,000</u>	<u>192,201</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	200	200	200
Bank Current Account	627,697	191,134	295,599
Bank Call Account	112	112	112
Short-term Bank Deposits	100,000	200,000	-
Cash and cash equivalents for Cash Flow Statement	<u>728,009</u>	<u>391,446</u>	<u>295,912</u>

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

Of the **\$728,009** Cash and Cash Equivalents, **\$392,460** 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.

10. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	3,861	2,000	3,083
Receivables from the Ministry of Education	44,977	50,793	105,335
Allowance for credit/ losses	-	-	-
Interest Receivable	2,210	1,200	1,685
Teacher Salaries Grant Receivable	395,351	350,500	352,886
	<u>446,399</u>	<u>404,493</u>	<u>462,989</u>
Receivables from Exchange Transactions	6,071	3,200	4,768
Receivables from Non-Exchange Transactions	440,328	401,293	458,221
	<u>446,399</u>	<u>404,493</u>	<u>462,989</u>

11. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	500,000	340,000	421,908
Non-current Asset			
Long-term Bank Deposits	579	578	573
Total Investments	<u>500,579</u>	<u>340,578</u>	<u>422,481</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings and Capital improvements	191,129				(13,598)	177,531
Furniture and Equipment	250,063	50,258			(66,317)	234,004
Information and Communication	51,732	23,714			(34,955)	40,491
Leased Assets	69,448	25,702			(47,983)	47,166
Library Resources	151,039	11,061	(328)		(18,952)	142,820
Balance at 31 December 2019	713,410	110,734	(328)	-	(181,805)	642,012

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings and Capital improvements	408,851	(231,321)	177,530
Furniture and Equipment	1,324,282	(1,090,278)	234,004
Information and Communication	298,815	(258,325)	40,490
Leased Assets	169,947	(122,779)	47,168
Library Resources	385,657	(242,837)	142,820
Balance at 31 December 2019	2,587,552	(1,945,540)	642,012

The Property, Plant and Equipment as at 31 December 2019 includes assets relating to the RTLB Cluster as follows:

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
Photocopiers	11,622	(9,684)	1,938
TELA laptops	42,974	(22,642)	20,332
	<u>54,595</u>	<u>(32,326)</u>	<u>22,269</u>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings and Capital improvements	204,842	-			(13,714)	191,128
Furniture and Equipment	270,434	48,987	(599)		(68,759)	250,063
Information and Communication	78,926	18,297			(45,491)	51,732
Leased Assets	79,507	34,684	(474)		(44,269)	69,448
Library Resources	159,350	11,781	(123)		(19,968)	151,039
Balance at 31 December 2018	793,059	113,748	(1,196)	-	(192,201)	713,410

The Property, Plant and Equipment as at 31 December 2018 includes assets relating to the RTLB Cluster as follows:

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
Photocopiers	11,622	(5,810)	5,811
TELA laptops	31,259	(10,278)	20,981
	<u>42,881</u>	<u>(16,088)</u>	<u>26,793</u>

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings and Capital improvements	408,851	(217,723)	191,129
Furniture and Equipment	1,295,973	(1,045,910)	250,063
Information and Communication Technology	300,686	(248,954)	51,732
Leased Assets	144,244	(74,796)	69,448
Library Resources	375,616	(224,577)	151,039
Balance at 31 December 2018	2,525,370	(1,811,960)	713,410

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	14,665	60,000	96,702
Accruals	80,005	80,200	82,647
Capital Accruals for PPE items	-	10,000	-
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	395,351	350,500	352,886
Employee Entitlements - Leave Accrual	12,360	10,000	14,912
	502,381	510,700	547,147
Payables for Exchange Transactions	502,381	510,700	547,147
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	502,381	510,700	547,147

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Grants in Advance - Ministry of Education	-	-	2,350
International Student Fees	36,301	12,400	28,717
Other	1,000	-	-
	37,301	12,400	31,067

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	152,223	152,223	130,173
Increase/ (decrease) to the Provision During the Year	73,030	21,933	23,659
Use of the Provision During the Year	(14,000)	(51,637)	(1,609)
Provision at the End of the Year	211,253	122,518	152,223
Cyclical Maintenance - Current	130,778	75,105	52,234
Cyclical Maintenance - Term	80,475	47,413	99,989
	211,253	122,518	152,223

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	36,275	33,594	52,291
Later than One Year and no Later than Five Years	21,643	18,666	31,440
Later than Five Years			
	<u>57,918</u>	<u>52,260</u>	<u>83,731</u>

17. Funds held in Trust

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	-	-
Funds Held in Trust on Behalf of Third Parties - Non-current	501	514	507
	<u>501</u>	<u>514</u>	<u>507</u>

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

18. Funds Held for Capital Works Projects

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

2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
5YP - stage 4 roofing <i>completed</i>	(12,685)	76,500	71,013	-	(7,198)
5YP - Middle Block refurbishment (Blk) <i>completed</i>	(68,447)	530,000	461,553	-	(0)
5YP - Boiler removal <i>completed</i>	3,459	-	3,459	-	(0)
5YP - Block 6, 6a, and 8 refurbishment <i>in progress</i>	(3,360)	423,000	27,180	-	392,460
Totals	<u>(81,033)</u>	<u>1,029,500</u>	<u>563,205</u>	<u>-</u>	<u>385,262</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	392,460
Funds Due from the Ministry of Education	(7,198)
	<u>385,262</u>

The \$7,198 is recognised as Accounts Receivable while the \$392,460 is recognised as Funds Held for Capital Works Projects. An overspend on 5YP - Middle Block refurbishment project of \$2,517 is expensed.

2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
5YP - Administration Block roofing <i>completed</i>	(2,683)	2,683	-	-	-
5YP - Block 1 roofing <i>completed</i>	(2,043)	2,043	-	-	-
5YP - stage 3 roofing (walkways). <i>completed</i>	(4,864)	4,864	-	-	(0)
5YP - stage 4 roofing <i>in progress</i>	(12,685)	-	-	-	(12,685)
5YP - Middle Block refurbishment (Blk) <i>in progress</i>	(6,515)	-	61,932	-	(68,447)
5YP - Boiler removal <i>in progress</i>	-	7,084	3,625	-	3,459
5YP - Block 6, 6a, and 8 refurbishment <i>in progress</i>	-	-	3,360	-	(3,360)
Totals	<u>(28,790)</u>	<u>16,674</u>	<u>68,917</u>	<u>-</u>	<u>(81,033)</u>

19. Funds for RTLB Services

Royal Oak Primary School is the lead school funded by the Ministry of Education to provide the services of Resource Teachers of Learning and Behaviour to its cluster of schools.

	2019 Actual \$	2019 (Unaudited) \$	2018 Actual \$
Funds held at beginning of the year	5,272	5,272	7,264
<i>Revenue</i>			
Teachers' Salary Grant	2,698,641	2,544,600	2,547,986
Administration Grant	102,507	102,507	102,507
Learning Support Funding	193,264	193,264	178,430
Travel Grant	107,097	107,097	105,301
Other Revenue	70,315	25,090	53,842
	<u>3,171,824</u>	<u>2,972,558</u>	<u>2,988,067</u>
Total funds available	<u>3,177,096</u>	<u>2,977,830</u>	<u>2,995,331</u>
<i>Expenses</i>			
Employee Benefit - Salaries	2,698,641	2,544,600	2,549,456
Administration	155,288	119,246	117,177
Learning Support	186,085	178,000	163,464
Travel	106,240	107,436	107,697
Other Expenses	17,961	13,247	25,778
	<u>3,164,215</u>	<u>2,962,529</u>	<u>2,963,572</u>
Purchase of Assets	9,334	15,300	26,488
Funds Held at Year End	<u><u>3,547</u></u>	<u><u>-</u></u>	<u><u>5,272</u></u>

Two members of the RTLB went to Melbourne for a conference for World Congress in Positive Psychology in July for 5 days. The BOT had approved a budget of \$3,300, and was paid through RTLB funds.

20. Funds Held on Behalf of ESOL Professional Learning Community

Royal Oak Primary School is the lead school and holds funds on behalf of the ESOL Professional Learning Community, a group of schools funded by the Ministry.

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held at Beginning of the Year	921		1,052
Funds Received from Cluster Members			-
Funds Received from MoE			-
Funds Transferred to Onehunga Primary School	921		(131)
<i>Distribution of Funds</i>			
School A			-
School B			-
Funds Held at Year End	<u><u>-</u></u>	<u><u>500</u></u>	<u><u>921</u></u>

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

Current Assets

Cash at bank	-	500	921
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Non Current Assets

Property Plant and Equipment	-		
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Current Liabilities

Operating Creditors	-		
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Non Current Liabilities

Borrowings	-		
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Equity

	<u><u>-</u></u>	<u><u>500</u></u>	<u><u>921</u></u>
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21. 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.

22. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,240	3,240
Full-time equivalent members	0.16	0.13
<i>Leadership Team</i>		
Remuneration	736,170	701,820
Full-time equivalent members	6	6
Total key management personnel remuneration	<u>739,410</u>	<u>705,060</u>
Total full-time equivalent personnel	<u>6.16</u>	<u>6.13</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
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments, 28 January 2019 to 21 July 2019	90-100	180 - 190
Benefits and Other Emoluments	-	-
Termination Benefits	-	-
Salary and Other Payments, 22 July 2019 to 27 January 2020	80-100	-
Benefits and Other Emoluments	2,456	-
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	3.00	-
110 - 120		2.00
120 - 130	1.00	
	<u>4.00</u>	<u>2.00</u>

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

23. 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	-	-

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2019** (Contingent liabilities and assets at **31 December 2018**: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

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

25. Commitments

(a) Capital Commitments

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

\$470,000 contract for Block 6, 6a, and 8 refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry of Education and \$423,000 has been received of which \$27,180 has been spent on the project to date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2018: \$618,148)

(b) Operating Commitments

(Operating commitments at 31 December 2019: nil)

(Operating commitments at 31 December 2018: nil)

26. 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.

27. Financial Instruments

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

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	728,009	391,446	295,912
Receivables	446,399	404,493	462,989
Investments - Term Deposits	500,579	340,578	422,481
Total Financial assets measured at amortised cost	<u>1,674,987</u>	<u>1,136,517</u>	<u>1,181,382</u>

Financial liabilities measured at amortised cost

Payables	502,381	510,700	547,147
Finance Leases	54,920	52,260	77,492
Total Financial Liabilities Measured at Amortised Cost	<u>557,301</u>	<u>562,960</u>	<u>624,639</u>

28. Events After Balance Date

On 11 March 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. Subsequently all schools and kura opened on the 18th of May 2020.

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

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

29. 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 8 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 9 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

30. List of Cluster Schools

The following schools are part of the RTLB cluster as detailed in Note 19.

Cornwall Park School	Baradene College	Bailey Road School
Ellerslie School	Glendowie College	Churchill Park School
Mangere Bridge School	Kohimarama School	Glen Innes School
Marcellin College	Meadowbank School	Glen Taylor School
Michael Park School	Mt Carmel School	Glenbrae Primary School
Michael Park HS	Orakei School	Glendowie School
Onehunga High School	Parnell School	Panmure Bridge School
Onehunga Primary School	Remuera Intermediate	Panmure District School
One Tree Hill College	Remuera Primary	Pt England School
Oranga School	Sacred Heart College	Ruapotaka School
Royal Oak Intermediate School	Selwyn College	Sommerville School
Royal Oak School	St Heliers School	St Patrick's School (Panmure)
St Joseph's School (Onehunga)	St Ignatius School (St Heliers)	St Pius X School (Glen Innes)
St Mary's Ellerslie	St Joseph's School (Orakei)	Stanhope Road School
Te Papapa School	St Michael's School (Remuera)	Sylvia Park School
Waterlea Public School	Tamaki Primary School	Tamaki College
St Thomas School	Te Kura Maori o Puau Te Moananui -a-Kiwa	
Stonefields School		
Victoria Avenue School		

31. 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, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

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Independent Auditor's Report

To the readers of Royal Oak Primary School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Royal Oak Primary School (the School). The Auditor-General has appointed me, Brendon Foy, using the staff and resources of RSM Hayes Audit, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 27 August 2020. This is the date at which our opinion is expressed.

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

Emphasis of matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 28 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of 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 includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read 'Brendon Foy'.

Brendon Foy
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand

Analysis of Variance Reporting



School Name:	Royal Oak Primary School	School Number:	1475
Strategic Aim:	<p>To further develop effective pedagogy and student agency within innovative learning environments through future-focused learning and digital literacy.</p> <p>To continue to build an inclusive and nurturing community with an increased focus on wellbeing and culturally responsive practices.</p> <p>To continue to explore opportunities to provide a future focused curriculum.</p> <p>To develop mathematical practices using an inquiry-based approach to provide contextual authenticity.</p>		
Annual Aim:	<p>To raise the rate of progress for all Maori students deemed at risk of not achieving at the expected level in reading.</p> <p>To raise levels of reading, writing and mathematics achievement of pasifika students.</p> <p>To raise the achievement levels in writing of Year 5 and Year 6 students</p>		
Target:	<p>Target 1: To maintain 75%+ at or above expected level in Reading for Maori students.</p> <p>Target 2: To maintain 75%+ at or above expected level in Reading, Writing and Mathematics for Pasifika students.</p> <p>Target 3: To lift Year 5 and Year 6 Writing from 74% and 68% at or above expected level respectively, to 75%</p>		
Baseline Data:	<p>78% at or above for Maori reading</p> <p>78% at or above for Pasifika Reading</p> <p>77% at or above for Pasifika Writing</p> <p>79% at or above for Pasifika Mathematics</p> <p>74% at or above for Year 4 going into Year 5 for writing</p> <p>68% at or above for Year 5 going into Year 6 for Writing</p>		

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>Teachers analysed assessment data and set next learning steps with students early in term one.</p> <p>Data shared at parent goal setting conferences and areas of concern and strength noted.</p> <p>A rigorous approach to school review expectations led by senior managers.</p> <p>Teachers created targeted programmes to support learning needs.</p> <p>Moderation of OTJ's- data was gathered each term with teachers making OTJ's and sharing the evidence used to make this.</p> <p>Teacher judgments were compared and discussed.</p> <p>Moderation practices continued.</p> <p>A number of small intervention groups for target students introduced.</p> <p>Target students are regularly tracked by teachers and senior managers.</p>	<p>74% at or above for Maori reading 1% below target.</p> <p>74% at or above for Pasifika Reading, 1% below target</p> <p>73% at or above for Pasifika Mathematics: 2% below target</p> <p>82% at or above for Pasifika Writing: 7% above target</p> <p>84% at or above for Year 6 writing: 9% above target</p> <p>69% at or above for Year 5 writing: 6% below target</p> <p>Senior Managers and teachers were increasingly focussed on the target groups.</p> <p>Effective, explicit teaching strategies were shared.</p> <p>Continued moderation of reading,</p>	<p>A <u>small</u> variance below may have occurred due to transition to the next curriculum level. We have noticed this at the transition from Level 2 to Level 3. This will be tracked closely. These will continue to be targets in 2020.</p> <p>A continual focus on outcomes over the year. Teachers are more confident and regular in their moderation processes. A strong, school wide writing programme is embedded and students are confident and well-scaffolded in their writing.</p> <p>We had an influx of students at Year 5 from other schools. A large number of these students arrived needing learning support – therefore the demographic of the cohort had changed.</p> <p>Strong emphasis on target student identification and working on explicit strategies.</p> <p>Collaborative practices continued, allowing greater one on one and</p>	<p>Targets are set: To achieve 75%+ in Reading for Maori students.</p> <p>To achieve 75%+ in Reading, and Mathematics for Pasifika students.</p> <p>To lift Year 6 Writing from 69% to 75%.</p> <p>Small, target groups will be identified for all curriculum areas. These groups will be tracked closely by teachers and senior managers.</p> <p>Team leaders and senior managers will continue to regularly monitor data and work with teams on effective practices.</p> <p>Collaborative practices will have a planned component for one on one and small group teaching</p> <p>.6 Maths intervention teacher employed to support mathematics PL</p> <p>Full time ESOL teacher (returning in Term 2) employed and a focus on oral language, supported by ELAs – English Language</p>

<p>Collaborative spaces allowed more frequent one on one support situations.</p>	<p>writing and mathematics schoolwide.</p> <p>Increased targeted intervention.</p>	<p>small group intervention.</p> <p>Continual moderation and staff reflection on practice.</p>	<p>Assistants who work supporting small groups in class.</p>
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Planning for next year:

Maths PLD to support inquiry-based approach for teaching mathematics.
 Resource funding for mathematics resources to support PLD
 Emphasis on Teacher Inquiry.
 Intervention programme for Year 6 writers with specific needs
 Target students tracked through work within Kahui Ako
 PACT tool introduced to track target students
 Twice yearly reporting to the Board on achievement, including value added progress.
 Continued opportunities made available to ensure all students have a chance to excel or enjoy interest-based learning, including learning through play in Years 1 and 2, Passion projects in Year 3 and 4 and Free-thinking work in Year 5 and 6.



**Royal Oak
Primary School**

HONOUR LOYALTY SERVICE

Royal Oak Primary School Annual Report 2019

Royal Oak Primary School is focused on student achievement and wellbeing. Achievement levels are regularly monitored and programmes provided to have as many students as possible reach or exceed expected curriculum levels. An increased emphasis on staff and student wellbeing, and high levels of positive parent participation support increased engagement in learning from students and teachers. The school's strategic plan forms the basis of how decisions are made throughout the year. It is pleasing to report that academic targets continue to be on track and qualitative data suggests a positive and inclusive learning environment.

Over the past year professional development was facilitated in mathematics, with a particular focus on problem solving strategies. The intention is that this will continue in 2020, with the facilitator's hours being provided by the Ministry of Education.

Development in creating positive relationships, utilising the Ministry of Education's PB4L (Positive Behaviour for Learning) programme, has continued progress in this work. Gains continue to be made in students being better equipped to self-manage their behaviour using schoolwide behaviour expectations and strategies. All teachers are trained in IYT (Incredible Years Teaching) and we ensure new staff coming on board get IYT training as soon as possible.

Roseanne Gibson, manager of Cluster 8 RTLB (Nga Manu Awhina), has continued to work closely with the principal to develop a strong and effective RTLB cluster. There are 30 RTLB employed and additional part time specialist support staff and the cluster is seen nationwide as high performing.

School property is well maintained following the 10-year schedule. The on-going development of innovative learning environments throughout the school is welcomed by staff as a model for sharing strengths, guiding practice and supporting academic acceleration. Classrooms are bright and attractive, well-resourced and furnished and reflect inclusive learning programmes.

Excellent links exist between the Parent Group and the school and as a result the parent community is very active in supporting the school in significant fundraising. This is a key factor in the provision of additional school resources and also in networking within our multicultural community.

The Board of Trustees is a dedicated and committed group of parents. The Board is active in policy review and the meetings are heavily focused on raising student achievement and reporting in all NAG areas.

Staff recruitment, when needed, does not pose too much of a problem. At the end of 2019, 3 teachers left, however, as Royal Oak Primary School is a sought after place to work, the school leaders generally recruit strong and capable staff.

Royal Oak Primary School has a strong and focused leadership team. The school is proactive in its desire for high student achievement, building positive and inclusive links with the diverse community and in supporting its staff. There continue to be high levels of trust and respect within the school community.

Megan Clotworthy (Principal)

March 2020

Owen Sinclair (Board Chair 2019)



Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, Royal Oak Primary School received Kiwisport funding of \$8,022 (exclusive of GST).

The school used the funds in a similar way to the previous year. We employed a learning support person to supervise game play during the breaks. The games were carefully timetabled so all children in the school were able to participate in games/sport activities. Sports were chosen where there was a pathway they could follow to continue with that sport afterwards if they enjoyed it. In addition to this, throughout the year for the OAKS (Years 4-6) we had squash, Turbo touch and Futsal. For the ACORNS (Years 1-3) we had Tae Kwon do and Get, Set Go come in.