



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	3307
Principal:	Deane Power
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CANNINGTON SCHOOL

Annual Report - For the year ended 31 December 2019

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Cannington 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 reflect the financial position and operations of the school.

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

Andrew James Scott
Full Name of Board Chairperson


Signature of Board Chairperson

11.6.20
Date:

Deane Ross Power
Full Name of Principal


Signature of Principal

11/6/20
Date:

Cannington School

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How Position Gained	Held Until
Deane Power	Principal	ex Officio	
Andrew Scott	Chairperson	Elected	Jun 2022
Leana Walker	Staff Rep	Elected	Jul 2019
Kath Campbell	Chairperson	Elected	May 2019
Sam Jamieson	Parent Rep	Elected	Jan 2019
Kiri George	Parent Rep	Elected	May 2019
Ken Heaphy	Staff Rep	Elected	Dec 2019
Donna Simmons	Parent Rep	Elected	Jun 2022
Michael Butt	Parent Rep	Elected	Jun 2022
Leanne Joyce	Parent Rep	Elected	Jun 2022
In Attendance			
Rachel Searle	Board Secretary		

Cannington 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	320,229	451,117	342,788
Locally Raised Funds	3	11,768	15,160	20,974
Interest Income		4,412	3,250	4,453
		<u>336,409</u>	<u>469,527</u>	<u>368,215</u>
Expenses				
Locally Raised Funds	3	756	1,400	845
Learning Resources	4	184,151	253,762	211,694
Administration	5	31,735	33,369	30,679
Finance Costs		913	-	951
Property	6	114,145	194,588	108,290
Depreciation	7	12,121	12,000	12,507
Loss on Disposal of Property, Plant and Equipment		1,040	-	-
		<u>344,861</u>	<u>495,119</u>	<u>364,966</u>
Net (Deficit) / Surplus		(8,452)	(25,592)	3,249
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(8,452)</u>	<u>(25,592)</u>	<u>3,249</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.

Cannington School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	<u>257,652</u>	<u>257,652</u>	<u>254,403</u>
Total comprehensive revenue and expense for the year	(8,452)	(25,592)	3,249
Equity at 31 December	<u>249,200</u>	<u>232,060</u>	<u>257,652</u>
Retained Earnings	249,200	232,060	257,652
Equity at 31 December	<u>249,200</u>	<u>232,060</u>	<u>257,652</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.



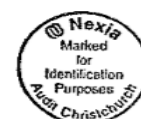
Cannington School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	41,399	107,726	121,318
Accounts Receivable	9	8,174	12,255	12,255
GST Receivable		6,501	-	-
Prepayments		1,875	920	920
Investments	10	115,617	112,010	112,010
Funds owing for Capital Works Projects	16	-	348	348
		<u>173,566</u>	<u>233,259</u>	<u>246,851</u>
Current Liabilities				
GST Payable		-	10,056	10,056
Accounts Payable	12	12,750	16,480	16,480
Revenue Received in Advance	13	829	815	815
Provision for Cyclical Maintenance	14	26,375	10,000	10,000
Finance Lease Liability - Current Portion	15	3,189	2,913	2,913
Funds held for Capital Works Projects	16	165	53,214	53,214
		<u>43,308</u>	<u>93,478</u>	<u>93,478</u>
Working Capital Surplus/(Deficit)		130,258	139,781	153,373
Non-current Assets				
Property, Plant and Equipment	11	127,125	115,154	127,154
		<u>127,125</u>	<u>115,154</u>	<u>127,154</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	2,250	15,000	15,000
Finance Lease Liability	15	5,933	7,875	7,875
		<u>8,183</u>	<u>22,875</u>	<u>22,875</u>
Net Assets		<u>249,200</u>	<u>232,060</u>	<u>257,652</u>
Equity		<u>249,200</u>	<u>232,060</u>	<u>257,652</u>

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



Cannington 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		70,564	61,117	85,313
Locally Raised Funds		11,782	15,160	19,726
Goods and Services Tax (net)		(16,557)	-	9,051
Payments to Employees		(26,188)	(33,270)	(22,281)
Payments to Suppliers		(51,974)	(59,849)	(61,655)
Interest Received		4,473	3,250	4,363
Net cash from Operating Activities		<u>(7,900)</u>	<u>(13,592)</u>	<u>34,517</u>
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(13,217)	-	(4,516)
Purchase of Investments		(3,607)	-	(3,577)
Net cash from Investing Activities		<u>(16,824)</u>	<u>-</u>	<u>(8,093)</u>
Cash flows from Financing Activities				
Finance Lease Payments		(2,494)	-	(1,169)
Funds held for Capital Works Projects		(52,701)	-	56,911
Net cash from Financing Activities		<u>(55,195)</u>	<u>-</u>	<u>55,742</u>
Net (decrease) / increase in cash and cash equivalents				
		<u>(79,919)</u>	<u>(13,592)</u>	<u>82,166</u>
Cash and cash equivalents at the beginning of the year	8	121,318	121,318	39,152
Cash and cash equivalents at the end of the year	8	<u>41,399</u>	<u>107,726</u>	<u>121,318</u>

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 which form part of these financial statements.



Cannington School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

1.1. Reporting Entity

Cannington 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.

1.2. 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 25.

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 11.



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.

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.



1.7. 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.

1.8. 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.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

1.9. 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 – Crown	40 years
Furniture and equipment	5-10 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

1.10. 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.

1.11. 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.

1.12. Employment 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

1.13. Revenue Received in Advance

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

1.14. 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.



1.15. 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).

1.16. 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.17. 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.

1.18. Budget Figures

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

1.19. Services received in-kind

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



2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	66,555	61,117	75,464
Teachers' salaries grants	174,441	225,000	191,231
Use of Land and Buildings grants	75,224	165,000	74,804
Other MoE Grants	4,009	-	1,289
	<u>320,229</u>	<u>451,117</u>	<u>342,788</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	1,207	1,160	3,032
Fundraising	480	-	4,321
Other revenue	7,549	7,800	10,581
Trading	865	1,200	457
Activities	1,667	5,000	2,583
	<u>11,768</u>	<u>15,160</u>	<u>20,974</u>
Expenses			
Trading	756	1,400	482
Fundraising (costs of raising funds)	-	-	363
	<u>756</u>	<u>1,400</u>	<u>845</u>
<i>Surplus for the year Locally raised funds</i>	<u>11,012</u>	<u>13,760</u>	<u>20,129</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	5,479	9,812	11,160
Information and communication technology	-	-	165
Extra-curricular activities	1,524	5,300	6,829
Library resources	-	100	-
Employee benefits - salaries	175,718	236,100	191,233
Staff development	1,430	2,450	2,307
	<u>184,151</u>	<u>253,762</u>	<u>211,694</u>

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,279	3,279	3,184
Board of Trustees Fees	2,690	4,140	3,540
Board of Trustees Expenses	3,127	1,700	3,406
Communication	792	1,250	1,368
Consumables	148	300	209
Operating Lease	721	3,660	748
Other	1,671	1,465	182
Employee Benefits - Salaries	16,409	15,130	15,597
Insurance	173	-	-
Service Providers, Contractors and Consultancy	2,725	2,445	2,445
	<u>31,735</u>	<u>33,369</u>	<u>30,679</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	703	1,500	1,517
Consultancy and Contract Services	2,073	3,500	3,461
Cyclical Maintenance Provision	3,625	2,000	3,625
Grounds	4,062	7,034	5,852
Heat, Light and Water	4,927	5,000	5,730
Rates	1,275	814	1,068
Repairs and Maintenance	13,672	2,700	5,499
Use of Land and Buildings	75,224	165,000	74,804
Employee Benefits - Salaries	8,584	7,040	6,734
	<u>114,145</u>	<u>194,588</u>	<u>108,290</u>

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

7. Depreciation of Property, Plant and Equipment

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements	2,598	2,000	2,599
Furniture and Equipment	2,938	3,000	3,257
Information and Communication Technology	2,321	2,000	2,294
Leased Assets	4,094	4,000	4,014
Library Resources	170	1,000	343
	<u>12,121</u>	<u>12,000</u>	<u>12,507</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	29,295	107,726	109,224
Bank Call Account	12,104	-	12,094
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>41,399</u>	<u>107,726</u>	<u>121,318</u>

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

Of the \$41,399 Cash and Cash Equivalents, \$165 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Interest Receivable	538	599	599
Teacher Salaries Grant Receivable	7,636	11,656	11,656
	<u>8,174</u>	<u>12,255</u>	<u>12,255</u>
Receivables from Exchange Transactions	538	599	599
Receivables from Non-Exchange Transactions	7,636	11,656	11,656
	<u>8,174</u>	<u>12,255</u>	<u>12,255</u>



10. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	115,617	112,010	112,010
Total Investments	115,617	112,010	112,010

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Land	25,000	-	-	-	-	25,000
Building Improvements	73,091	-	-	-	(2,598)	70,493
Furniture and Equipment	10,903	10,564	-	-	(2,938)	18,529
Information and Communication	5,569	781	-	-	(2,321)	4,029
Leased Assets	10,192	1,787	-	-	(4,094)	7,885
Library Resources	2,399	-	(1,040)	-	(170)	1,189
Balance at 31 December 2019	127,154	13,132	(1,040)	-	(12,121)	127,125

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Land	25,000	-	25,000
Building Improvements	103,926	(33,433)	70,493
Furniture and Equipment	108,998	(90,469)	18,529
Information and Communication	44,042	(40,013)	4,029
Leased Assets	15,057	(7,172)	7,885
Library Resources	7,163	(5,974)	1,189
Balance at 31 December 2019	304,186	(177,061)	127,125

The net carrying value of equipment held under a finance lease is \$7,885 (2018: \$10,192)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Land	25,000	-	-	-	-	25,000
Building Improvements	75,690	-	-	-	(2,599)	73,091
Furniture and Equipment	14,160	-	-	-	(3,257)	10,903
Information and Communication	6,828	1,035	-	-	(2,294)	5,569
Leased Assets	8,033	11,343	(5,170)	-	(4,014)	10,192
Library Resources	2,316	426	-	-	(343)	2,399
Balance at 31 December 2018	132,027	12,804	(5,170)	-	(12,507)	127,154

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Land	25,000	-	25,000
Building Improvements	103,926	(30,835)	73,091
Furniture and Equipment	98,434	(87,531)	10,903
Information and Communication	43,261	(37,692)	5,569
Leased Assets	15,142	(4,950)	10,192
Library Resources	12,642	(10,243)	2,399
Balance at 31 December 2018	298,405	(171,251)	127,154



12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	1,026	927	927
Accruals	3,771	3,662	3,662
Employee Entitlements - salaries	7,636	11,656	11,656
Employee Entitlements - leave accrual	317	235	235
	12,750	16,480	16,480
 Payables for Exchange Transactions	 12,750	 16,480	 16,480
	12,750	16,480	16,480

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	829	815	815
	829	815	815

14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	25,000	25,000	21,375
Increase/ (decrease) to the Provision During the Year	3,625	-	3,625
Provision at the End of the Year	28,625	25,000	25,000
 Cyclical Maintenance - Current	 26,375	 10,000	 10,000
Cyclical Maintenance - Term	2,250	15,000	15,000
	28,625	25,000	25,000

15. 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	3,819	3,675	3,675
Later than One Year and no Later than Five Years	6,442	8,877	8,877
	10,261	12,552	12,552



16. Funds Held for Capital Works

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

2019		Opening Balances	Receipts from MoE	Payments	BOT Contribution	Closing Balances
		\$	\$	\$		\$
Stage 2 - Upgrade to Windows	In Progress	(348)	513	-	-	165
Septic Tanks	Completed	53,214	899	54,113	-	-
Totals		52,866	1,412	54,113	-	165

Represented by:

Funds Held on Behalf of the Ministry of Education

165
<u>165</u>

2018		Opening Balances	Receipts from MoE	Payments	BOT Contribution	Closing Balances
		\$	\$	\$		\$
5 YA Upgrade to Windows	Completed	(4,045)	3,905	-	(140)	-
Stage 2 - Upgrade to Windows	In Progress	-	18,440	18,788	-	(348)
Septic Tanks	In Progress	-	61,169	7,955	-	53,214
Totals		(4,045)	83,514	26,743	(140)	52,866

17. 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.

18. Remuneration

Key management personnel compensation

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

	2019 Actual	2018 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	2,690	3,540
Full-time equivalent members	0.04	0.10
<i>Leadership Team</i>		
Remuneration	99,988	91,475
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	102,678	95,015
Total full-time equivalent personnel	1.04	1.10

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



Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	90-100	90-100
Benefits and Other Emoluments	2-3	2-3
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	-	-

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

19. 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	-	-

20. 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.

21. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating contracts.



22. 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.

23. 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	41,399	107,726	121,318
Receivables	8,174	12,255	12,255
Investments - Term Deposits	115,617	112,010	112,010
Total Financial assets measured at amortised cost	<u>165,190</u>	<u>231,991</u>	<u>245,583</u>

Financial liabilities measured at amortised cost

Payables	12,750	16,480	16,480
Finance Leases	9,122	10,788	10,788
Total Financial liabilities measured at amortised Cost	<u>21,872</u>	<u>27,268</u>	<u>27,268</u>

24. Events After Balance Date

Impact from COVID-19

On the 11th March 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on the 26th 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 until 18 May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school 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.

25. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

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.

26. Annual Reporting Deadline

The Board of Trustees has failed to comply with section 87C of the Education Act 1989 in that the Board did not report by 31 May 2019, the date fixed by the Ministry of Education, by which schools were required to have sent their financial statements to the Ministry of Education. The delay was due to a nationwide lockdown commenced on 26 March 2020 after the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic.



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF CANNINGTON SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Cannington School (the School). The Auditor-General has appointed me, Andrew Hastie, using the staff and resources of Nexia Audit Christchurch, 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 3 to 18, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 11 June 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 24 on page 18 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 19 to 30 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: *International 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.



Andrew Hastie

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Analysis of Variance Reporting



School Name:	Cannington School	School Number:	3307
Strategic Aim:	To educate and develop confident, connected and committed learners who positively contribute to society.		
Annual Aim:	To educate and develop confident, connected and committed learners who positively contribute to society through authentic learning experiences.		
Target:	To have all children make progress in relation to the NZC each year and accelerated where possible.		
Baseline Data:	<p>Writing</p> <p>Exceeding Expectations 6% (1/15) Within Expectations 67% (10/15) Working towards 27% (4/15)</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>Going forward, we are happy with the way we are teaching Writing at Cannington and we are looking to make small changes to practise rather than developing a new plan. We will continue with the Internal Evaluations that support his area, Priority and Writing.</p> <p>The use of easTTle Writing will continue, the use of the Writing Matrix will continue. Punctuation and Grammar PAT will be used.</p> <p>We are not wanting to continue with ALL as the level of PD associated with this MOE programme has been non-existent and we cannot say that it has any relevance to the outcomes we achieved this year.</p> <p>The use of the targeted learners section in our weekly planning will be continued with our planning having more specific achievable goals than larger generic terms.</p> <p>We want to continue to fund the technology construction that many of our students are a part of. We can see the results</p>	<p>Exceeding Expectations8% (1/13) Working within Expectations77% (10/13) Working towards Expectations15% (2/13)</p> <p>We have shifted the number of students who were working towards from 4 to 2 over the year.</p>	<p>We expected at the beginning of the year that we would still have three below at the end of the year. We have been able to accelerate the learning of all of these students. That is make more than one year's progress. Of the two students who are working towards expectations they are making progress, but we are not expecting them to meet expectations early next year, rather they will get closer to the ever-moving goal posts over the coming year. They both have a positive attitude towards learning and school and as such they will continue to progress.</p> <p>I believe that we are making the best amount of progress that we can with our students and that in writing we should continue to make writing a habit with our students.</p> <p>The feedback from the RT Lit also was used to inform our teaching. We were told to develop reasoning in some students and given mechanisms to achieve this. Use of spot the difference puzzles and memory games. This did help with</p>	<p>What has worked for us this year is the trips away and how this supported Writing. For this to continue we need to continue to have the support of the BOT and the Friends of Cannington. These two entities have supported this area with money to ensure that all parents/caregivers were able to attend.</p> <p>We have joined back in with ALL this year as the structure has changed from the previous iterations of this PD. We expect this to support the learning of the new teacher who has started here this year.</p> <p>The expectation of quality written answers to the reading programme for the Y4+ students has also advanced writing this year. We will strengthen this practise this year by changing the W/S to being on line with Onenote rather than the piece of paper. This way students can work on the sheet and it is easier for them to include online material in their answers.</p> <p>As mentioned earlier, we will become more focused on our</p>

that this has brought into our classes.
Student needs that will need to be addressed in the next year are around the construction of texts. Paragraphing and the planning that develops use of them need to be reinforced. This will become part of our starting point in the Writing Internal Review document.

Going forward, we are happy with the way we are teaching Writing at Cannington and we are looking to make small changes to practise rather than developing a new plan.

We will continue with the Internal Evaluations that support his area, Priority and Writing.

The use of easTTle Writing will continue, the use of the Writing Matrix will continue.

Punctuation and Grammar PAT will be used.

We are going stop ALL as it was not helpful.

Targeted learners section in our weekly planning will be continued with our planning having more specific achievable goals than larger generic terms.

We want to continue to fund the technology construction that many of our students are a

the retaining of ideas and better planned writing.

Our major focus this year is to help to create memories for our students and this is one of the reasons that we go on trips away from the school as a group. We believe that the students are making connections to these trips and making memories that then transfer into their writing.

juniors as they make up the bulk of our school. By this we mean, the focus on Essential List Spelling and that these become “just know words” that students are expected to reproduce. Junior spelling has improved over the year due to the direct focus placed on it and this will continue in 2020.

Identified needs continue to be the same as last year, the raising of achievement in those students who are still working towards expectations. Last year’s actions have produced positive results and these actions of strengthening the school relationships must continue.

<p>part of. We can see the results that this has brought into our classes. Student needs that will need to be addressed in the next year are around the construction of texts. Paragraphing and the planning that develops use of them need to be reinforced. This will become part of our starting point in the Writing Internal Review document.</p>			
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Planning for next year:

The balance of the school ages is Y1-3, this will cause most of our efforts around accelerating to be centred on the junior students. We will continue to supply experiences to students and their families and use these as motivations for writing. We will also continue to push on Punctuation on Grammar which our student continue to be highly successful. We are going to take part in ALL over 2020.

School Name:	Cannington School	School Number:	3307
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Strategic Aim:	To educate and develop confident, connected and committed learners who positively contribute to society.
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Annual Aim:	To educate and develop confident, connected and committed learners who positively contribute to society through authentic learning experiences.
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Target:	To have all children make progress in relation to the NZC each year and accelerated where possible.		
Baseline Data:	<h2 style="color: red;">Reading</h2> <p>School wide-</p> <p>Exceeding Expectations 13% (2/15) Within Expectations 74% (11/15) Working towards 13% (2/15)</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>There has been a decrease in the use of Literacy Pro last year, mainly from the senior students. Some of them didn't enjoy having to read the books and answer questions; however most of them are still keen to use it and like that they can access it from home to use in the holidays. Room 2 children are still using it during classroom reading time.</p> <p>Progress in reading this term has been outstanding. A number of Junior students have made fantastic progress, with one student jumping up nearly 10 reading levels (from Orange (15/16) - Silver (23/24). The comprehension levels have also increased, which shows that our children are now reading</p>	<p><u>Reading</u></p> <p>Exceeding Expectations 15% (2/13) Working within Expectations 70% (9/13) Working towards Expectations 15% (2/13)</p> <p>At the start of the year we had two working towards as we have now. We also had 4 students who were at risk. As you can see we still have two below. These students have made progress over the year with one of them having accelerated progress. The four that were at risk have all made progress over the</p>	<p>We have achieved the targets that we set out for 2019. Even for those students that were of concern for us they have made the expected progress. It really can come down to the attitude towards reading that we have developed here at school over the last five years. While there are some specific actions that we have undertaken that are listed below it is our approach for the last few years that have made the difference. What actions makes this happen? We make sure that families are always welcome and we stay on constant contact with families around achievement if we are concerned. These interactions are never from deficit thinking rather from what can WE do</p>	<p>All of our students have made at least one year's progress and some have made accelerated progress. The two that are Working towards are expected to make it to working within expectations by the end of next year, given their current progress or how close they are to expectations. One of these students that have been marked working towards is at in some areas but not in some of the testing.</p> <p>We mostly have great support in this area from the home which is why we are able to see the progress that we have this year</p>

<p>for meaning and can extract information from text.</p> <p>Moving forward, we need to have more of a focus on non-fiction texts and work on extracting information from and summarising the text, in their own words.</p> <p>We will continue to use National Library for sophisticated picture books and high interest texts (for boys).</p> <p>Literacy Pro will continue to be used in our classrooms.</p> <p>SRA to be used for at least one term in 2019.</p> <p>Continue to use EPIC (senior room).Te Ara, NZ History online.</p> <p>The results we are showing are in line with our intentions. If we refer to our AOV result they show 6% below. This child is going to be receiving RT Lit in 2019. This child has shown some progress but it was not a year's worth. For the NAG2A(c) we have two students below. These will be our priority students for 2019.</p> <p>We had in to our school a RT Lit to assess and work with one of our students. At the time we as a staff began to discuss with the RT Lit about how many of our students</p>	<p>year. Three of them have made accelerated progress.</p>	<p>together to make sure we meet your expectations of the school?</p> <p>We are now using the latest PM evaluation kit for running records. The material enclosed in this kit is harder than the previous one and we expect the results and data to differ from those previously.</p> <p>We haven't been using Literacy Pro this term. We have been using school journals with associated worksheets linked to the stories and concentrating mainly on comprehension and vocabulary. We expect to return to Literacy Pro next term.</p> <p>The children in the senior room have all been reading either level 3 or level 4 reading material according to their reading ability.</p> <p>Two students in the senior room are still reluctant home readers, however they will complete reading tasks in the classroom. We have discussed and received verbal support from their parents to encourage them to read at home.</p> <p>The children in the senior room should continue to be exposed to a wider vocabulary through a variety of reading material as their understanding of some new words. A focus continues with a</p>	<p>with our students. I think that our desire to buy more books to bolster the numbers in the Ready to Read and then the PM's next year will be all the support that we would need in the area.</p> <p>Possible actions for 2020</p> <ol style="list-style-type: none"> 1. Use of Literacy Pro to be given specific times in timetable, online books 2. New PM books to be ordered. 3. PM testing kit to feed forward information 4. Extension of the Reading activities on line.
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exhibit the same characteristics. This led us to consider the family circumstances of these children and then to focus on their learning by targeting their underlying learning and their well-being at the same time. Last year we had a drive on getting the boys to build items in the playground and we believe that this has had a positive effect on the well-being and performance of our students **ESPECIALLY THE BOYS.**

We have some very high learning needs students in both classes this year, especially in the junior room. These students are identified in the priority learners section.

Task Completion- We have identified the students who struggle to complete tasks.
Methodical Working- We are identifying those who are unable to work systematically.

deeper comprehension of the stories they read.

Room 2 continues to work on decoding and road miles. A new book every day and the blends are revisited each day as well as word endings. The Year 3&4 students are starting to present work about what they have read.

Visual awareness- We are still identifying these students.

Planning for next year:

- 2. Use of Literacy Pro to be given specific times in timetable, online books
- 3. New PM books to be ordered.
- 4. PM testing kit to feed forward information
- 5. Extension of the Reading activities on line.

School Name:

Cannington School

School Number:

3307

Strategic Aim:

To educate and develop confident, connected and committed learners who positively contribute to society.

Annual Aim:	To educate and develop confident, connected and committed learners who positively contribute to society through authentic learning experiences.		
Target:	To have all children make progress in relation to the NZC each year and accelerated where possible.		
Baseline Data:	Mathematics Exceeding Expectations 6% (1/15) Working within 94% (14/15)		
Actions What did we do?	Outcomes What happened?	Reasons for the variance Why did it happen?	Evaluation Where to next?
<p>Term 3 & 4 had us combining the classes when number was being taught. This was undertaken to help the junior students to see where their learning is going. It also gives the chance for the students to hear the message from a different person, albeit the same message.</p> <p>The use of our Internal Review Document for mathematics and the Priority Learners Review helped us to meet the needs for our identified students.</p>	<p><u>Mathematics</u></p> <p>Exceeding Expectations 8% (1/13) Working within Expectations 92% (12/13) Working towards Expectations nil</p> <p>We expected more students to make it to exceeding expectations this year. One of them left the school and there are a lot of students who are close to exceeding expectations. Many of the junior students are showing accelerated learning in the area.</p>	<p>While our results are good we should be seeing more students reaching Exceeding Expectations. I believe that this will happen next year as the junior school has shown across the board accelerated learning. Their progress has not yet exceeded the expectation but I believe it will get there next year.</p> <p>We have made excellent progress in basic facts and times tables with all students and this will show through next year.</p> <p>I believe the approach of all students seeing where the learning</p>	<p>I believe that just follow what we shown to work in the mathematics internal review to work. This year we have a new teacher starting here at Cannington and they will have to come up to speed with how we teach mathematics. This PD will be given to the new Teacher Aide as well this year. We will ensure the two new staff members have the time to observe lessons in this area and receive feedback around their teaching in this area.</p>

<p>Going forward, we are happy with the way we are teaching Mathematics at Cannington and we are looking to make small changes to practise rather than developing a new plan. We will continue with the Internal Evaluations that support his area, Priority and Mathematics. We are looking to use Onenote more in 2019. This is where we plan on sending work to the students and then seeing the completed work on-line. This would be used to support the in class teaching. We will also put the extension work here linked to Kahn Academy and Maths is Fun sites. We will continue with our practise of introducing units at staff meetings to ensure that we are teaching the same message in each class.</p>	<p>This are continues to not be an area of need for the school.</p> <p>Many of the students are very close to exceeding expectations but were not to consistently exceed these expectations.</p>	<p>is taking them produces the results. This is where the whole class sees the learning for the top level and then the next level down and so forth. This is not done every day but twice a week. This will continue. We also believe that we can use this in other curricular areas.</p> <p>Have we met the principals of Kaipapa Maori Research? Aroha- the children can see the compassion that is given to those who don't understand new concepts and how they are supported to learn. Kanohi Kitea- All our teaching is done face to face. Which I mean eye to eye, at their level in height and never being a sage on the stage. Manaakitanga- Students know that they are free to learn at their pace, be it fast or comparatively slow. It is their journey no one else's. Whakawhanaungatanga- We have made strong relationships with the families this year and this has shown in the results.</p> <p>-</p>	<p>We will also develop the use of some online platforms this year. More use of mathisfun and Kahn Academy</p>
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Planning for next year:

P.D. for new staff to centre on the way that we teach maths at Cannington. Modelling for all students where lower stage can see where the learning is going. Strand maths to be whole class and vertically stacked groups to make the learning accessible to all.

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KIWISPORT 2019

Kiwisport is a Government funding initiative to support students "participation in organised sport. In 2019, the school received total Kiwisport funding of \$217.18(excluding GST). The funding was spent on the Rural Schools Kiwisport programme. This funding enabled 14 students to participate in organised sport.