

QUEENSPARK SCHOOL

Annual Report For the year ended 31 December 2018

Ministry Number:	3479
School Principal:	Ross Willocks
School Address:	222 Queenspark Drive, Christchurch
School Phone:	03 3831578
School Email:	admin@queenspark.school.nz

Members of the Board of Trustees

Name	Ceased
Dean Taylor	
Steve Frodsham	
Darren Allen	Mar-18
Reuben O'Callaghan	
Rebecca Willaims	
Greg Chapman	
Kylie Murcott	
Ross Willocks - Principal	

The term finishes, except for the principal, in May 2019.

Accountant / Service Provider:

Geoff Gillam Consultants

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Queenspark School Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees (the Board) has pleasure in presenting the annual report of Queenspark School incorporating the financial statements and the auditor's report, for the year ended 31 December 2018.


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 2018 fairly reflects the financial position and operations of the school.

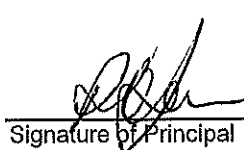
The School's 2018 financial statements are authorised for issue by the Board Chairperson and the principal.

DEAN NORMAN TAYLOR
Full Name of Board Chairperson


Signature of Board Chairperson

23/5/19
Date:

Pauline Betty Jansen
Full Name of Principal

 (Acting Principal)
Signature of Principal

23/5/19
Date:

Queenspark School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	3,627,760	3,562,808	3,617,931
Locally Raised Funds	3	200,346	73,000	218,637
Interest Earned		12,453	8,000	12,635
International Students	4	43,748	-	-
		<u>3,884,307</u>	<u>3,643,808</u>	<u>3,849,203</u>
Expenses				
Locally Raised Funds	3	90,051	-	107,856
International Students	4	29,837	-	-
Learning Resources	5	2,654,399	2,556,660	2,633,599
Administration	6	258,941	265,200	284,469
Finance Costs		3,166	-	1,861
Property	7	843,582	826,600	815,695
Depreciation	8	100,354	81,000	87,171
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>3,980,330</u>	<u>3,729,460</u>	<u>3,930,651</u>
Net Surplus / (Deficit)		(96,023)	(85,652)	(81,448)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(96,023)</u>	<u>(85,652)</u>	<u>(81,448)</u>

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

Queenspark School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January 2018	<u>829,052</u>	<u>829,052</u>	<u>910,500</u>
Total comprehensive revenue and expense for the year	(96,023)	(85,652)	(81,448)
Owner transactions			
Contribution - Furniture and Equipment Grant	62,590	-	-
Equity at 31 December 2018	<u>795,619</u>	<u>743,400</u>	<u>829,052</u>
 Retained Earnings	795,619	743,400	829,052
Reserves	-	-	-
Equity at 31 December 2018	<u>795,619</u>	<u>743,400</u>	<u>829,052</u>

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

Queenspark School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	9	99,141	62,649	58,751
Accounts Receivable	10	141,770	137,000	141,706
GST Receivable		9,541	10,000	4,037
Prepayments		9,432	3,000	3,291
Investments	11	215,000	200,000	251,792
		<u>474,884</u>	<u>412,649</u>	<u>459,577</u>
Current Liabilities				
Accounts Payable	13	177,329	173,500	170,273
Revenue Received in Advance	14	73,601	45,000	46,885
Finance Lease Liability - Current Portion	15	13,587	5,524	10,353
Funds held on behalf of Local Cluster	16	1,265	-	1,265
		<u>265,782</u>	<u>224,024</u>	<u>228,776</u>
Working Capital Surplus or (Deficit)		209,102	188,625	230,801
Non-current Assets				
Property, Plant and Equipment	12	593,026	554,775	603,775
		<u>593,026</u>	<u>554,775</u>	<u>603,775</u>
Non-current Liabilities				
Finance Lease Liability	15	6,509	-	5,524
		<u>6,509</u>	<u>-</u>	<u>5,524</u>
Net Assets		<u>795,619</u>	<u>743,400</u>	<u>829,052</u>
Equity		<u>795,619</u>	<u>743,400</u>	<u>829,052</u>

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

Queenspark School

Cash Flow Statement

For the year ended 31 December 2018

	Note	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash flows from Operating Activities				
Government Grants		839,869	786,117	912,279
Locally Raised Funds		199,704	76,270	233,282
International Students		43,748	-	-
Goods and Services Tax (net)		(5,504)	(5,963)	7,043
Payments to Employees		(549,337)	(467,522)	(578,470)
Payments to Suppliers		(547,002)	(399,696)	(519,479)
Interest Received		12,086	8,403	12,929
Net cash from / (to) the Operating Activities		(6,436)	(2,391)	67,584
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(65,862)	(32,000)	(76,067)
Proceeds from Sale of Investments		36,792	51,792	14,262
Net cash from / (to) the Investing Activities		(29,070)	19,792	(61,805)
Cash flows from Financing Activities				
Contribution by the Ministry of Education - Furniture and Equipment Grants		62,590	-	-
Finance Lease Payments		(13,410)	(10,353)	(9,518)
Funds Administered on Behalf of Third Parties		26,716	(3,150)	(2,220)
Net cash from Financing Activities		75,896	(13,503)	(11,738)
Net Increase/(decrease) in cash and cash equivalents		40,390	3,898	(5,959)
Cash and cash equivalents at the beginning of the year	9	58,751	58,751	64,710
Cash and cash equivalents at the end of the year	9	99,141	62,649	58,751

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

Queenspark School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2018

a) Reporting Entity

Queenspark 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 2018 to 31 December 2018 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "*having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders*".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 15

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.

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.

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.

Donations

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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance.

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

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment. After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under schedule 6 section 28 of the Education Act 1989 in relation to the acquisition of securities.

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.

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:	Years
Building improvements – Crown	40
Furniture and equipment	3-10
Information and communication technology	5
Plant	5-10
Leased	3
Library resources	8-10

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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from 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, should the School be unable to provide the services to which they relate.

n) 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).

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) 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, funds held on behalf of the Ministry of Education, 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.

q) 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.

r) Budget Figures

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

s) 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

Operational grants
Teachers' salaries grants
Use of Land and Buildings grants
Other government grants

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
747,392	737,232	766,050
2,198,465	2,200,000	2,159,107
603,455	600,000	582,265
78,448	25,576	110,509
3,627,760	3,562,808	3,617,931

3. Locally Raised Funds

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

Revenue
Donations
Activities
Trading

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
78,764	60,000	72,116
102,861	-	118,529
18,721	13,000	27,992
200,346	73,000	218,637

Expenses
Activities
Trading
Fundraising (costs of raising funds)

86,255	-	100,147
3,796	-	6,564
-	-	1,145
90,051	-	107,856
110,295	73,000	110,781

Surplus for the year Locally raised funds

4. International Student Revenue and Expenses

Revenue
International Student Fees

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
43,748	-	-
29,837	-	-
13,911	-	-

Expenses
International Student Expenses

Surplus for the year International

5 Learning Resources

Curricular
Employee Benefits - Salaries
Staff Development

2018	2018	2017
Actual	Budget (Unaudited)	Actual
\$	\$	\$
96,593	85,410	95,388
2,529,931	2,449,750	2,497,541
27,875	21,500	40,670
2,654,399	2,556,660	2,633,599

6. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	3,776	3,800	3,666
Board of Trustees Fees	4,070	3,500	3,830
Board of Trustees Expenses	9,299	8,700	7,611
Communication	7,815	7,950	8,162
Consumables	29,624	27,500	25,101
Operating Lease	43,419	61,000	52,285
Staff Expenses	17,074	14,700	15,868
Other	28,652	21,400	23,460
Employee Benefits - Salaries	115,212	116,650	144,486
	<u>258,941</u>	<u>265,200</u>	<u>284,469</u>

7. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	10,300	13,000	12,082
Grounds	6,563	5,500	7,285
Heat, Light and Water	57,273	48,000	53,799
Rates	6,949	7,500	6,306
Repairs and Maintenance	55,053	51,600	57,025
Use of Land and Buildings - Non-Integrated	603,455	600,000	582,265
Employee Benefits - Salaries	103,989	101,000	96,933
	<u>843,582</u>	<u>826,600</u>	<u>815,695</u>

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

8. Depreciation of Property, Plant and Equipment

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Buildings - School	10,879	11,000	10,879
Furniture and Equipment	16,971	15,000	16,444
Information and Communication Technology	34,124	29,000	32,632
Motor Vehicles	3,334	3,000	3,334
Plant	5,281	6,000	4,613
Leased Assets	19,824	9,000	9,951
Library Resources	9,941	8,000	9,318
	<u>100,354</u>	<u>81,000</u>	<u>87,171</u>

9. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Bank Current Account	99,141	62,649	56,552
Bank Call Account	-	-	2,199
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>99,141</u>	<u>62,649</u>	<u>58,751</u>

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

10. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Debtors	3,912	-	3,270
Debtor Ministry of Education	-	-	23,309
Interest Accrued	2,770	2,000	2,403
Teacher Salaries Grant Receivable	135,088	135,000	112,724
	<u>141,770</u>	<u>137,000</u>	<u>141,706</u>
Receivables from Exchange Transactions	6,682	2,000	5,673
Receivables from Non-Exchange Transactions	135,088	135,000	136,033
	<u>141,770</u>	<u>137,000</u>	<u>141,706</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	215,000	200,000	251,792

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2018.

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2018						
Buildings	333,113	-	-	-	(10,879)	322,234
Furniture and Equipment	92,364	9,228	-	-	(16,971)	84,621
Information and Communication	81,175	42,251	-	-	(34,124)	89,302
Motor Vehicles	4,237	-	-	-	(3,334)	903
Plant	21,622	4,401	-	-	(5,281)	20,742
Leased Assets	14,967	23,743	-	-	(19,824)	18,886
Library Resources	56,297	9,982	-	-	(9,941)	56,338
Balance at 31 December 2018	603,775	89,605	-	-	(100,354)	593,026
				Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings				449,808	(127,574)	322,234
Furniture and Equipment				239,523	(154,902)	84,621
Information and Communication				384,804	(295,502)	89,302
Motor Vehicles				24,521	(23,618)	903
Plant				83,461	(62,719)	20,742
Leased Assets				51,835	(32,949)	18,886
Library Resources				161,495	(105,157)	56,338
Balance at 31 December 2018				1,395,447	(802,421)	593,026
	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2017						
Buildings	343,992	-	-	-	(10,879)	333,113
Furniture and Equipment	74,452	34,356	-	-	(16,444)	92,364
Information and Communication	93,512	20,295	-	-	(32,632)	81,175
Motor Vehicles	7,571	-	-	-	(3,334)	4,237
Plant	15,541	10,694	-	-	(4,613)	21,622
Leased Assets	24,918	-	-	-	(9,951)	14,967
Library Resources	54,893	10,722	-	-	(9,318)	56,297
Balance at 31 December 2017	614,879	76,067	-	-	(87,171)	603,775

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	449,808	(116,695)	333,113
Furniture and Equipment	230,295	(137,931)	92,364
Information and Communication	342,553	(261,378)	81,175
Motor Vehicles	24,521	(20,284)	4,237
Plant	79,060	(57,438)	21,622
Leased Assets	29,853	(14,886)	14,967
Library Resources	151,512	(95,215)	56,297
Balance at 31 December 2017	1,307,602	(703,827)	603,775

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating Creditors	22,289	20,000	38,927
Banking Staffing Overuse	-	-	-
Employee Benefits Payable - Salaries	135,088	135,000	112,724
Employee Benefits Payable - Leave Accrual	19,952	18,500	18,622
	177,329	173,500	170,273
Payables for Exchange Transactions	177,329	173,500	168,773
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	1,500
	177,329	173,500	170,273

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held on Behalf of Third Parties	33,349	45,000	6,633
Funds Held on Behalf of PTA	40,252	-	40,252
	73,601	45,000	46,885

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	13,587	5,524	10,353
Later than One Year and no Later than Five Years	6,509	-	5,524
Later than Five Years	-	-	-
	20,096	5,524	15,877

16 Funds Held on Behalf of Local Cluster

Queenspark School is the lead school and holds funds on behalf of the local cluster

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	1,265	-	(1,265)
Funds Received from Cluster Members	-	-	-
Funds Held at Year End	1,265	-	1,265

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, Principal, Deputy Principals and Heads of Departments.

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	4,070	3,830
Full-time equivalent members	0.10	0.11
<i>Leadership Team</i>		
Remuneration	337,269	276,496
Full-time equivalent members	3	3
Total key management personnel remuneration	341,339	280,326
Total full-time equivalent personnel	3.10	3.11

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

Principal

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

	2018 Actual	2017 Actual
Salaries and Other Short-term Employee Benefits:	\$000	\$000
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

One other employee received total remuneration band \$100,000 - \$110,000 (2017: Nil).

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:

	2018 Actual	2017 Actual
Total	\$0	20-30
Number of People	0	1

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: 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, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

Contingent liability - cyclical maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of the Christchurch Schools Rebuild Programme which will result in the School's buildings either being repaired or rebuilt in the future. At the present time there is significant uncertainty over how the programme will affect the School. As a result, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings that are not replaced.

21. Commitments

(a) Capital Commitments

As at 31 December 2018 the Board had no capital commitments.

(Capital commitments at 31 December 2017: nil)

(b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) operating lease of laptops

	2018 Actual \$	2017 Actual \$
No later than One Year	-	521
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	521

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:

Cash and receivables

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	99,141	62,649	58,751
Receivables	141,770	137,000	141,706
Investments - Term Deposits	215,000	200,000	251,792
Total Cash and Receivables	455,911	399,649	452,249

Financial liabilities measured at amortised cost

Payables	177,329	173,500	168,773
Finance Leases	20,096	5,524	15,877
Total Financial Liabilities Measured at Amortised Cost	197,425	179,024	184,650

24. Events After Balance Date

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

**INDEPENDENT AUDIT REPORT TO THE READERS OF
QUEENSPARK SCHOOL
FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Queenspark School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO 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 2 to 15 that comprise the statement of financial position as at 31 December 2018, 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:
 - financial position as at 31 December 2018; and
 - financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practices in New Zealand and have been prepared in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 23 May 2019. This is the date at which our opinion is expressed.

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

Basis 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

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 Analysis of Variance, Kiwisport notice and Board of trustees listing, but does not include the financial statements, and our auditor's report thereon.

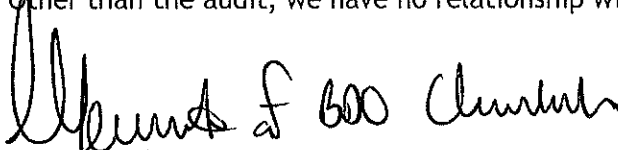
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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



Warren Johnstone
BDO Christchurch

On behalf of the Auditor-General
Christchurch, New Zealand

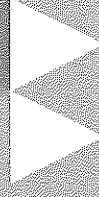
Analysis of Variance Reporting

School Name:	Queenspark School	3479
Strategic Aim:	All students are able to access the New Zealand curriculum as evidenced by progress and achievement in relation to National Standards.	
Annual Aim:	To increase the number of students achieving "at" or "above" the NZ Curriculum standards in Written Language.	
Target:	<p>Through motivation and engagement of our students in meaningful contexts, we aim to raise the levels of achievement in writing for those students who are currently achieving below National Standards.</p> <p>'...the presence of positive motivation towards a learning task markedly increases the likelihood that the students will engage in deep learning' (Dumont et al)</p> <p>We aim to achieve increased consistency of effective teaching practice across the school.</p> <p>Our Charter states as Strategic Goal that our intention is to "continue to provide quality teaching and learning for our students with a focus on improving learning outcomes through high level of staff performance, best teaching practice, teaching as inquiry and professional development".</p> <p>This will be achieved by setting up a strong literacy leadership team comprising representation from each level across the school and enlisting mentoring and support from outside experts.</p> <p>Initiating the ALL programme for written language with teachers from the Year 3 to 8 levels of the school. With emphasis at the Year 7/8 area of the school.</p>	

All Year 3 to 8 students below the written language standards will make at least one years progress in relation to the writing standards at the end of this year.



MINISTRY OF EDUCATION
A Better Education



Target:

Through motivation and engagement of our students in meaningful contexts, we aim to raise the levels of achievement in writing for those students who are currently achieving below National Standards.

‘...the presence of positive motivation towards a learning task markedly increases the likelihood that the students will engage in deep learning’ (Dumont et al)

We aim to achieve increased consistency of effective teaching practice across the school.

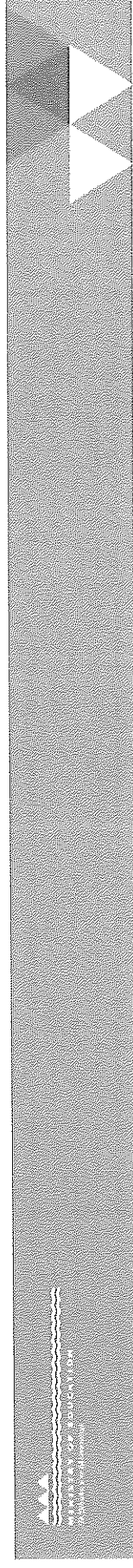
Our Charter states as Strategic Goal that our intention is to “continue to provide quality teaching and learning for our students with a focus on improving learning outcomes through high level of staff performance, best teaching practice, teaching as inquiry and professional development”.

This will be achieved by setting up a strong literacy leadership team comprising representation from each level across the school and enlisting mentoring and support from outside experts.

Initiating the ALL programme for written language with teachers from the Year 3 to 8 levels of the school. With emphasis at the Year 7/8 area of the school.

All Year 3 to 8 students below the written language standards will make at least one years progress in relation to the writing standards at the end of this year.

Baseline Data:	<ul style="list-style-type: none"> Analysis of school wide written language data identified an improvement shift in the Year 6 cohort where 9 (12.7%) students were below standard. This was an improvement on the 2015 data (27 (36.5%) below standard) for the same cohort. This improvement was due to the instigation of the ALL programme strategies. Fine grain analysis showed that 2 (50%) of our Year 6 Maori students and 2 (25%) of our Year 5 Maori students were below standards. Although the school wide data shows that there was a positive shift in the number of students moving from below to AT and Above the writing standards the teachers feel that the positive shift was due to including target students who have struggled traditionally in written language have improved their standards through attendance on the ALL programme. To maintain this momentum Teacher's reflections on the ALL results showed the targeted Year cohort wrote with considerably more confidence and ability than they presented before entering the AL programme. The ALL programme has been initiated from Yrs 3 to 8 with two teachers maintain the All programme in the Year 7/8 area to keep the sense of urgency happening.
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Actions	Outcomes	Reasons for the variance	Evaluation
What did we do?	What happened?	Why did it happen?	Where to next?
Curriculum Focus Leaders met to review their curriculum evaluations for 2016 and the National Standards results for Writing.	The analysis of the end of year National Standards Data showed positive gains in the levels of achievement of the target cohort in literacy.	The ALL programme was established in the Year levels 3 to 8. This allowed the development of teacher expertise.	Teachers have seen the importance of the ALL programme regime and routines. It has established amongst teachers a sense of urgency and the tool by which accelerated learning can be used as effective pedagogy.
Our Literacy Leader attend two day ALL induction course.	Teachers are teaching to the rich literacy model rather than instructional	Meetings of the ALL teachers began at the beginning of the year to establish collaborative expertise. This allowed a 'community of practice' to be established before teachers started with students, allowing teachers to	The PLD teachers received has emphasised the links between reading writing and oral language. All teachers

<p>Our Literacy Leader to initiate recruitment of teachers who want to complete the All training and use the ALL model for accelerated learning in their classrooms.</p> <p>Oral Language Curriculum Focus Team (CFT) to present the QPS Oral Language Progressions as a rubric for Teachers to use as an assessment tool.</p> <p>Literacy Leader to train the new ALL teachers. ALL teachers – Kylie Murcott, 7/8 Linda Goodson 7/8, Debbie Whitaker Yr 5/6, Katrin Jansen Yr3/4.</p> <p>E-Astle to be presented to selected target students in the ALL classroom programmes.</p> <p>Written Language Curriculum Focus Team (CFT) to present the Written Language Progressions and there use in classroom programmes – the 'How'</p>	<p>teaching of just reading, writing and oral language.</p> <p>There is a greater uptake of an integrated rich literacy approach. However this is not happening in all classrooms.</p> <p>By using the ALL teachers as experts on rich literacy some of the barriers to integrating literacy in all curriculum areas has helped to engage reluctant teachers.</p>	<p>have a higher level of knowledge of how ALL would work before engaging students.</p> <p>ALL teachers shared their expertise and experience with other teachers who then communicated this to their learning teams. This allowed expertise and developing expertise to be discussed with all teachers.</p> <p>Importantly the school librarian has been engaged on the CFT Rich Literacy group. This has established a working relationship and a link between the school library resource and classroom literacy activities.</p> <p>Teachers were able to access a comprehensive Oral language resource via a central digital file system for use in the classroom.</p> <p>Teachers used the writing progressions as the main learning progress indicator for students.</p>	<p>have more pedagogical knowledge of oral language and how to teach oral language; and its link to reading and writing.</p> <p>The 'rich' literacy approach has started to establish an understanding that teachers have to integrate the writing and reading and oral language into the other learning areas. This is at the early stages of teacher pedagogy.</p> <p>Most teachers are knowledgeable about what 'AT' looked like in writing and reading.</p> <p>National Standards data shows a significant improvement by the target group (Years 3 to 8 Well Below and Below students)</p> <p>Analysis of improved teacher practice has shown teachers are making the links between acceleration programmes additional to the classroom teaching have made positive impacts on student outcomes. Teachers can see the 'sense of urgency' needed to accelerate students below standards.</p> <p>The ALL programme approach must be sustained throughout the school year with BOT support and maintained as expected pedagogical practice by QPS teachers.</p>
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<p>we are using them.</p> <p>Begin student ALL classroom programmes in Term 2.</p> <p>Rich Literacy CFT to design whole school staff PLD via staff meetings and workshops on Rich Literacy classroom programmes.</p> <p>Expert ALL practitioner to go present PLD to Learning Teams Yrs 3 to 8 as a workshop.</p> <p>Oral Language Curriculum Focus team to design school wide PLD on the QPS the Oral language data-gathering model.</p> <p>The use the expert text 'I've got something to say' by Gail Leone. (CFT has made sure there are multiple copies throughout the learning teams.)</p>			
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Planning for next year:

1. Targeting specific students who require accelerated learning in literacy either through the ALL programme structure or through specific oral language programmes.
2. Identification of students on Tier 1, 2 and 3 learning support programmes and establishing coherence of intervention from one school year to the next. This will allow teachers to communicate what has worked for a student and why.
3. The ALL programme to be continued and funded by the school in 2018.
4. The continued expectation that the use of reading and writing progressions are used by teachers and students as a form of formative assessment and that the classroom teacher and the student are familiar with the writing progressions and the next steps they provide.
5. Establish the new SMS LINC ED to allow the analysis of student progress data in literacy curriculum levels.
6. Continue to increase the teacher knowledge and practice of the use of accelerated programmes in literacy.

Kiwi Sport:

Kiwi Sport is a Government funded initiative to support student's participation in organized sport. In 2018 the school received a total Kiwi Sport funding of \$7751.83 exclusive of GST. The funding was spent on sporting equipment, coaching and bus transport to various sporting fixtures. The number of students that participated in organized sport was 580.