

# **AROHANUI SPECIAL SCHOOL**

## **FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 DECEMBER 2017**

School Address:	Tirimoana Road, Te Atatu South, Auckland
School Postal Address:	Tirimoana Road, Te Atatu South, Auckland
School Phone:	09 838 6696
School Email:	admin@arohanui.school.nz
Ministry Number:	1209

# AROHANUI SPECIAL SCHOOL

Financial Statements - For the year ended 31 December 2017

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# Arohanui Special School

## Statement of Responsibility

For the year ended 31 December 2017

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 2017 fairly reflects the financial position and operations of the school.

The School's 2017 financial statements are authorised for issue by the Board.

Tama Healing  
Full Name of Board Chairperson

[Signature]  
Signature of Board Chairperson

31/5/18  
Date:

James Le Marquand  
Full Name of Principal

[Signature]  
Signature of Principal

31/5/18  
Date:

# Arohanui Special School

## Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How position on Board gained</b>	<b>Occupation</b>	<b>Term Expires</b>
Natasha Carter-Bing	Staff Rep	Elected	Teacher Aide	May-19
Dion Davis	Parent Rep	Elected	Parent	May-19
Tama Healing	Chairperson	Selection	Health Support Worker	May-19
James Le Marquand	Principal	Appointed	Principal	Current
Tui Pomare	Parent Rep	Elected	Caregiver	May-19
Joshua Pou	Parent Rep	Elected	Parent	May-19
Roy Reynolds	Parent Rep	Elected	Builder	May-19
Sara Romans	Parent Rep	Selection	Counsellor	Mar-17
Nicholas Taylor	Chairperson	Elected	Manager	Nov-17

**Arohanui Special School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Revenue</b>				
Government Grants	2	6,949,279	5,918,692	6,312,882
Locally Raised Funds	3	136,973	34,500	58,335
Interest Earned		45,154	40,000	46,196
		<u>7,131,406</u>	<u>5,993,192</u>	<u>6,417,413</u>
<b>Expenses</b>				
Locally Raised Funds	3	561	-	721
Learning Resources	4	5,796,917	5,166,585	5,438,444
Administration	5	234,795	280,076	226,030
Finance		9,492	-	7,406
Property	6	729,060	506,045	520,448
Depreciation	7	133,649	50,000	102,429
Loss on Disposal of Property, Plant and Equipment		457	-	792
		<u>6,904,931</u>	<u>6,002,706</u>	<u>6,296,270</u>
<b>Net Surplus / (Deficit) for the year</b>		226,475	(9,514)	121,143
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>226,475</u></u>	<u><u>(9,514)</u></u>	<u><u>121,143</u></u>

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

**Arohanui Special School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2017

	Actual 2017 \$	Budget (Unaudited) 2017 \$	Actual 2016 \$
<b>Balance at 1 January</b>	<u>1,807,168</u>	<u>1,807,162</u>	<u>1,676,275</u>
Total comprehensive revenue and expense for the year	226,475	(9,514)	121,143
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	32,068	-	9,750
<b>Equity at 31 December</b>	<u>2,065,705</u>	<u>1,797,648</u>	<u>1,807,168</u>
Retained Earnings	2,065,705	1,797,648	1,807,168
Reserves	-	-	-
<b>Equity at 31 December</b>	<u>2,065,705</u>	<u>1,797,648</u>	<u>1,807,168</u>

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

**Arohanui Special School**  
**Statement of Financial Position**  
As at 31 December 2017

	Notes	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	767,778	3,719	13,233
Accounts Receivable	9	369,183	309,587	309,587
GST Receivable		16,639	11,622	11,622
Prepayments		6,223	3,245	3,245
Investments	10	606,950	1,463,849	1,463,849
		<u>1,766,774</u>	<u>1,792,022</u>	<u>1,801,536</u>
<b>Current Liabilities</b>				
Accounts Payable	12	289,435	305,557	305,557
Provision for Cyclical Maintenance	13	13,600	11,902	11,902
Finance Lease Liability - Current Portion	14	42,581	43,642	43,642
Funds held for Capital Works Projects	15	(0)	(9,680)	(9,680)
		<u>345,615</u>	<u>351,421</u>	<u>351,421</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>1,421,159</b>	<b>1,440,601</b>	<b>1,450,115</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	629,294	422,548	422,549
Work In Progress		98,182	29,256	29,256
		<u>727,476</u>	<u>451,804</u>	<u>451,805</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	46,374	53,079	53,079
Finance Lease Liability	14	36,556	41,678	41,673
		<u>82,930</u>	<u>94,757</u>	<u>94,752</u>
<b>Net Assets</b>		<u><u>2,065,705</u></u>	<u><u>1,797,648</u></u>	<u><u>1,807,168</u></u>
<b>Equity</b>		<u><u>2,065,705</u></u>	<u><u>1,797,648</u></u>	<u><u>1,807,168</u></u>

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

**Arohanui Special School**  
**Statement of Cash Flows**  
For the year ended 31 December 2017

		2017	2017	2016
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,812,125	2,601,719	2,626,882
Locally Raised Funds		134,299	34,500	37,185
Goods and Services Tax (net)		(5,017)	-	(2,340)
Payments to Employees		(2,280,316)	(1,814,323)	(2,102,768)
Payments to Suppliers		(382,721)	(495,825)	(373,006)
Cyclical Maintenance Payments in the year		(504)	(8,505)	-
Interest Paid		(9,492)	-	(7,406)
Interest Received		51,146	40,000	49,464
<b>Net cash from / (to) the Operating Activities</b>		<b>319,519</b>	<b>357,566</b>	<b>228,011</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		4,543	(14,362)	-
Purchase of PPE (and Intangibles)		(375,421)	(216,608)	(134,845)
Purchase of Investments		-	(390,719)	(390,719)
Proceeds from Sale of Investments		856,899	-	-
<b>Net cash from / (to) the Investing Activities</b>		<b>486,020</b>	<b>(621,689)</b>	<b>(525,564)</b>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		32,068	-	9,750
Finance Lease Payments		(45,077)	(85,320)	(52,127)
Funds Administered on Behalf of Third Parties		(47,665)	-	(9,680)
Funds Held for Capital Works Projects		9,680	(9,680)	-
<b>Net cash from Financing Activities</b>		<b>(50,994)</b>	<b>(95,000)</b>	<b>(52,057)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>754,545</b>	<b>(359,123)</b>	<b>(349,610)</b>
Cash and cash equivalents at the beginning of the year	8	13,233	362,842	362,843
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>767,778</b>	<b>3,719</b>	<b>13,233</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.



# Arohanui Special School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2017

#### a) Reporting Entity

Arohanui Special 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 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

##### *PBE Accounting Standards Reduced Disclosure Regime*

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

##### *Measurement Base*

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

##### *Presentation Currency*

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

##### *Specific Accounting Policies*

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

##### *Critical Accounting Estimates And Assumptions*

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

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

#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

#### ***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 14.

#### *Recognition of grants*

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

### **c) Revenue Recognition**

#### ***Government Grants***

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

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

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

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

#### ***Other Grants***

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

#### ***Donations, Gifts and Bequests***

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

#### ***Interest Revenue***

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

### **d) Use of Land and Buildings Expense**

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

### **e) Operating Lease Payments**

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

#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

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 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 under section 28 of schedule 6 of the Education Act 1989 in relation to the acquisition of investment 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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Leased Assets**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10 years
Information and communication technology	4 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

### **k) Intangible Assets**

#### *Software costs*

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

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

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

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

### **l) 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.

### **m) 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.

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

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

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

##### *Long-term employee entitlements*

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

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

#### **o) 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).

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

#### **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.

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.

#### **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**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	614,250	625,205	588,080
Teachers' salaries grants	3,558,126	3,005,405	3,313,021
Use of Land and Buildings grants	528,346	321,082	372,979
Resource teachers learning and behaviour grants	2,016,041	-	-
Other MoE Grants	148,929	1,917,000	1,955,846
Other government grants	83,587	50,000	82,956
	<u>6,949,279</u>	<u>5,918,692</u>	<u>6,312,882</u>

**3. Locally Raised Funds**

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

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	55,625	4,500	6,071
Fundraising	80,687	30,000	51,656
Activities	661	-	608
	<u>136,973</u>	<u>34,500</u>	<u>58,335</u>
<b>Expenses</b>			
Activities	561	-	608
Fundraising (costs of raising funds)	-	-	113
	<u>561</u>	<u>-</u>	<u>721</u>
<i>Surplus for the year Locally raised funds</i>	<u>136,412</u>	<u>34,500</u>	<u>57,614</u>

**4. Learning Resources**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	143,645	175,000	160,746
Equipment repairs	20,087	11,000	11,333
Resource/attached teacher costs	5,593,978	4,942,585	5,237,209
Staff development	39,207	38,000	29,156
	<u>5,796,917</u>	<u>5,166,585</u>	<u>5,438,444</u>

**5. Administration**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	\$
Audit Fee	6,260	6,750	6,070
Board of Trustees Fees	2,527	3,000	3,425
Board of Trustees Expenses	1,666	1,500	2,079
Communication	24,323	27,200	19,400
Consumables	45,676	51,500	44,384
Operating Lease	4,601	51,500	13,240
Other	46,902	48,560	17,341
Employee Benefits - Salaries	88,766	76,766	107,188
Insurance	3,661	3,800	3,216
Service Providers, Contractors and Consultancy	10,413	9,500	9,687
	<u>234,795</u>	<u>280,076</u>	<u>226,030</u>

**6. Property**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	\$
Caretaking and Cleaning Consumables	18,732	18,900	14,744
Cyclical Maintenance Expense	(4,503)	10,500	3,128
Grounds	26,234	31,500	9,256
Heat, Light and Water	17,058	16,500	14,686
Rates	84	63	79
Repairs and Maintenance	79,514	43,500	49,151
Use of Land and Buildings	528,346	321,082	372,979
Security	4,669	5,500	4,008
Employee Benefits - Salaries	58,926	58,500	52,417
	<u>729,060</u>	<u>506,045</u>	<u>520,448</u>

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

**7. Depreciation**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	\$
Building Improvements	4,202	1,572	4,371
Furniture and Equipment	20,140	7,534	20,332
Information and Communication Technology	21,670	8,107	24,135
Motor Vehicles	38,388	14,362	16,223
Leased Assets	49,249	18,425	37,368
	<u>133,649</u>	<u>50,000</u>	<u>102,429</u>

**8. Cash and Cash Equivalents**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	300	300	300
Bank Current Account	716,139	2,425	11,939
Bank Call Account	51,340	994	994
Cash equivalents and bank overdraft for Cash Flow Statement	<u>767,778</u>	<u>3,719</u>	<u>13,233</u>

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

**9. Accounts Receivable**

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	33,030	30,356	30,356
Banked Staffing Underuse	102,013	51,331	51,331
Interest Receivable	2,673	8,665	8,665
Teacher Salaries Grant Receivable	231,466	219,235	219,235
	<u>369,183</u>	<u>309,587</u>	<u>309,587</u>
Receivables from Exchange Transactions	35,704	39,021	39,021
Receivables from Non-Exchange Transactions	333,479	270,566	270,566
	<u>369,183</u>	<u>309,587</u>	<u>309,587</u>

**10. Investments**

The School's investment activities are classified as follows:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	606,950	1,463,849	1,463,849
Non-current Asset			
Long-term Bank Deposits	-	-	-



## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Building Improvements	91,959	-	-	-	(4,202)	87,757
Furniture and Equipment	84,741	236,318	(457)	-	(20,140)	300,462
Information and Communication Technology	29,343	58,779	-	-	(21,670)	66,452
Motor Vehicles	133,783	-	-	-	(38,388)	95,395
Leased Assets	82,723	45,754	-	-	(49,249)	79,228
<b>Balance at 31 December 2017</b>	<b>422,549</b>	<b>340,851</b>	<b>(457)</b>	<b>-</b>	<b>(133,649)</b>	<b>629,294</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Building Improvements	180,803	(93,046)	87,757
Furniture and Equipment	1,083,180	(782,717)	300,463
Information and Communication Technology	331,601	(265,150)	66,451
Motor Vehicles	239,195	(143,800)	95,395
Leased Assets	158,989	(79,762)	79,228
<b>Balance at 31 December 2017</b>	<b>1,993,769</b>	<b>(1,364,475)</b>	<b>629,294</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2016	\$	\$	\$	\$	\$	\$
Building Improvements	96,330	-	-	-	(4,371)	91,958
Furniture and Equipment	59,135	45,938	-	-	(20,332)	84,741
Information and Communication Technology	39,272	14,998	(792)	-	(24,135)	29,343
Motor Vehicles	76,098	73,909	-	-	(16,223)	133,784
Leased Assets	-	120,091	-	-	(37,368)	82,723
<b>Balance at 31 December 2016</b>	<b>270,835</b>	<b>254,936</b>	<b>(792)</b>	<b>-</b>	<b>(102,429)</b>	<b>422,549</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2016	\$	\$	\$
Building Improvements	180,803	(88,844)	91,959
Furniture and Equipment	877,745	(793,004)	84,741
Information and Communication Technology	301,782	(272,439)	29,343
Motor Vehicles	239,195	(105,412)	133,783
Leased Assets	120,091	(37,368)	82,723
<b>Balance at 31 December 2016</b>	<b>1,719,616</b>	<b>(1,297,067)</b>	<b>422,549</b>

**12. Accounts Payable**

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating creditors	26,987	58,850	58,850
Accruals	6,260	7,990	7,990
Employee Entitlements - salaries	231,466	219,235	219,235
Employee Entitlements - leave accrual	24,723	19,482	19,482
	<u>289,435</u>	<u>305,557</u>	<u>305,557</u>
Payables for Exchange Transactions	289,435	305,557	305,557
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>289,435</u>	<u>305,557</u>	<u>305,557</u>

The carrying value of payables approximates their fair value.

**13. Provision for Cyclical Maintenance**

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	64,981	64,981	62,986
Increase to the Provision During the Year	(4,503)	10,500	3,128
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	(504)	(10,500)	(1,133)
Provision at the End of the Year	<u>59,974</u>	<u>64,981</u>	<u>64,981</u>
Cyclical Maintenance - Current	13,600	11,902	11,902
Cyclical Maintenance - Term	46,374	53,079	53,079
	<u>59,974</u>	<u>64,981</u>	<u>64,981</u>

**14. Finance Lease Liability**

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

	2017	2017	2016
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	42,581	43,642	43,642
Later than One Year and no Later than Five Years	36,556	41,678	41,673
Later than Five Years	-	-	-
	<u>79,136</u>	<u>85,320</u>	<u>85,315</u>

### 15. Funds Held for Capital Works Projects

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

	2017	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Transfer to WIP/Capitalise)	Closing Balances
		\$	\$	\$		\$
Base 6 & Classroom Upgrade	<i>in progress</i>	(9,680)	136,000	224,502	98,182	(0)
Totals		(9,680)	136,000	224,502	98,182	(0)

**Represented by:**

Funds Held on Behalf of the Ministry of Education  
 Funds Due from the Ministry of Education

-  
-

	2016	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Base 6 & Classroom Upgrade	<i>in progress</i>	-	-	9,680	-	(9,680)
Totals		-	-	9,680	-	(9,680)

### 16. 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.

## 17. Remuneration

### Key management personnel compensation

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

	2017 Actual \$	2016 Actual \$
<i>Board Members</i>		
Remuneration	2,527	3,425
Full-time equivalent members	0.17	0.20
<i>Leadership Team</i>		
Remuneration	620,968	544,694
Full-time equivalent members	7	6
Total key management personnel remuneration	623,495	548,119
Total full-time equivalent personnel	7.17	6.20

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:

	2017 Actual \$000	2016 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
100 - 110	1.00	2.00
	1.00	2.00

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

## 18. 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:

	2017 Actual	2016 Actual
Total	-	-
Number of People	-	-

## 19. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2017 (Contingent liabilities and assets at 31 December 2016: nil).

## 20. Commitments

### (a) Capital Commitments

As at 31 December 2017 the Board has entered into contract agreements for capital works as follows:

(a) \$150,000 contract for Base 6 & Classroom Upgrade as agent for the Ministry of Education. The project is fully funded by the Ministry and \$136,000 has been received to Date. \$234,182 has been spent on the project to balance date. This project has been

(Capital commitments at 31 December 2016: nil)

### (b) Operating Commitments

As at 31 December 2017 the Board has entered into the following contracts:

	2017 Actual \$	2016 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>-</u>

## 21. 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.

## 22. Financial Instruments

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

### Loans and receivables

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash and Cash Equivalents	767,778	3,719	13,233
Receivables	369,183	309,587	309,587
Investments - Term Deposits	606,950	1,463,849	1,463,849
Total Loans and Receivables	<u>1,743,911</u>	<u>1,777,155</u>	<u>1,786,669</u>

### Financial liabilities measured at amortised cost

Payables	289,435	305,557	305,557
Finance Leases	79,136	85,320	85,315
Total Financial Liabilities Measured at Amortised Cost	<u>368,571</u>	<u>390,877</u>	<u>390,872</u>

## 23. Events After Balance Date

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

# Arohanui Special School

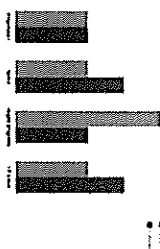
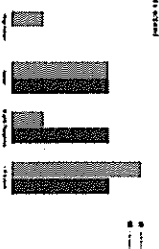
## KiwiSport Note

The year Arohanui spent it's Kiwisport money on boccia equipment to complement it's house boccia league which has been successful in building a sporting community with Arohanui School. Money was also spent towards subsidising a northern football course for juniors/seniors. The course was well received by the school, and included resource sets of balls, bibs etcetera. Money was also spent in hiring/accessing WestWave recreation centre in order to begin trialing a gymnastics rotation.

# Analysis Of Variance : Communication 2017

Focus	Communication		
Strategic Goal	<p>Students will continue to progress and achieve in communication</p> <ul style="list-style-type: none"> <li>Progress and achievement is analysed and reported to key stakeholders</li> <li>Teaching and learning programmes will be informed by PIP achievement analysis</li> <li>School wide professional learning and development will be provided to support student learning in identified areas</li> </ul>		
Target for 2017	<ul style="list-style-type: none"> <li>For identified students with an ASD diagnosis, in the P4 to P7 range for listening or speaking, who have not progressed as expected.</li> <li>Students at Hobsonville or Pakeke in the P Level 6 to 15 range for speaking who have not progressed in speaking and one other area out of listening, interacting, or attending, 6 students were identified, 2 with an ASD diagnosis.</li> </ul>		
Target Groups	<p>2017 Target Group 1</p> <p>For identified students with an ASD diagnosis, in the P4 to P7 range for listening or speaking, who have not progressed as expected.</p> <p>Targets</p> <ol style="list-style-type: none"> <li>To make progress in their communication and related PIP goals (communication, interaction, attention)</li> <li>To progress 2 points in their P Level assessments or more in Listening, Speaking, interacting and working with others, and Attention.</li> <li>To have an Experience Sharing assessment in term 1 and to achieve one or more Experience Sharing goals across the year</li> </ol>	<p>2017 Target Group 2</p> <p>Students at Hobsonville or Pakeke in the P Level 6 to 15 range for speaking who have not progressed in speaking and one other area out of listening, interacting, or attending, 6 students were identified, 2 with an ASD diagnosis.</p> <p>Targets</p> <ol style="list-style-type: none"> <li>To make progress in their communication and related PIP goals (communication, interaction, attention), Focus on the areas they have not being progressing in,</li> <li>To progress 2 points in their P Level assessments or more in Listening, Speaking, interacting and working with others, and attention.</li> </ol>	
Actions	Outcomes	Reasons for Variance	Evaluation

# Analysis Of Variance : Communication 2017

<p><b>Experience Sharing and assessment</b>          Experience sharing. We have had new staff attend the engage me' training at Oaklynn special school. A trial of feedback and forward models as well as video feedback and assessment framework.</p>	<p>Experience sharing continues to develop as a school wide approach, but is not as well established as perhaps it had been intended at the beginning of the year.</p> <p>Target group 1 2017 Pivats in speaking and listening</p>  <ul style="list-style-type: none"> <li>8 / 14 student in the listening strand of Pivats either shifting a whole P level (4) or an improved score while staying at the same P level</li> <li>8/14 students in the Speaking strand of Pivats either shifting a whole P level (5) or an improved score while staying at the same P level</li> </ul>	<p>Changes of leadership, the requirement to train a number of new leaders have been challenges this year. As we have developed our knowledge base we have concluded that while an important tool, experience sharing on its own was unlikely to have such a direct impact on P levels in such a short amount of time.</p> <p>Students who haven't shown progress using P levels are typically at the earlier levels where students need the highest level of support and the steps between P levels represent significant developmental steps.</p> <p>Some students' regression in their P-levels may be due to the subjective nature of the P-level assessment</p> <p>The P level assessment may not be ideal for students with ASD, behavioural and sensory needs. Alternative measurements may have indicated progress in their speaking and listening skills.</p> <p>There were some challenges in resourcing and undertaking Attention Autism on a daily basis. Teachers had difficulties with moving from one stage to the next within the recommended time-frame. Identification of students who were suitable for the programme, was also a challenge.</p>	<p>Appropriate assessments for different areas of communication will be a future focus for communication in the school. Both adding to the battery of assessments that Speech Language Therapists have at their disposal.</p> <p>Ensuring a range of approaches being used in classrooms to target listening, speaking and social skills.</p> <p>Ensure previous communication programmes such as PECS are maintained in the school</p> <p>A refresher on CAMP</p> <p><b>Parent training:</b></p> <ul style="list-style-type: none"> <li>Look at delivering parent training on a school-wide basis.</li> </ul> <p>Attention Autism:</p> <ul style="list-style-type: none"> <li>Teachers need ongoing training and support</li> <li>Teachers/therapists may need to undertake post assessment and review progress of the students.</li> <li>Potential interest communication groups</li> </ul>
<p><b>Pivats Assessments Training</b>          A moderation of exemplars was held for PIVATS in Speaking and Listening in term 3. This enabled discussion leading to a deeper understanding of the assessment for teachers.</p> <p><b>Social Skill programmes- Talk About</b>          Social skills programmes (Talkabout) have been introduced and delivered by SLTs and classroom teachers in target classes. An anxiety management programme has been introduced in a target class to support students for whom anxiety was identified as barrier to communication.</p> <p><b>CAMP in conjunction with a range of AAC tools</b>          We have offered training to professional staff and to teacher aides consolidating approaches to communication( CAMP) and</p>	<p>Target group 2 2017 Pivats in speaking and listening</p>  <ul style="list-style-type: none"> <li>6/9 students in the listening strand of Pivats either shifting a whole P level (3) or an improved</li> </ul>		



# Analysis Of Variance : Communication 2017

<p>the role of the adult in communication</p> <p>Several staff have attended PODD training</p> <p>Coreboards have continued to be used widely and teachers and therapists are identifying other tools and/or adaptations to support students communication individually and when working in groups.</p> <p><b>Teacher/teacher aide training</b></p> <p>Teacher/teacher-aide training was delivered on CAMP and Hanen strategies. There was positive feedback and a change in adult behaviour when communicating with students.</p> <p><b>Parent training programmes</b></p> <p>Parent training was delivered to specific classes. Specific families were also provided with training based on their needs. Parent training was offered to families on mckton and was taken up by a small group.</p> <p><b>Attention Autism</b></p> <p>We have had a focus on interaction and Attention for our students with ASD. Several teachers attended the Attention Autism training</p>			
	<p>score while staying at the same Plevel</p> <ul style="list-style-type: none"> <li>• 8/9 Speaking strand of Pivots either shifting a whole P level (4) or an improved score while staying at the same Plevel</li> <li>• Some target students have improved with the increasing confidence of teachers running the social skills programme throughout the week.</li> <li>• Observation of some target students indicated progress in their ability to maintain attention within activities.</li> </ul>		
		<p>Target students often required additional therapy support (OT) to access communication programmes.</p>	
			<p>Social Skills programme:</p> <ul style="list-style-type: none"> <li>• Assess if there are other appropriate social skills programmes that can be used in conjunction with Talkabout programme.</li> </ul> <p>teacher/teacher-aide training:</p> <ul style="list-style-type: none"> <li>• Differentiate teacher aide training based on the needs of the students in the class.</li> <li>• Create resources on Hanen/CAMP strategies and promote them school-wide.</li> <li>• Share strategies with teachers for specific students.</li> </ul>