

DYER STREET SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019



DYER STREET SCHOOL
Learning for life

School Address:	Dyer Street Epuni, Lower Hutt
School Phone:	04 567-8016
School Email:	office@dyerstreet.school.nz
Ministry Number:	2833
Accounting Provider:	Accounting For Schools Limited

DYER STREET SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 10	Statement of Accounting Policies
11 - 20	Notes to the Financial Statements
	Other Information
21	Members of the Board of Trustees
22	Kiwisport Statement

DYER STREET SCHOOL
Statement of Responsibility
For the year ended 31 December 2019


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

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

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

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


Full Name of Board Chairperson


Signature of Board Chairperson

26 / 5 / 20
Date:


Full Name of Principal


Signature of Principal

26 / 5 / 2020
Date:

DYER STREET SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	1,650,212	1,664,998	1,673,189
Locally Raised Funds	3	61,252	16,000	59,792
Interest Earned		4,495	4,000	3,931
		<u>1,715,959</u>	<u>1,684,998</u>	<u>1,736,912</u>
Expenses				
Locally Raised Funds	3	21,474	-	10,710
Learning Resources	4	1,159,528	1,190,719	1,256,110
Administration	5	134,884	117,718	130,591
Finance Costs		691	550	870
Property	6	351,377	336,000	319,098
Depreciation	7	33,638	40,000	39,348
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>1,701,592</u>	<u>1,684,987</u>	<u>1,756,727</u>
Net Surplus / (Deficit)		14,367	11	(19,815)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		14,367	11	(19,815)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



DYER STREET SCHOOL
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	<u>217,333</u>	<u>217,333</u>	<u>234,503</u>
Total comprehensive revenue and expense for the year	14,367	11	(19,815)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	4,951	-	2,645
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9	-	-	-
Equity at 31 December	<u><u>236,651</u></u>	<u><u>217,344</u></u>	<u><u>217,333</u></u>
Retained Earnings	236,651	217,344	217,333
Equity at 31 December	<u><u>236,651</u></u>	<u><u>217,344</u></u>	<u><u>217,333</u></u>

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



DYER STREET SCHOOL
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	214,832	207,449	190,263
Accounts Receivable	9	62,026	70,500	67,570
GST Receivable		8,336	7,500	821
Prepayments		4,338	5,000	5,769
Inventories	10	200	200	200
Funds held for Capital Works Projects	17	4,577	-	-
		<u>294,309</u>	<u>290,649</u>	<u>264,623</u>
Current Liabilities				
Accounts Payable	12	85,838	100,000	98,613
Finance Lease Liability - Current Portion	16	4,136	1,500	5,255
Funds for PB4L	18	9,232	-	12,062
Revenue Received in Advance	13	2,000	-	-
Provision for Cyclical Maintenance	14	20,000	7,500	7,500
Painting Contract Liability - Current Portion	15	-	6	6
		<u>121,206</u>	<u>109,006</u>	<u>123,436</u>
Working Capital Surplus/(Deficit)		173,103	181,643	141,187
Non-current Assets				
Property, Plant and Equipment	11	126,950	118,500	139,999
		<u>126,950</u>	<u>118,500</u>	<u>139,999</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	60,000	75,799	60,799
Painting Contract Liability	15	-	-	6
Finance Lease Liability	16	3,402	7,000	3,048
		<u>63,402</u>	<u>82,799</u>	<u>63,853</u>
Net Assets		<u>236,651</u>	<u>217,344</u>	<u>217,333</u>
Equity		<u>236,651</u>	<u>217,344</u>	<u>217,333</u>

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



DYER STREET SCHOOL
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		442,823	414,998	425,609
Locally Raised Funds		63,192	15,620	60,182
Goods and Services Tax (net)		(7,517)	(6,678)	7,798
Payments to Employees		(256,327)	(234,464)	(287,464)
Payments to Suppliers		(189,454)	(145,369)	(178,450)
Cyclical Maintenance Payments in the year		(8,131)	-	(8,861)
Interest Paid		(691)	(550)	(870)
Interest Received		4,496	4,001	3,931
Net cash from / (to) the Operating Activities		48,391	47,558	20,875
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(15,492)	(35,520)	(37,365)
Net cash from / (to) the Investing Activities		(15,492)	(35,520)	(37,365)
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,951	-	2,645
Finance Lease Payments		(5,862)	17,216	(5,082)
Funds Administered on Behalf of Third Parties		(2,830)	(12,062)	1,611
Funds Held for Capital Works Projects		(4,577)	-	32,022
Painting contract payments		(12)	(6)	(6)
Net cash from Financing Activities		(8,330)	5,148	31,190
Net increase/(decrease) in cash and cash equivalents		24,569	17,186	14,700
Cash and cash equivalents at the beginning of the year	8	190,263	190,263	175,563
Cash and cash equivalents at the end of the year	8	214,832	207,449	190,263

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

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



DYER STREET SCHOOL

For the year ended 31 December 2019

Notes to the Financial Statements

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

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.



DYER STREET SCHOOL

For the year ended 31 December 2019

Notes to the Financial Statements

1. Statement of Accounting Policies

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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



DYER STREET SCHOOL

For the year ended 31 December 2019

Notes to the Financial Statements

1. Statement of Accounting Policies

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

i) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) Investments

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

DYER STREET SCHOOL

For the year ended 31 December 2019

Notes to the Financial Statements

1. Statement of Accounting Policies

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

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings & Leasehold Improvements	10 - 20 years
Furniture and equipment	10 - 16 years
Grounds Equipment	10 years
Information and communication technology	3 - 5 years
Library resources	12.5% Diminishing value
Staff Resources	5 - 10 years

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.

DYER STREET SCHOOL

For the year ended 31 December 2019

Notes to the Financial Statements

1. Statement of Accounting Policies

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.

o) Revenue Received In Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

p) Provision for Cyclical Maintenance

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

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

q) Financial Assets and Liabilities

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

Investments that are shares are categorised as "fair value through profit or loss" for accounting purposes in accordance with financial reporting standards.

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

r) 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.

s) Budget Figures

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

t) 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.

DYER STREET SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2019

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Operational grants	318,844	309,998	314,683
Other MoE Grants	123,979	105,000	110,926
Teachers' salaries grants	943,888	1,000,000	1,007,990
Use of Land and Buildings grants	263,501	250,000	239,590
	<u>1,650,212</u>	<u>1,664,998</u>	<u>1,673,189</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Revenue			
Activities	19,673	-	10,279
Community Grants	21,792	2,000	24,671
Donations	6,498	10,000	10,503
Fundraising	2,258	-	3,607
Other revenue	10,937	4,000	10,600
Trading	94	-	132
	<u>61,252</u>	<u>16,000</u>	<u>59,792</u>
Expenses			
Activities	20,837	-	8,493
Fundraising (costs of raising funds)	637	-	2,183
Trading	-	-	34
	<u>21,474</u>	<u>-</u>	<u>10,710</u>
Surplus for the year Locally raised funds	<u>39,778</u>	<u>16,000</u>	<u>49,082</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Curricular	21,213	13,960	23,344
Employee Benefits - Salaries	1,127,453	1,166,759	1,223,145
Library Resources	566	-	-
Staff Development	10,296	10,000	9,621
	<u>1,159,528</u>	<u>1,190,719</u>	<u>1,256,110</u>



DYER STREET SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2019

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,703	6,318	7,330
Board of Trustees Fees	3,425	3,700	3,150
Board of Trustees Expenses	1,496	1,000	850
Communication	11,310	7,700	10,368
Employee Benefits - Salaries	73,683	68,000	71,511
Insurance	4,430	5,000	4,443
Other	26,937	19,400	26,939
Service Providers, Contractors and Consultancy	6,900	6,600	6,000
	<u>134,884</u>	<u>117,718</u>	<u>130,591</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Consultancy and Contract Services	38,171	34,000	38,573
Cyclical Maintenance Provision	19,832	15,000	17,361
Grounds	75	2,000	4,057
Heat, Light and Water	13,392	17,000	12,272
Repairs and Maintenance	12,855	15,000	4,457
Security	3,551	3,000	2,788
Use of Land and Buildings	263,501	250,000	239,590
	<u>351,377</u>	<u>336,000</u>	<u>319,098</u>

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

7. Depreciation of Property, Plant and Equipment

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	9,125	11,000	10,742
Grounds Equipment	5,723	6,000	5,723
Information and Communication Technology	9,568	12,500	12,577
Leased Assets	5,701	5,300	5,236
Leasehold Improvements	2,071	3,500	3,469
Library Resources	1,266	1,500	1,417
Plant & Machinery	184	200	184
	<u>33,638</u>	<u>40,000</u>	<u>39,348</u>

DYER STREET SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2019

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Call Account	3,472	3,500	3,469
Bank Current Account	211,360	203,949	186,794
Net cash and cash equivalents for Cash Flow Statement	214,832	207,449	190,263

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Interest Receivable	-	-	1
Receivables	180	500	120
Teacher Salaries Grant Receivable	61,846	70,000	67,449
	62,026	70,500	67,570
Receivables from Exchange Transactions	180	500	121
Receivables from Non-Exchange Transactions	61,846	70,000	67,449
	62,026	70,500	67,570

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	200	200	200

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	44,084	9,488	-	-	(9,125)	44,447
Grounds Equipment	39,778	-	-	-	(5,723)	34,055
Information and Communication	18,862	6,004	-	-	(9,568)	15,298
Leased Assets	7,428	5,097	-	-	(5,701)	6,824
Leasehold Improvements	17,999	-	-	-	(2,071)	15,928
Library Resources	10,131	-	-	-	(1,266)	8,865
Plant & Machinery	1,717	-	-	-	(184)	1,533
Staff Resources	-	-	-	-	-	-
Balance at 31 December 2019	139,999	20,589	-	-	(33,638)	126,950

The net carrying value of equipment held under a finance lease is \$6,824 (2018: \$7,428).

DYER STREET SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2019

11. Property, Plant and Equipment (Cont.)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Furniture and Equipment	151,870	(107,423)	44,447
Grounds Equipment	57,847	(23,792)	34,055
Information and Communication	110,997	(95,699)	15,298
Leased Assets	22,116	(15,292)	6,824
Leasehold Improvements	86,947	(71,019)	15,928
Library Resources	46,328	(37,463)	8,865
Plant & Machinery	2,161	(628)	1,533
Staff Resources	-	-	-
Balance at 31 December 2019	478,266	(351,316)	126,950

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Furniture and Equipment	33,234	21,592	-	-	(10,742)	44,084
Grounds Equipment	45,501	-	-	-	(5,723)	39,778
Information and Communication	28,793	2,646	-	-	(12,577)	18,862
Leased Assets	8,162	4,502	-	-	(5,236)	7,428
Leasehold Improvements	8,568	12,900	-	-	(3,469)	17,999
Library Resources	11,321	227	-	-	(1,417)	10,131
Plant & Machinery	1,901	-	-	-	(184)	1,717
Staff Resources	-	-	-	-	-	-
Balance at 31 December 2018	137,480	41,867	-	-	(39,348)	139,999

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Furniture and Equipment	151,141	(107,057)	44,084
Grounds Equipment	57,847	(18,069)	39,778
Information and Communication Technology	128,363	(109,501)	18,862
Leased Assets	17,019	(9,591)	7,428
Leasehold Improvements	86,947	(68,948)	17,999
Library Resources	46,328	(36,197)	10,131
Plant & Machinery	2,161	(444)	1,717
Staff Resources	23,043	(23,043)	-
Balance at 31 December 2018	512,849	(372,850)	139,999



DYER STREET SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2019

12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	15,363	22,000	23,451
Accruals	6,703	6,500	6,508
Employee Entitlements - leave accrual	1,926	1,500	1,206
Employee Entitlements - salaries	61,846	70,000	67,449
	<u>85,838</u>	<u>100,000</u>	<u>98,613</u>
Payables for Exchange Transactions	85,255	100,000	98,030
Payables for Non-exchange Transactions - Other	583	-	583
	<u>85,838</u>	<u>100,000</u>	<u>98,613</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
McCarthy Trust Grant	2,000	-	-
	<u>2,000</u>	<u>-</u>	<u>-</u>

14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	68,299	68,299	60,799
Increase to the Provision During the Year	19,832	15,000	17,361
Use of the Provision During the Year	(8,131)	-	(9,861)
Provision at the End of the Year	<u>80,000</u>	<u>83,299</u>	<u>68,299</u>
Cyclical Maintenance - Current	20,000	7,500	7,500
Cyclical Maintenance - Term	60,000	75,799	60,799
	<u>80,000</u>	<u>83,299</u>	<u>68,299</u>



DYER STREET SCHOOL
Notes to the Financial Statements
For the year ended 31 December 2019

15. Painting Contract Liability

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Liability	-	6	6
Non Current Liability	-	-	6
	<u>-</u>	<u>6</u>	<u>12</u>

In 2012 the Board signed an agreement with Programmed Maintenance Services (NZ) Ltd (the contractor) for an agreed programme of work covering a 9 year period. The programme provided for an interior and exterior repaint of the Ministry owned buildings during 2012 to 2016, with regular maintenance in subsequent years. The agreement has an annual commitment of \$16,662. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

16. Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	4,136	1,500	5,255
Later than One Year and no Later than Five Years	3,402	7,000	3,048
	<u>7,538</u>	<u>8,500</u>	<u>8,303</u>



DYER STREET SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

17. Funds Held for Capital Works Projects

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Site Security Improvements	<i>in progress</i>	-	-	(4,577)	-	(4,577)
Totals		<u>-</u>	<u>-</u>	<u>(4,577)</u>	<u>-</u>	<u>(4,577)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-
4,577
(4,577)

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Refurbishment of Toilets, Classes & Corridors	<i>Completed</i>	(32,022)	20,498	(1,376)	12,900	-
Block A & D Replacement Roofing	<i>Completed</i>	-	28,750	(28,750)	-	-
Refurbishment of Electrical Distribution	<i>Completed</i>	-	7,700	(7,700)	-	-
Totals		<u>(32,022)</u>	<u>56,948</u>	<u>(37,826)</u>	<u>12,900</u>	<u>-</u>

18. Positive Behaviour for Learning Programme

Dyer Street School is part of the Positive Behaviour for Learning Programme which is an initiative funded by the Ministry of Education to promote positive behaviour in the School.

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Funds held at beginning of the year	12,062	12,062	10,451
<i>Revenue</i>			
Other Revenue	139	-	10,362
Total funds available	<u>12,201</u>	<u>12,062</u>	<u>20,813</u>
<i>Expenses</i>			
Other Expenses	(2,969)	(12,062)	(8,751)
Funds Held at Year End	<u>9,232</u>	<u>-</u>	<u>12,062</u>

DYER STREET SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
Remuneration	3,425	3,150
Full-time equivalent members	0.06	0.07
<i>Leadership Team</i>		
Remuneration	228,280	223,326
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	231,705	226,476
Total full-time equivalent personnel	2.06	2.07

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4

Other Employees

There were no other employees with remuneration greater than \$100,000 (2018: nil).

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

DYER STREET SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into the following contractual agreements:

(i) Site Security Improvements at a total cost of \$99,077 which is fully funded by the Ministry, of which \$4,577 has been spent to date;

(Capital commitments at 31 December 2018: \$Nil).

(b) Operating Commitments

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

(Operating commitments at 31 December 2018: \$Nil).

23. 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.



DYER STREET SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

24. Financial Instruments

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

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
Financial assets measured at amortised cost (2018: Loans and receivables)	\$	\$	\$
Cash and Cash Equivalents	214,832	207,449	190,263
Receivables	62,026	70,500	67,570
Total Financial Assets Measured at Amortised Cost	276,858	277,949	257,833
Financial liabilities measured at amortised cost			
Payables	85,255	100,000	98,030
Finance Leases	7,538	8,500	8,303
Painting Contract Liability	-	6	12
Total Financial Liabilities Measured at Amortised Cost	92,793	108,506	106,345

25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

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

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

26. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements



DYER STREET SCHOOL

Members of the Board of Trustees
For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Angela Bingham	Chairperson	Elected, Re-Elected June 2019	Consultant	June 2022
Paula Weston	Principal		Principal	
Megan Bailey	Parent Rep	Elected	Parent	May 2019
Lauren Lee	Staff Rep	Staff Elected	Teacher	June 2022
Malama Mapu	Parent Rep	Elected	Parent	June 2022
Sarah Parker	Parent Rep	Elected, Re-elected June 2019	Parent	June 2022
Gary Spierling	Parent Rep	Elected, Re-elected June 2019	Sales Representative	June 2022
Nicole Waru	Parent Rep	Elected	Parent	June 2022

DYER STREET SCHOOL

Kiwisport Statement

For the year ended 31 December 2019

Kiwisport is a Government funded initiative to support sport for school aged children.

Our school received \$2,633 (2018: \$2,593) in our 2019 Operational Grant through this initiative to increase our student participation in organised sport.

The funds were used to cover Lower Hutt Primary School Sports Association (LHPSSA) sports fees and the remainder of the Kiwisport funding was used as a contribution towards providing swimming lessons.

School Charter

Strategic and Annual Plan for 2019-2021

Dyer Street School

Principals' endorsement:
Board of Trustees' endorsement:
Submission Date to Ministry of Education:

Section 1 – Foundations

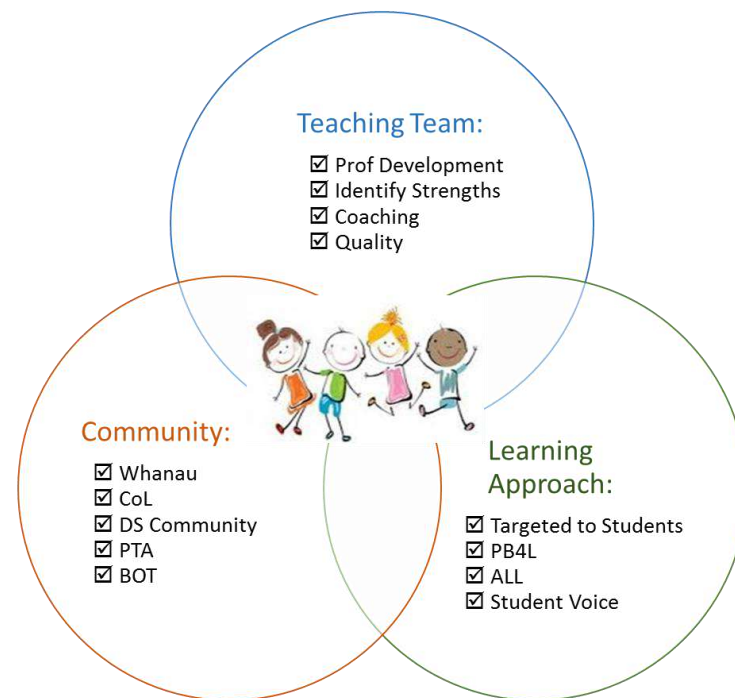
The Annual Plan and School Charter sets out how our school will achieve strategic goals and grow academic achievement. The opening sections are the foundations of our charter and our change levers.

Overview

At Dyer Street, we know that the combination of three key components will enable our students to become lifelong learners:

1. **Our Teaching team** will have a focus on professional development that supports the objectives of the school and students, whilst being able to identify our unique strengths.
2. **Our community** is multi-faceted. We have a strong reputation across our community. We are strongly engaged with the individual sections within our community.
3. **Our approach to learning** has the engagement of our students, teachers and community, enabling both behavioural and academic achievement

We know that each of these three can be effective but together they are successful.



Board of Trustees commitment to maximising learning opportunities:

For several years the Board of Trustees (BOT) has prioritised finances so that they have been able to provide funding for the equivalent of an additional teacher to provide supplementary programmes and/or to allow for staff development to improve student outcomes. The BOT consider this to be an important investment for our students.

In 2019 these include:

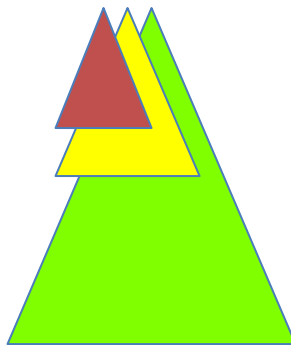
- Accelerated Learning in Literacy (ALL) – writing intervention programmes
- Coaching/mentoring specialist teachers and support staff
- Reading Recovery
- Coaching/mentoring emerging Leaders

The BOT's commitment has ensured sustainability and has enabled Dyer Street School to remain a school committed to Self Review and has a positive reputation for its Schoolwide Professional Development and Learning and Change Model. We are focused on strong alignment with goals, professional development and appraisal, all of which focus on improving student outcomes.

Positive Behaviour for Learning (PB4L):

During 2015, we were offered the opportunity to become involved in PB4L, forming a cluster of local Hutt Valley Schools. PB4L is resourced by the Ministry of Education with \$10,000 per year for the first two years at Tier One and a further \$10,000 for Tier Two. We have worked through the process of identifying a set of values that will frame our ways of working going forward. Our key stake-holders (staff, students, whanau, BOT) were involved in the consultation and choosing of our values.

In 2016 we have fully implemented the schoolwide programme including the establishment of our school values. The implementation of PB4L school wide has been very successful with all stakeholders supporting the work being carried out. At the end of 2017, we gained approval to become a Tier two school for 2019.



Tier One (Green): Schoolwide approach, aims to support positive behaviour in all students for some students 80% of the time.

Tier Two (Yellow): Classroom approach and a more targeted approach for students with behaviour challenges (approximately 15% of students).

Tier Three (red): Interventions involving significant support (approximately 5-10% of students)

Strategic Intentions

The following sections are the strategic intentions for Dyer Street School:

- Our Mission and Values
- Cultural Diversity

Introductory Section - Strategic Intentions

Mission Statement	Learning for Life
Vision	Our “end in mind” learner who is confident, competent and flexible
Values	<p>L – Link Up</p> <p>E – Everyone Together</p> <p>A – Akohia – learning behaviours</p> <p>R – Respect our people, our place</p> <p>N – Never give up</p>
Our Values in Action	<p>Link Up – Community connections for learning, linking with other students across the school, digital citizenship, tuakana-teina (older students teaching younger students)</p> <p>Everyone Together – Working together, supporting each other, inclusive of all, empathy and tolerance for differences</p> <p>Akohia (learning behaviours) – Metacognition, being proud of achievements big and small, knowing what we are working on, managing self</p> <p>Respect – respecting people, our school and school equipment, respecting the expectations of the classroom and school and respecting learning time</p> <p>Never Give up – Persistence, resilience, trying again, being out of our comfort zone, being brave, looking for alternative ways to achieve our goals</p>
Māori dimensions and Cultural Diversity	<p>Dyer Street School has a cultural mix of approximately 36% Maori, 15% Pacific Island 37% New Zealand European, and 12% other, which includes those of Asian and African origin.</p> <p>Whilst all cultures are important to Dyer Street School, under Ministry of Education guidelines we separate the progress of our Maori and Pasifika students for monitoring and reporting purposes. Our data gathering systems enables schoolwide data and a subset of data for our Maori and Pasifika students. The school has entered in a partnership with other schools in the Naenae cluster to raise the level of all student achievement within the Hutt Valley.</p>

	<p>The school will consult and report to the community on the achievement of Maori students against their peers.</p>
<p>Glossary of Terms used within documentation</p>	<p>PB4L – Positive Behaviour for Learning. This is the schools value system and positive behaviour system. It includes systems and supports for students who have additional needs relating to behaviour.</p> <p>ALL – Accelerated Learning In Literacy. A Ministry of Education intervention for supporting literacy development for underachieving students.</p> <p>ALiM – Accelerated Learning in Maths. A Ministry of Education intervention for supporting maths development for underachieving students.</p> <p>ILE – Innovative Learning Environment. This can include physical building components, furniture, technology but also the way in which the learning environment is set up and used to promote learning. ILE also relates to the way the teacher designs learning.</p> <p>Kahui Ako – Community of Learning. A group of schools working together to support student achievement and wellbeing.</p> <p>PL & D – Professional Learning and Development. Staff training to upskill in areas of the curriculum, teaching pedagogy and leadership development.</p> <p>Acceleration – for students to make accelerated progress they must make at least 18 months progress in 1 year. Expected progress (of one year in one school year) for low achieving students does not help the student get to expected levels of achievement for their age.</p>

Baseline data and school context

The following sections explain the baseline data and school context for Dyer Street School:

- Student Learning
- Student Engagement
- School Organisation and Structures
- Review of Charter and Consultation

Baseline Data and School Context

Students' Learning	<p>At the end of 2018, overall teacher judgements were made using curriculum level expectations rather than National Standards.</p> <p>In reading, 68% of students were at or above curriculum expectations In writing, 62% of students were at or above curriculum expectations In maths, 60% of students were at or above curriculum expectations</p>
Student Engagement	<p>Teachers have continued to explore accelerated literacy practices and concepts around engaging students in writing. The juniors have focused on Shine Literacy concepts.</p>
School Organisation and Structures	<p>Dyer Street School is a decile 4 contributing school, in the Hutt Valley, located between the railway line and High Street, just north of the Hutt hospital.</p> <p>Students reside in the immediate suburbs of Avalon, Naenae, Park Avenue, the Western Hills and some travel from further distances of Stokes Valley, Petone and Wainuiomata.</p> <p>One classroom is used by the Dyer Street After School Care programme.</p> <p>In responding to the National Education Priorities and the desires of the community the school places an emphasis on Literacy, Numeracy and the teaching of higher order thinking skills.</p> <p>In doing this, there is an integration of Tikanga Maori through all learning and teaching programmes. Students with special learning needs are identified through early identification and an ongoing Special Needs Register. Intervention programmes in Literacy, Mathematics and those catering for particular learning styles are put in place. Enrichment programmes are provided and several students attend the Gifted Kids classes at Rata Street School on a weekly basis.</p> <p>Ethnicity breakdown for 2018:</p> <p>NZE 46% Maori 30% Pasifika 10% Asian 8 % Other 6%</p>

<p>Review of Charter and Consultation</p>	<p>The current Charter and Strategic sections were reviewed and revised in 2017.</p> <p>National Education Goals and Priorities:</p> <ol style="list-style-type: none"> 1. All programmes will be based on the New Zealand Curriculum framework and curriculum documents, with an emphasis on Effective Teaching Practice. 2. The school will consult and report to the community on the achievement of Maori students against their peers. 3. The school will consult and report to the community on the achievement of Pasifika students against their peers. 4. Regular monitoring of student achievement and programme information will be reported to individual students, parents and the community. 5. The school will provide a safe physical and emotional environment. 6. Programmes will be supported by the school's policies, procedures, maintenance and financial plans, job descriptions, performance management systems and health and safety strategies.

Strategic Direction

The following sections explain the strategic direction for Dyer Street School:

- Strategic Goals
- Core Strategies for achieving goals

Strategic Section

Core Strategies for Achieving Goals 2019- 2021

Strategic Goals	Core Strategies for Achieving Goals 2019- 2021
1 The school will work with community, students and whanau to protect, care for and nurture our environment and maximise the use of our physical resources.	<ul style="list-style-type: none"> ● Further develop our orchard ● Investigate other options for playground development ● Investigate the viability of a bike track for our school grounds
2 Proactive professional development that will meet the needs of our teachers and students.	<ul style="list-style-type: none"> ● Develop the skills and strengths of staff to meet the needs of our moderate learners ● Implement PB4L classroom (tier two) ● Develop the leadership capability and coaching skills ● Develop skill and knowledge around ILE and playbased learning
3 Strengthen community involvement in and out of the classroom in support of student learning.	<ul style="list-style-type: none"> ● Continue to be responsive to community needs in the way we communicate, consult and work in partnerships around learning ● Develop/redefine our local curriculum to reflect community links, family links and our PB4L values ● Maintaining effective fundraising capacity
4 All students will be engaged with the curriculum, through a diverse and flexible learning and teaching environment, that reflects their passion and their community.	<ul style="list-style-type: none"> ● Develop the use of ILE ● Explore further engagement possibilities and strengthen existing engagement practices ● Incorporate PB4L Tier two strategies into classroom practice to include student learning

Annual School Improvement Plan

The following sections provide the detail of our Annual School Improvement Plan for 2019:

- Summary
- Action Plan: Active Learning
- Action Plan: Community Involvement
- Other Key Improvement Strategies for 2019

Annual School Improvement Plan – SUMMARY

Domain	Strategic Goal	Target	Short Report
1. Active Learning	Proactive and targeted professional Development that will meet the needs of our teachers and students. Development will be based on teacher strengths and the needs of the school.	Develop innovative teaching practices that focus on raising achievement and promote learning for all students. Engage in teacher inquiry around ILE to improve achievement. This will include how to include technology	We are introducing a more streamlined Teacher as Inquiry model for staff to ensure that the inquiry is sustainable and purposeful. This is an element that we identified when implementing the updated teacher standards.
2. Community Involvement	Strengthen community involvement in and out of the classroom in support of student learning.	Using our strong local curriculum Creating opportunities for families to up skill to support their children’s learning. The attendance rate will be increased to at least 95%.	Our curriculum review and subsequent update provides structure for teachers and also promotes our umbrella or “big idea” topics. We continue to look for ways to include families in learning and the overall life of the school. Our attendance remains a target. Our average attendance for 2018 was 92% across the 4 terms, and we are pleased with this improvement, we want to ensure we maintain and improve this.
3. Future Focused Learning	All students will be engaged with the curriculum, through diverse and flexible learning and teaching environment, that reflects passion and the community.	To embed accelerated practices across all settings To develop Innovative Learning Environment Practice throughout the school in conjunction with Play Based	We are looking to have AliM (Accelerated Literacy in Maths) in 2019. This will enable us to transfer acceleration across the curriculum. We have been looking at this as a school in reading but were yet to

		Learning for the juniors.	transfer the concepts to Maths.
4. Environment	The school will work with community, teachers, whanau to protect, care and nurture our environment and resources.	Increase the effective use of electronic communication and engagement with families/whanau	In 2018 we established some formal and informal electronic communication systems. In the formal, we have seen an increase in engagement with the newsletter information. In the informal, we have seen an increase in engagement with learning programmes in the classroom. We want to increase this in 2019.

Improvement Plan - Domain: 1. Active Learning

Strategic Goals:

Proactive and targeted professional development that will meet the needs of our teachers and students. Development will be based on teacher strengths and the needs of the school.

Annual Goals:

1. Have clear expectations of various roles of leadership across the school and their expected impact on students
2. Develop the skills of leadership across the school, particularly coaching
3. Implement PB4L (tier two)

Annual Target:

All staff:

- Develop Innovative Teaching Practices that focus on raising achievement and promote learning for all students
- Engage in teacher inquiry around ILE (innovative learning environments) that is robust and links to student achievement and engagement

Leaders:

- Build their leadership capability through targeted development and use the development to provide quality professional development to staff
- Continue to build capacity in coaching

Baseline data:

Baseline data 2018 (at or above Curriculum Levels):

	All	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Maori	Pasifika
Reading	68%	86%	74%	55%	48%	61%	80%	56%	67%
Writing	62%	81%	59%	30%	48%	53%	93%	46%	59%
Mathematics	60%	86%	85%	39%	48%	26%	77%	46%	63%

Key Improvement Strategies:

Participant Group	What: (examples)	Responsibility	Indicators of Progress
-------------------	------------------	----------------	------------------------

Students	Provide opportunities for students to learn in a variety of settings and contexts using a range of tools and ways of collaborating	Classroom teachers	Levels of student achievement, particularly for priority learners Student and family/whanau voice
Teachers	Seek to improve teaching practice through a robust inquiry process that demonstrates a commitment to reflection and continual learning.	Teachers and Leaders	Teacher inquiry will be evident throughout appraisal activities
Family/Whanau	Enable whanau to participate in all areas of school life Provide a variety of opportunities for students to share learning with family Have at least one community event per term ensuring there is a variety of opportunities that will suit our families	Leadership	Levels of contribution and participation Levels of engagement with Seesaw/online learning of students Increased participation of whanau at events
Leaders	Provide appropriate expertise in areas of professional development for the staff Be involved in action research for leadership development Involve staff in the process of setting, communicating and monitoring progress towards targets and goals and opportunities to review and embed. Provide appropriate expertise for use of digital resources to support the learning and teaching process in a blended learning environment Provide clear leadership around all priority areas	Principal, Senior Management Team	Observable resilience practices in classroom teachers Leaders across the school are clear about their leadership goals

Monitoring:

- Self-review
- Appraisal systems

Resourcing:

- Professional development Budget for leadership development \$5000
- PL & D (MOE provided)
- Release time for curriculum responsibility and leadership roles provided (on a needs basis)

Improvement Plan - Domain: 2. Community Involvement**Strategic Goals:**

Strengthen community involvement in and out of the classroom in support of student learning

Annual Goals:

1. Provide opportunities for families to participate in learning
2. Work closer with families for whom attendance is of concern

Annual Target:

- Creating a strong local curriculum
- Creating opportunities for families to up skill to support their children's learning.
- The attendance rate will be increased to at least 95%.

Baseline data:**Key Improvement Strategies:**

Participating Groups:	What: (examples)	Responsibility	Indicators of Progress

<p>Students</p>	<p>Provide opportunities for students to communicate with family during learning times –both directly and electronically</p> <p>Develop more opportunities to reflect on and celebrate learning</p> <p>Provide opportunities for parents to be in school and as experts provide opportunities for students to lead learning for themselves, their peers and whanau</p>	<p>Classroom teachers</p>	<p>Discussions with family</p> <p>Participation and contribution</p>
<p>Teachers</p>	<p>Review and develop the way we establish and maintain community involvement – know our families and what they have to offer</p> <p>Develop a more accessible/open “tone”/culture/perception</p> <p>Further develop effective online strategies to engage and share learning with families</p> <p>Wider involvement of staff in extra-curricular activities</p> <p>Contact all families of students in own class within the first 3 weeks of school. Additional contact to be made with families who have attendance issues either historically or in the first few weeks of the year</p> <p>Support community events</p>	<p>Classroom teachers</p>	<p>Attendance levels</p> <p>Engagement in extra activities</p>

<p>Family/Whanau</p>	<p>Support parents to be involved with early communication of events, more details in newsletters, reminders and direct communication</p> <p>Involve extended whanau and use of expertise</p> <p>Support parents to maintain high levels of attendance</p>	<p>Leaders</p>	<p>Family participation in variety of events – learning, cultural, sporting</p>
<p>Leader</p>	<p>Develop with staff, the shared beliefs and expectations of roles within community partnerships</p> <p>Develop and embed systems of whanau involvement in classrooms and schools, and be proactive using a variety of systems to inform and promote the teaching and learning</p> <p>Develop and monitor a long-term overview for learning and teaching and related family/whanau engagement, supporting teachers to personalise this for their own individual families</p> <p>Track and monitor attendance and establish systems for follow up to support high rates of attendance</p>	<p>Leaders</p>	<p>Increased engagement with whanau</p> <p>Improved attendance for students at risk (attendance below 80%)</p>
<p>Monitoring:</p> <ul style="list-style-type: none"> ● Community survey ● Self-Review 			

Resourcing:

- Teacher Dashboard and Seesaw
- Reading Together resources
- Maths and writing toolbox resources
- Community liaison co-ordination and support systems
- Social Worker in Schools to support whanau where needed

Improvement Plan – Domain: Future Focused Learning - Junior School (Ako Iti)

Strategic Goals:

All students will be engaged with the curriculum, through diverse and flexible learning and teaching environment, that reflects passion and the community.

Annual Goals:

Annual Targets:

Reading

75% of children currently at risk or of concern will have moved at least two colour levels on the Reading Wheel.

Writing

75% of children who are currently of concern or at risk will have moved up a sub-level.

Mathematics

75% of our Year 2 and 3 children will be at Stage four or above.

Maori

70% of students will be achieving at their chronological age.

Pasifika

70% of students will be achieving at their chronological age.

Special Needs

100% of students will show measurable improvement in at least one area of identified need: personal, social or academic.

Boys

Will make progress in their social, emotional, physical and cognitive development.

Curriculum

Our students will have access to all curriculum areas each term in each context.

Whanau

We would like our Whanau to be more engaged with, and undertake or help with learning at home doing this through regular conversations and invitations with families to attend and participate in school events.

We would like to have a 95% uptake in Seesaw.

Baseline Data:

Baseline data 2018 (at or above Curriculum Levels):									
	All	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Maori	Pasifika
Reading	68%	86%	74%	55%	48%	61%	80%	56%	67%
Writing	62%	81%	59%	30%	48%	53%	93%	46%	59%
Mathematics	60%	86%	85%	39%	48%	26%	77%	46%	63%

Key Improvement Strategies:			
Participant Group	What: (examples)	Responsibility	Analysis of Variance
Students	<p>Know what they know already.</p> <p>Know their next step.</p> <p>Know when they have achieved their next step.</p> <p>Know how to use classroom resources and people to help them achieve their best work.</p> <p>Will be engaged in their learning.</p> <p>Have a flexible learning environment</p>	<p>Students</p> <p>Teachers</p>	<p>Think peer share/whole class brainstorm</p> <p>Success criteria, feedback/feed forward</p> <p>Visuals - sc in books with ticks and conversation</p> <p>Modelling how to use explicitly taught.</p> <p>Using a range of resources, videos, books, motivators, approaches to engage. Choosing things we know students are interested in that are relevant and purposeful</p> <p>Team teaching, classroom setup with open spaces and different learning areas</p>
Teachers	<p>Target student monitoring.</p> <p>Syndicate-wide consistency in our practices of teaching literacy.</p>	<p>Teacher</p> <p>Team Leader</p> <p>Senior Management</p> <p>Whole School</p>	<p>Monitored, observations</p> <p>Reported on progress and next steps</p> <p>Assessing</p> <p>Shine across the whole syndicate, colour wheel</p>

	<p>Timetable prioritising the teaching of numeracy and literacy.</p> <p>Timely assessment and analysis.</p> <p>Use of modelling books and reference resources to assist student independence. Encouragement of practice of the basics at home through home school partnership. Timely and regular contact with whanau about children's progress and next steps</p> <p>Use of Shine resources Provide a PBL programme to allow students to develop a wide range of skills</p>		<p>for reading levels, groups, rotations, running records, reading to, with and by. 'Grandparent' reading</p> <p>Assessment on anniversary, running records monthly, testing sound/letter knowledge etc Use in writing, reading and maths across the syndicate</p> <p>Home learning book, parents in class, seesaw, emails and face to face conversations</p> <p>learning conversations, phone calls</p> <p>Across the whole syndicate Have adapted and are continuing with our planning</p>
<p>Leaders</p>	<p>Facilitate on going target student monitoring.</p> <p>Facilitate timely assessment.</p> <p>Monitor data</p> <p>Facilitate ongoing PD in Sounds Like Fun</p> <p>Facilitate culture of observation, both from leadership team and between classroom teachers</p>	<p>Team Leader Senior Management</p>	<p>Discuss in syndicate meetings and mentor meetings In minutes, conversations with teachers/reading recovery Keep records in file to share with teachers Lea organised all shine activities</p>

Monitoring:

- Target student monitoring; priority business in syndicate meetings.
- Assessment Timeline
- Reporting to the BOT mid and end of year.

Resourcing:

- Sounds Like Fun resourcing and PD
- PB4L PD and support
- Play Based Learning PD and support

Improvement Plan – Domain: Future Focused Learning - Senior School (Ako Nui)**Strategic Goals:**

All students will access and be engaged with the curriculum, through diverse and flexible learning and teaching environment, that reflects passion and the community.

Annual Goals:**Annual Targets:****Reading**

Students who are underachieving in these areas will improve by at least 18 months by December 2019.

Writing

Students who are underachieving in these areas will improve by at least 18 months by December 2019.

Mathematics

Students who are underachieving in these areas will improve by at least 18 months by December 2019.

Maori

Will achieve at an equitable level to NZ Pakeha.

Pasifika

Will achieve at an equitable level to NZ Pakeha.

Special Needs

Special needs students will progress and meet goals from Key Competencies.

Boys

Boys who were underachieving in 2018 (reading, writing, maths) in

Curriculum

Our students will have access to all curriculum areas each term in

Whanau

We would like our Whanau to increase engagement with their child and their learning.

	both Year 4, 5 and 6 will; improve by 18 months in all areas.	each context.	We will achieve a 95% uptake in Seesaw to increase communication,
--	---	---------------	---

Baseline data 2018:

Baseline data 2018 (at or above Curriculum Levels):									
	All	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Maori	Pasifika
Reading	68%	86%	74%	55%	48%	61%	80%	56%	67%
Writing	62%	81%	59%	30%	48%	53%	93%	46%	59%
Mathematics	60%	86%	85%	39%	48%	26%	77%	46%	63%

Key Improvement Strategies:

Participant Group	What: (examples)	Responsibility	Analysis of Variance
Students	Increased understanding of next steps in learning	Teacher/Student	<ul style="list-style-type: none"> Set writing goals and reflected on these for each term Made links clear between learning Modelling books - explicit LI/SC 1:1 devices in 3/4 classes Use of a variety of online learning platforms to support across the curriculum Exploration of tools introduced during the New Zealand Primary Teachers Conference (e.g tahi, rua, toru tech) Positive whanau engagement Teachers designed programmes to get students excited about coming to school and learning
	Use of technology as a tool to support their learning	Student/Whanau	
	Target student attendance increases (or remains high)	Student/Teacher	
	Positive participation in curriculum areas		
Teachers	Apply new learning from Professional Development (ALiM, CoL)	Teacher Teachers	<ul style="list-style-type: none"> Whole Syndicate have taken part in ALiM style teaching

	<p>Talking to our colleagues, meet to discuss goals and solve problems together.</p> <p>Target student monitoring through Syndicate meetings and coaching sessions</p> <p>Using accelerated teaching techniques</p> <p>Build students relationships and Whanau relationships</p> <p>Be encouraging Whanau involvement, facilitating that with promotion of Seesaw and accessing newsletters etc.</p>	<p>Teachers/Leader</p> <p>Teachers</p> <p>Teachers</p>	<ul style="list-style-type: none"> • Nicole has rolled out lots of CoL related initiatives • Tapa Sa goals • We meet regularly (both formally and informally) to discuss how things are going and to share ideas • Regularly discussed target students at meetings • Recorded targets using tracking sheets • Nicole communicating with Te Atiawa and the Samoan Church • Learning conversations • Seesaw and parents dropping in before/after school
<p>Leaders</p>	<p>Provide Professional Development that meets teachers needs</p> <p>Support in our goals/encouragement/funding</p>	<p>Leaders</p> <p>Leaders</p> <p>BOT</p>	<ul style="list-style-type: none"> • Took staff meetings around ALiM nad maths • Carried out observations • Set up processes and guidelines for assessments etc. • Facilitated data analysis • Helped team to set goals around their practise for 2020 • Support any funding applications/support applications
<p>Monitoring:</p> <ul style="list-style-type: none"> • Target student monitoring; priority business in syndicate meetings. • Assessment Timeline • Reporting to the BOT mid and end of year. 			
<p>Resourcing:</p> <ul style="list-style-type: none"> • PB4L PD and support • Chromebooks and the security of them • ALiM PD and support 			

- CoL PD and support

Improvement Plan – Domains: 4. Environment			
Property	Short Report	Finance	Short Report
<p>Continue the painting programme</p> <p>Touch up painting, internal painting touch ups around office/foyer area</p> <p>Start of 5YP project</p>	<p>We are in the process of the finalising plans for our classroom modernisation and roof upgrade. Work is expected to commence early in 2019.</p>	<p>Continue our approach to our finance through clearer finance reporting to the board will enable us to make strategic decisions going forward, particularly in light of our changing decile funding. This will include external funding applications and their purpose</p>	<p>We have a transparent view of the school finances through our new accounting provider, enabling the board to make more informed financial decisions</p>
Personnel	Short Report	Community engagement	Short Report
<p>Additional release for team leaders for additional leadership responsibilities in term 1 and 2</p> <p>0.6 (of FTE) Reading recovery</p> <p>Intervention programmes designed and implemented by senior management</p> <p>*FTE – Fulltime Teacher Equivalent</p>	<p>Priority is being placed on the identification of early intervention for our learners</p> <p>ALL has been very successful in year one and year two so we are going to move into year three and a school wide approach</p>	<p>Continue to develop staff to share co-ordination with all extra curricula and support groups – develop and communicate an annual overview</p> <p>Extra curricula sport</p> <p>Whanau support</p> <p>PTA</p> <p>Reestablishment of Kapa Haka</p>	<p>Areas identified by students, teachers, leaders and family/whanau</p> <p>We have not had as much Kapa Haka in the last year due to a shortage of tutors. We have three staff, two teachers and a teacher aid who have skill and interest in the area who will work together in 2019.</p>

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

The Auditor-General is the auditor of Dyer Street School (the School). The Auditor-General has appointed me, Chrissie Murray, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, 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 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 26 May 2020. 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.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the analysis of variance, a Kiwisport statement and a list of the Trustees, 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.



Chrissie Murray
Baker Tilly Staples Rodway Audit Limited

On behalf of the Auditor-General
Wellington, New Zealand