

MIMI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number: 2199

Principal: Jared Holden

School Address: 23 Pukearuhe Road, RD 44, URENUI

School Postal Address: 23 Pukearuhe Road , RD 44, URENUI, 4377

School Phone: 06 752 3617

School Email: admin@mimi.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Donna Ellis	Chairperson	Elected	Jun 2019
Jared Holden	Principal	ex Officio	
Davis McClutchie	Parent Rep	Elected	Jun 2019
Greg Gillett	Parent Rep	Elected	Jun 2019
Andrew Brendon	Parent Rep	Elected	Jun 2019
Sibylle Sulzberger	Staff Rep	Appointed	Jun 2019
Sarah Blyde	Other	Elected	Jun 2019

Accountant / Service Provider: Education Services Ltd

MIMI SCHOOL

Annual Report - For the year ended 31 December 2018

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Mimi School

Statement of Responsibility

For the year ended 31 December 2018

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

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

Donna Marie Ellis

Full Name of Board Chairperson



Signature of Board Chairperson

31/5/2019

Date:

JARED JOHN HOLDEN

Full Name of Principal



Signature of Principal

31/5/19

Date:

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

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Revenue				
Government Grants	2	504,443	524,382	465,868
Locally Raised Funds	3	31,207	23,240	32,713
Interest Earned		1,479	1,000	1,866
		<hr/>	<hr/>	<hr/>
		537,129	548,622	500,447
Expenses				
Locally Raised Funds	3	14,612	5,500	9,243
Learning Resources	4	308,200	366,441	296,052
Administration	5	44,049	39,120	39,836
Finance Costs		287	-	275
Property	6	147,848	132,980	141,788
Depreciation	7	22,049	22,954	23,134
Loss on Disposal of Property, Plant and Equipment		-	-	1,459
		<hr/>	<hr/>	<hr/>
		537,045	566,995	511,787
Net Surplus / (Deficit)		84	(18,373)	(11,340)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		84	(18,373)	(11,340)

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

Mimi School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
Balance at 1 January	183,840	184,372	193,420
Total comprehensive revenue and expense for the year	84	(18,373)	(11,340)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	1,422	-	1,760
Equity at 31 December	185,346	165,999	183,840
Retained Earnings	185,346	165,999	183,840
Equity at 31 December	185,346	165,999	183,840

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

Mimi School
Statement of Financial Position
As at 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	69,491	37,735	38,866
Accounts Receivable	9	21,618	25,353	19,252
GST Receivable		410	5,514	1,094
Prepayments		585	561	2,307
Inventories	10	603	1,236	781
Investments	11	27,000	27,000	27,000
Funds owed for Capital Works Projects	16	-	-	11,212
		<u>119,707</u>	<u>97,399</u>	<u>100,512</u>
Current Liabilities				
Accounts Payable	13	26,840	32,843	19,036
Provision for Cyclical Maintenance	14	17,777	1,882	25,264
Finance Lease Liability - Current Portion	15	1,418	885	2,033
Funds held for Capital Works Projects	16	2,268	-	-
		<u>48,303</u>	<u>35,610</u>	<u>46,333</u>
Working Capital Surplus/(Deficit)		71,404	61,789	54,179
Non-current Assets				
Property, Plant and Equipment	12	130,781	117,608	145,318
		<u>130,781</u>	<u>117,608</u>	<u>145,318</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	16,167	13,182	13,567
Finance Lease Liability	15	672	216	2,090
		<u>16,839</u>	<u>13,398</u>	<u>15,657</u>
Net Assets		<u><u>185,346</u></u>	<u><u>165,999</u></u>	<u><u>183,840</u></u>
Equity		<u><u>185,346</u></u>	<u><u>165,999</u></u>	<u><u>183,840</u></u>

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

Mimi School
Statement of Cash Flows
For the year ended 31 December 2018

		2018	2018 Budget	2017
	Note	Actual \$	(Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		131,750	101,738	109,036
Locally Raised Funds		32,740	23,240	31,291
Goods and Services Tax (net)		684	-	4,420
Payments to Employees		(65,441)	(56,100)	(70,132)
Payments to Suppliers		(81,706)	(42,513)	(63,468)
Cyclical Maintenance Payments in the year		-	(27,000)	-
Interest Paid		(287)	-	(275)
Interest Received		1,918	1,000	1,863
Net cash from / (to) the Operating Activities		19,658	365	12,735
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(3,417)	(1,000)	(11,142)
Net cash from / (to) the Investing Activities		(3,417)	(1,000)	(11,142)
Cash flows from Financing Activities				
Furniture and Equipment Grant		1,422	-	1,760
Finance Lease Payments		(518)	(1,000)	(383)
Funds Held for Capital Works Projects		13,480	-	(3,474)
Net cash from Financing Activities		14,384	(1,000)	(2,097)
Net increase/(decrease) in cash and cash equivalents		30,625	(1,635)	(504)
Cash and cash equivalents at the beginning of the year	8	38,866	39,370	39,370
Cash and cash equivalents at the end of the year	8	69,491	37,735	38,866

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

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

Mimi School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying 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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

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

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

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

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 \$ are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.



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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20-50 years
Furniture and Equipment	5-10 years
Information and Communication	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

l) 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.

m) 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.



n) 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.

o) 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.

p) Revenue Received in Advance

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

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.

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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).

t) 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.

u) Borrowings

Borrowings are recognised at the amount borrowed. Borrowings are classified as current liabilities unless the School has an unconditional right to defer settlement of the liability for at least 12 months after the balance date.

v) 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.

w) Budget Figures

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

x) 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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	119,145	101,738	102,680
Teachers' salaries grants	253,129	316,751	239,747
Use of Land and Buildings grants	118,861	105,893	114,908
Other MoE Grants	13,308	-	8,533
	<u>504,443</u>	<u>524,382</u>	<u>465,868</u>

3. Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	10,684	9,000	9,546
Bequests & Grants	2,280	3,240	3,938
Activities	5,900	-	7,933
Trading	903	-	1,176
School House	11,440	11,000	10,120
	<u>31,207</u>	<u>23,240</u>	<u>32,713</u>
Expenses			
Activities	11,423	1,000	4,635
Trading	1,556	-	1,134
School House	1,633	4,500	3,474
	<u>14,612</u>	<u>5,500</u>	<u>9,243</u>
<i>Surplus for the year Locally raised funds</i>	<u>16,595</u>	<u>17,740</u>	<u>23,470</u>

4. Learning Resources

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	14,044	15,240	13,180
Library resources	782	650	647
Employee benefits - salaries	289,027	346,351	281,232
Staff development	4,347	4,200	993
	<u>308,200</u>	<u>366,441</u>	<u>296,052</u>

5. Administration

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Audit Fee	3,412	3,800	3,412
Board of Trustees Fees	3,425	3,800	3,500
Communication	1,889	2,320	1,816
Consumables	6,169	5,650	4,846
Operating Lease	518	-	1,096
Other	4,506	1,850	4,110
Employee Benefits - Salaries	16,371	15,500	16,551
Insurance	520	1,000	365
Service Providers, Contractors and Consultancy	7,239	5,200	4,140
	<u>44,049</u>	<u>39,120</u>	<u>39,836</u>

6. Property

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Caretaking and Cleaning Consumables	2,363	1,450	1,826
Cyclical Maintenance Expense	(4,887)	5,117	5,008
Grounds	5,571	4,350	3,943
Heat, Light and Water	3,547	4,170	3,312
Repairs and Maintenance	12,059	1,000	2,517
Use of Land and Buildings	118,861	105,893	114,908
Employee Benefits - Salaries	10,334	11,000	10,274
	<u>147,848</u>	<u>132,980</u>	<u>141,788</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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Building Improvements	5,019	5,521	5,564
Furniture and Equipment	5,130	5,015	5,054
Information and Communication Technology	9,013	10,010	10,089
Leased Assets	2,028	1,472	1,484
Library Resources	859	936	943
	<u>22,049</u>	<u>22,954</u>	<u>23,134</u>

8. Cash and Cash Equivalents

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
TSB 0234571-80 On Call	24,717	6,600	5,006
TSB 0234571-00 Cheque	2,039	718	2,945
TSB 0234571-01 School House	22,735	10,417	10,915
Short-term Bank Deposits	20,000	20,000	20,000
Cash equivalents for Cash Flow Statement	<u>69,491</u>	<u>37,735</u>	<u>38,866</u>

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

Of the \$69,491 Cash and Cash Equivalents, \$12,099 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2019 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Receivables	1,557	1,918	3,464
Receivables from the Ministry of Education	2,962	-	1,939
Interest Receivable	-	436	439
Teacher Salaries Grant Receivable	17,099	22,999	13,410
	<u>21,618</u>	<u>25,353</u>	<u>19,252</u>
Receivables from Exchange Transactions	1,557	2,354	3,903
Receivables from Non-Exchange Transactions	20,061	22,999	15,349
	<u>21,618</u>	<u>25,353</u>	<u>19,252</u>

10. Inventories

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Stationery	603	1,236	781
	<u>603</u>	<u>1,236</u>	<u>781</u>

11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits	27,000	27,000	27,000

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	10,000	-	-	-	-	10,000
Building Improvements	78,623	-	-	-	(5,019)	73,604
Furniture and Equipment	20,358	6,385	-	-	(5,130)	21,613
Information and Communication Tech	25,634	1,128	-	-	(9,013)	17,749
Leased Assets	3,861	-	-	-	(2,028)	1,833
Library Resources	6,842	-	-	-	(859)	5,982
Balance at 31 December 2018	145,318	7,513	-	-	(22,049)	130,781

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	10,000	-	10,000
Building Improvements	161,817	(88,213)	73,604
Furniture and Equipment	57,918	(36,305)	21,613
Information and Communication	65,739	(47,990)	17,749
Leased Assets	6,086	(4,253)	1,833
Library Resources	39,895	(33,913)	5,982
Balance at 31 December 2018	341,455	(210,674)	130,781

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Land	10,000	-	-	-	-	10,000
Building Improvements	84,187	-	-	-	(5,564)	78,623
Furniture and Equipment	22,528	4,342	(1,459)	-	(5,054)	20,357
Information and Communication Tech	29,414	6,309	-	-	(10,089)	25,634
Leased Assets	1,975	3,370	-	-	(1,484)	3,861
Library Resources	7,311	475	-	-	(943)	6,843
Balance at 31 December 2017	155,415	14,496	(1,459)	-	(23,134)	145,318

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Land	10,000	-	10,000
Building Improvements	161,817	(83,194)	78,623
Furniture and Equipment	51,533	(31,176)	20,357
Information and Communication	64,611	(38,977)	25,634
Leased Assets	6,086	(2,225)	3,861
Library Resources	39,895	(33,052)	6,843
Balance at 31 December 2017	333,942	(188,624)	145,318

13. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	1,916	5,652	2,023
Accruals	3,412	3,866	3,412
Capital accruals for PPE items	4,096	-	-
Employee Entitlements - salaries	17,099	22,999	13,410
Employee Entitlements - leave accrual	317	326	191
	<u>26,840</u>	<u>32,843</u>	<u>19,036</u>
Payables for Exchange Transactions	26,840	32,843	19,036
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>26,840</u>	<u>32,843</u>	<u>19,036</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	38,831	9,947	33,823
Increase/(decrease) to the Provision During the Year	(4,887)	5,117	5,008
Provision at the End of the Year	<u>33,944</u>	<u>15,064</u>	<u>38,831</u>
Cyclical Maintenance - Current	17,777	1,882	25,264
Cyclical Maintenance - Term	16,167	13,182	13,567
	<u>33,944</u>	<u>15,064</u>	<u>38,831</u>

15. Finance Lease Liability

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

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
No Later than One Year	1,418	885	2,033
Later than One Year and no Later than Five Years	672	216	2,090
	<u>2,090</u>	<u>1,101</u>	<u>4,123</u>

16. Funds Held (Owed) for Capital Works Projects

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

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Roll Growth Classroom	<i>completed</i>	(1,381)	-	(1,381)	-	-
Toilets	<i>in progress</i>	(9,831)	-	-	-	(9,831)
Blocks B & G Reroof	<i>in progress</i>	-	12,099	-	-	12,099
Totals		<u>(11,212)</u>	<u>12,099</u>	<u>(1,381)</u>	<u>-</u>	<u>2,268</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	12,099
Funds Due from the Ministry of Education	(9,831)
	<u>2,268</u>

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Roll Growth Classroom	<i>in progress</i>	(1,381)	-	-	-	(1,381)
Toilets	<i>in progress</i>	(6,357)	-	3,474	-	(9,831)
Totals		<u>(7,738)</u>	<u>-</u>	<u>3,474</u>	<u>-</u>	<u>(11,212)</u>

17. Related Party Transactions

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

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

Davis McClutchie is a trustee of the Board and also owns DMC Electrical & Consulting Limited. During the year the School contracted DMC Electrical & Consulting Limited to provide electrical services for the School at a discounted rate. The total value of all transactions for the year was \$613 (2017: nil) and no amount is outstanding as at balance date (Prior Period: nil). Because this amount is less than \$25,000 for the year the contract does not require Ministry approval under section 103 of the Education Act 1989.

18. Remuneration

Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<i>Board Members</i>		
Remuneration	3,425	3,500
Full-time equivalent members	0.09	0.10
<i>Leadership Team</i>		
Remuneration	97,838	83,912
Full-time equivalent members	1.00	1.07
Total key management personnel remuneration	<u>101,263</u>	<u>87,412</u>
Total full-time equivalent personnel	<u>1.09</u>	<u>1.17</u>

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	90 - 100	10 - 20
Benefits and Other Emoluments	2 - 3	0 - 1
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	10 - 20
Benefits and Other Emoluments	-	0 - 1
Termination Benefits	-	-
Principal C		
Salary and Other Payments	-	40 - 50
Benefits and Other Emoluments	-	1 - 2
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2018 FTE Number	2017 FTE Number
100 - 110	-	-
	<u>0.00</u>	<u>0.00</u>

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

19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2018 Actual	2017 Actual
Total	-	-
Number of People	-	-

20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

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

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2018 (Capital commitments at 31 December 2017: nil).

(b) Operating Commitments

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

(a) operating lease of laptops;

	2018 Actual \$	2017 Actual \$
No later than One Year	49	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>49</u>	<u>-</u>

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. Financial Instruments

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

Loans and receivables

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	69,491	37,735	38,866
Receivables	21,618	25,353	19,252
Investments - Term Deposits	27,000	27,000	27,000
Total Loans and Receivables	<u>118,109</u>	<u>90,088</u>	<u>85,118</u>

Financial liabilities measured at amortised cost

Payables	26,840	32,843	19,036
Borrowings - Loans	-	-	-
Finance Leases	2,090	1,101	4,123
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>28,930</u>	<u>33,944</u>	<u>23,159</u>

24. Events After Balance Date

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

25. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

ANALYSIS OF VARIANCE 2018 Accelerating Learning in Writing for all Students End of Year Reflection

Target Area	Accelerate student achievement in Writing across the Middle and Senior School.	
Strategic Goal	1. All students are achieving accelerated progress as measured by the New Zealand Curriculum and National Standards	
Target Group	As of November 2017 12 students were achieving below the expected levels of achievement in Writing with 9 of those students being in Years 2 to 5. All 9 of these students have been identified at the start of 2018 with 7 of the 9 being in Year 4 and 5. These students will be part of a targeted intervention.	
Annual Goal	To accelerate student achievement across the school in Reading, Writing and Mathematics.	
Expected Outcome	To have 80% of all the students working at or higher in writing by the end of 2018.	
Historical Position	At the end of 2017, 4 out of 7 students in Year 4 and 3 out of 7 students in Year 3 were achieving at a level below the National Standards. At the end of 2017, 28 out of 42 students over all the year levels were achieving at or above the National Standards.	
Planned Actions for 2018	Timeframe	Outcome
Priority learners are to be clearly identified in individual teacher's Classroom Descriptions and action plans created and reflected on throughout the year.	Term one	Priority students were identified in February using 2017 EOY, February assessment data and teacher recommendation. Teacher Aide hours were secured to assist students and teachers in skills development in Writing.
Principal and literacy leader to work with ALL mentor to implement ALL strategies into Senior Class Writing programme.	Term one	Principal worked with ALL mentor to set up the ALL programme within the Year % class in Term 2/3 and Term % in the Year % class.
Two 10 week intervention programmes run for improving outcomes for 'Targeted Learners' using ALL. Run at 45 minutes, 4 days a week with either the teacher or trained TA.	Term two & three	Intervention run/implemented by the Principal across Years 3-6, 4 40 minute sessions per week through terms 2 and 3, with extra sessions occurring in term 4.
For all writers within the school to have two pieces of Writing each term assessed using the e-asttle framework. One sample is a formal e-asttle assessment, the other is from 'book work, publishing, work in progress or informal' Writing tasks.	Throughout the year.	Writing assessed formally each term using an e-asttle sample in years 3-6. Informal writing (book work, publishing, work in progress) assessed formatively to show progress and areas for focus.
E-asttle assessment data is added to Beagle for analysis.	Throughout the year.	Beagle used by Principal to collate and analyse data, giving a big picture view of areas of focus and need across the school.
Conduct a Mimi Writing self-efficacy survey in Term 1 to develop a greater understanding of how students feel about Writing.	Term one	Writing survey formaluated and administered only to ALL students. Survey to be used across school in 2019.
Develop authentic Writing purposes with Puke Ariki and other local schools to display/publish student Writing.	Throughout the year	Due to external constraints this did not eventuate in 2018, discussions are ongoing for possible opportunities for 2019.
To integrate digital technologies into the written language programme.	Throughout the year.	Digital technologies were integrated heavily into the written language programme in the senior area of the school. All students have been using Digital technology to research, draft, create and publish work within written language. Google Doc's was introduced to the students as a way of creating and peer assessing work before publishing. Students also beginning to publish work to 'Seesaw'.
Publish a Mimi School Annual – a collection of students Writing from throughout the year.	Throughout the year.	Due to external constraints this did not eventuate in 2018, discussions are ongoing for possible opportunities for 2019.
Display and present student Writing at 'showcases' each term.		Student writing was successfully displayed and presented at 'Community Showcases'. Feedback from students and parents was extremely positive.
To receive professional development in the use of E-Asttle, Learning Progressions Framework and PACT as assessment tools for writing.	Term one, two & three	Due to changes in staffing and the schools approach to assessment since targets were developed in December 2017 this area has been held over to 2019.
To use E-asttle and PACT in the moderation process for written language.	Term one, two & three	Due to changes in staffing and the schools approach to assessment since targets were developed in December 2017 this area has been held over to 2019.
Position at the end of 2018		

Our aspirational goal of having 80% of students achieving at or above their New Zealand Curriculum Level for Writing was met and our overall results show a vast improvement in achievement. Boys achievement in Writing improved from 38.89% at year end in 2017 to 65% at the same time in 2018. Maori achievement in Writing improved from 46.15% at year end in 2017 to 88.89% at the same time in 2018.

Our involvement in the ALL programme certainly enhanced teacher practice within the Year 7 and 8 classes and greatly enhanced student confidence in their abilities as writers. The ALL assessment data, showed that all of the 8 students involved in the programme made solid accelerated gains in writing. (ALL results attached).

There are a number of changes that we will be implementing to aid the enhancement of Writing in 2019. Professional development is scheduled, focusing on enhancing Writing through greater integration of digital technology assessment using our centrally funded PLD with Jacqui Sharp. As a staff we are continuing to use and develop our skills in E-Asttle with specific focus on working with the 'e-asttle assessment rubric' more often in order to make better 'best fit' judgements, Learning Progression Frameworks and Pact.

At the end of 2017, 4 out of 7 Year 4 students were achieving at a level below the National Standard.

At the end of 2017, 28 out of 42 students over all year levels were achieving at or above the National Standard.

At the end of 2018, 40 out of 50 students over all year levels were achieving at or above their expected Curriculum level.

ANALYSIS OF VARIANCE 2018 Maintaining the Accelerated Learning in Mathematics for Priority Learners. End of Year Reflection

Target Area	Accelerate student achievement in Mathematics across the Middle and Senior School.		
Strategic Goal	1. All students are achieving accelerated progress as measured by the New Zealand Curriculum and National Standards		
Target Group	As of November 2017 8 students were achieving below the expected levels of achievement in Mathematics with 7 of those students being in Years 2 to 5. All 7 of these students have been identified at the start of 2018 with 5 of the 7 being in Year 4 and 5. These students will be part of a targeted intervention.		
Annual Goal	To accelerate student achievement across the school in Reading, Writing and Mathematics.		
Expected Outcome	To have 85% of all the students working at or higher in Mathematics by the end of 2018.		
Historical Position	In 2015 four students were achieving below or well below in Mathematics at the end of the year. In 2016 six students were achieving below in mathematics at the end of the year. In 2017 eleven students were below the expected standard in Mathematics at the end of the year.		
Planned Actions for 2018			
	Timeframe	Outcome	
Priority learners are to be clearly identified in individual teacher's Classroom Descriptions and action plans created and reflected on throughout the year.	Term one	Priority students were identified in February using 2017 EOY, February assessment data and teacher recommendation. Teacher Aide hours were secured to assist students and teachers in skills development in Mathematics.	
Mathletics membership is to be put in place for all junior students and 'priority' seniors for in 2018.	Term one	Mathletics membership was available for all Junior students and identified target Year 3 students. With the employment of a new teacher for the Year 3 class, in Term 3, these students started using Prodigy and E-ako Maths as digital skill and strategy builders. All digital applications used were able to be used at school and home.	
Principal and Mathematics leader attend workshop for evaluation and self review of Mathematics programmes across the school.	Term one	Review of Mathematics programme conducted following a student survey focusing on Mathematics 'self efficacy' at the end of Term 2. Upon analysis of survey data, teacher discussion and informal review with a local Maths MST the implementation of the Pr1me Maths programme was investigated for 2019.	
10 week intervention programme run for improving outcomes for 'Targeted Learners'. Run at 45 minutes per day with additional funding from TSB Numeracy Grant.	Term two & three	Due to changes in staffing and an adjusted focus to Literacy since targets were developed in December 2017 this area has been held over to 2019.	
Students are to be ability grouped across the school for the purpose of targeting programmes for delivery by all teachers and principal and teacher aide.	Throughout the year.	Students were ability grouped for Maths in term 1 only. Due to an increasing roll we were able to set up a specific Year 3 class which meant that all students were able to engage in targeted mathematical teaching and learning at their required level.	
During Term 2, the ability grouped classes are run across the school within prime learning time with senior teacher and tending to stage 5 and 6 students, principal and tending to Stage 4 students, and Junior teacher and teacher aide tending to stage 1-3 students.	Term two	Students were ability grouped for Maths in term 1 only. Due to an increasing roll we were able to set up a specific Year 3 class which meant that all students were able to engage in targeted mathematical teaching and learning at their required level.	
Review assessment practices across strands as part of ALiM participation through 2018.	Throughout the year	Due to acceptance into the ALL programme we choose not to complete ALiM in 2018. Assessment practices in Mathematics were reviewed as part of a schoolwide review of assessment.	
Reinstate use of e-asttle in Years 4-6 for assessment of Mathematics.	Throughout the year.	Following a review of assessment tools for Mathematics will be implemented in 2019.	
To receive professional development in the use of E-Asttle, Learning Progressions Framework and PACT as assessment tools for Mathematics.	Throughout the year.	and PACT as assessment tools for Mathematics will be implemented in 2019.	
To use E-asttle and PACT in the moderation process for Mathematics.	Throughout the year.		
Position at the end of 2018			
Our aspirational goal of having 85% of students achieving at or above their expected Curriculum Level for Mathematics was unfortunately not met with only 84% of our students meeting or exceeding their Curriculum level. Overall our results do show a vast improvement in achievement. Boys achievement in Mathematics improved from 61.11% at year end in 2017 to 80% at the same time in 2018. Maori achievement in Mathematics improved from 62.54% at year end in 2017 to 83.33% at the same time in 2018.			

As a result of the progress made in 2018, our 2019 Annual Target will focus specifically on identified 'target' students who are yet to meet their expected curriculum level and those who have just met the expected level.

In 2019, Professional development is scheduled to develop Mathematics assessment through PacT and the Learning Progressions Framework. Following the review of the Mathematics programme the Pr1me Maths programme will be implemented across the school in 2019. Professional development has been secured and booked in for early in Term 1.

It is for the above reasons that accelerating Mathematics achievement will remain as one of Mimi School's Targets for Student Achievement in 2019.

At the end of 2017, 11 students across all year groups were achieving at a level below the National Standard.

At the end of 2017, 31 out of 42 students over all year levels were achieving at or above the National Standard.

At the end of 2018, 42 out of 50 students over all year levels were achieving at or above their expected New Zealand Curriculum level.

ANALYSIS OF VARIANCE 2018 Maintaining the Accelerated Learning in Reading for Priority Learners. End of Year Reflection

Target Area	Accelerate student achievement in Reading across the Middle and Senior School.		
Strategic Goal	1. All students are achieving accelerated progress as measured by the New Zealand Curriculum and National Standards		
Target Group	As of November 2017 9 students were achieving below the expected levels of achievement in Reading with 8 of those students being in Years 2 to 5. All 8 of these students have been identified at the start of 2018 with 5 of the 8 being in Year 4 and 5. These students will be part of a targeted intervention.		
Annual Goal	To accelerate student achievement across the school in Reading, Writing and Mathematics.		
Expected Outcome	To have 85% of all the students working at or higher in Reading by the end of 2018.		
Historical Position	In 2016 eight students were achieving below in Reading at the end of the year. In 2017 eleven students were below the expected standard in Reading at the end of the year.		
Planned Actions for 2018	Timeframe	Outcome	
Priority learners are to be clearly identified in individual teacher's Classroom Descriptions and action plans created and reflected on throughout the year.	Term one	Priority students were identified in February using 2017 EOY, February assessment data and teacher recommendation. Teacher Aide hours were secured to assist students and teachers in skills development in Reading.	
Reading Eggs membership is to be put in place for all junior students and 'priority' seniors for in 2018.	Term one	Reading Eggs membership was available for all Junior students and identified target Year 3, and a recommendation from the RTLit these students started using Lexia Core5 as digital skill and strategy builders. All digital applications used were able to be used at school and home.	
Principal and literacy leader to investigate PLD options for Reading specific programmes across the school.	Throughout the year.	PLD for Reading focused on developing sound Reading foundations in the Junior School. The Year ½ teacher and teacher aide attended the Yolande Sorry! 'Early Words' and Primary Phonics PLD. Implementing the programme s with success into the Junior programme.	
10 week intervention programmes run for improving outcomes for 'Targeted Learners' using 7+. Run at 30 minutes, 4 days a week with either the teacher or trained TA.	Term two and three	Due to changes in staffing and the employment of a Beginning Teacher in the Senior room the 7+ programme was not implemented in 2018.	
Senior class teacher to meet with Reading Recovery fortnightly in term 1 to develop specific targeted programmes based on analysis of assessment data.	Throughout the year	These meeting took place throughout the year, they focused on enhancing teaching practice in senior reading and how to use analysed data and feedback from guided reading to inform next steps and achievement.	
Regular meetings and communication between RR and CT to monitor and accelerate progress for 'Targeted Learners'.	Throughout the year	These meeting took place throughout the year, they focused on developing next steps and how what strategies could be used to help students best develop as readers beyond just focusing on reading mileage.	
Review assessment tracking practices across within 2018.	Term one and two	Reviewed and revised Reading Tracking Sheets implemented in Term 2, used to record progress and achievement and inform next steps in learning.	
Redevelop and re-establish the 'revised Reading wedge' to track Reading age in the interim.	Throughout the year.	Following discussion with the Reading Recovery teacher and Junior Teacher the "Reading Wedge" was left as is and will be reviewed again in 2019.	
Reinstate use of e-asttle in Years 4-6 for assessment of Reading as a form of tracking progress through the year.	Throughout the year.	Following a review of assessment in 2018, the use of Learning Progressions Framework and PACT as assessment tools for Reading will be implemented in 2019.	
To receive professional development in the use of E-Asttle, Learning Progressions Framework and PACT as assessment tools for Reading.	Throughout the year.		
To use E-asttle and PACT in the moderation process for Reading..	Throughout the year.		
Position at the end of 2018			

Our aspirational goal of having 85% of students achieving at or above their expected Curriculum level for Reading was unfortunately not met and although our overall results do show progress especially with Boys and Maori we have not made a vast improvement in achievement. Boys achievement in Reading improved from 55.56% at year end in 2017 to 70% at the same time in 2018. Maori achievement in Reading improved from 61.54% at year end in 2017 to 77.78% at the same time in 2018.

There are a number of factors that contributed to us not meeting our expectations: Changes to staff - a change of teacher (Beginning Teacher) within the Senior Class and a significant change in focus from Reading to Writing during the year.

As a result of the progress made in 2018, our 2019 Annual Target will focus specifically on identified 'target' students who are yet to meet their expected curriculum level and those who have just met the expected level and the development of stronger teaching practice of Reading in across the school.

As a result of our assessment data, there are a number of changes that will be implemented to aid the enhancement of Reading in 2019. We have appointed a school leader of Reading who will work with staff to model 'best practice' and to implement enhanced systems to monitor progress and understanding. Professional development will be scheduled to develop enhanced Reading practice using the 'SharpReading' programme across the school. As a staff we are focus on working with the, Learning Progression Frameworks and Pact in order to make better 'best fit' judgements, develop stronger strategies for identifying 'next steps' in teaching and learning.

It is for the above reasons that accelerating Reading achievement will remain as one of Mimi School's Targets for Student Achievement in 2019.

At the end of 2017, 11 students across all year groups were achieving at a level below the National Standard.

At the end of 2017, 31 out of 42 students over all year levels were achieving at or above the National Standard.

At the end of 2018, 40 out of 50 students over all year levels were achieving at or above their expected Curriculum level.

Student Achievement Annual Target 2019 Accelerated Learning in Mathematics for Identified Target Students.

Target Area	Accelerate student progress in Mathematics of 'identified target learners' across the School.	
Strategic Goal	1. All students achieving accelerated progress measured by the New Zealand Curriculum and Learning Progressions Framework.	
Target Group	As of December 2018 18 students from Year 1 - 6 have been identified as 'target learners' in Mathematics. These are students who are yet to meet their expected curriculum level and those who have just met the expected level and need close monitoring and support as they move to new curriculum levels. Of the 18 Identified, 9 are yet to meet their expected curriculum level, 14 of the identified students are in Year 3 - 6, 12 are boys and 9 of the identified students are Māori.	
Annual Goal	To accelerate student achievement for all student in Reading, Writing and Maths.	
Expected Outcome	To have 85% of all the students working at or higher in Mathematics by the end of 2019.	
Historical Position	In 2015 four students were achieving below or well below in Mathematics at the end of the year. In 2016 six students were achieving below in mathematics at the end of the year. In 2017 eleven students were below the expected standard in Mathematics at the end of the year. In 2018 eight students out of 50 were below their expected Curriculum level at the end of the year.	
Planned Actions for 2018		
Target learners are to be clearly identified in individual teacher's Classroom Descriptions and action plans created and reflected on throughout the year.	Timeframe	Outcome
E-Ako Maths membership is to be put in place for all Year 1 -6 students as well as Prodigy Maths for all Year 3 -6 students 'priority' seniors for in 2018.	Term one	
School to adopt and implement Pr1me Maths programme for the teaching and learning of Maths across the whole school in 2019.	Term one	
Whole staff to attend Pr1me Maths Introduction PLD session and Pr1me Maths Lesson management PLD with Irene Gibbs.	Term one & two.	
Students are to be ability grouped within classes based on Pr1me Maths placement assessment and OTJ. Students leveled to appropriate achievement level that encourages challenge but also builds Maths confidence.	Term one	
Students work alongside teacher, teacher aide and peers focusing on Number in semester 1 and integrated number and strand in semester 2.	Throughout the year	
Target Learners progress within Pr1me Maths monitored and tracked regularly through formative assessment and learning conversations. Progress and achievement data recorded for Target Learners on a 5 week cycle starting in Term 2.	Throughout the year.	
Teacher to set goals for all learners identifying current areas of focus and next steps goals to be reviewed 5 weekly. Students to be able to articulate and explain these goals.	Throughout the year.	

Teachers and Principal to identify students that may benefit from intensive intervention, run for 30 minutes, 4 days a week with either the Principal or trained TA to provide extra support when and where needed.	Throughout the year.
Teachers to use Pr1me Maths Assessment tools and PaCT/LPF's to monitor and track progress make informed OTJ's.	Throughout the year.
Additional Numeracy Funding from TSB Grant is to be used for Pr1me Maths student resources and PLD.	Throughout the year.
Student assessment data to be shared using e-Tap for whole school analysis.	Throughout the year.
Position at the end of 2019	

Student Achievement Annual Target 2019	
Maintaining the Accelerated Learning in Reading for Priority Learners.	
Target Area	Accelerate student progress in Reading of 'identified target learners' across the School.
Strategic Goal	1. All students achieving accelerated progress measured by the New Zealand Curriculum and Learning Progressions Framework.
Target Group	As of December 2018 18 students from Year 1 - 6 have been identified as 'target learners' in Reading. These are students who are yet to meet their expected curriculum level and those who have just met the expected level and need close monitoring and support as they move to new curriculum levels. Of the 18 Identified, 14 are yet to meet their expected curriculum level, 10 of the identified students are in Year 3 - 6, 12 are boys and 8 of the identified students are Māori.
Annual Goal	To accelerate student achievement for all student in Reading, Writing and Maths.
Expected Outcome	To have 85% of all the students working at or higher in Reading by the end of 2019.
Historical Position	In 2016 eight students were achieving below in Reading at the end of the year. In 2017 eleven students were below the expected standard in Reading at the end of the year. In 2018 ten students out of 50 were below their expected Curriculum level at the end of the year.
Planned Actions for 2018	Timeframe Outcome
Priority learners are to be clearly identified in individual teacher's Classroom Descriptions and action plans created and reflected on throughout the year.	Term one
LexiaCore5 membership is to be put in place for all Year 1-6 students and ReadTheory enabled for extension Year 5-6 readers.	Term one
School to adopt and implement SharpReading programme for the teaching and learning of Reading across the whole school in 2019 from Week 5.	Term one
Whole staff to attend SharpReading Introduction in Week 3 Term 1 EOS & KG SR Stage 1&2, SMT & PJ SR Stage 3 and 4-6.	Term one

Students are to be ability grouped within classes based on SharpReading placement assessment and OTJ. Students leveled to appropriate achievement level that encourages challenge but also builds Reading confidence.	Term one
Students work alongside teacher, teacher aide and peers focusing on SharpReading strategies taught for their curriculum and reading levels.	Throughout the year
Target Learners progress within Reading monitored and tracked regularly through formative assessment and learning conversations. Progress and achievement data recorded for Target Learners on a 5 week cycle starting in Term 2.	Throughout the year
Principal and literacy leader to investigate ongoing PLD options for Reading specific programmes across the school.	Throughout the year.
Teacher to set goals for all learners identifying current areas of focus and next steps goals to be reviewed 5 weekly. Students to be able to articulate and explain these goals.	Throughout the year
Teachers to meet with Lead Reading teacher fortnightly, as part of staff meetings, in terms 1 to 3 to develop specific targeted programmes, share strategies and information based on analysis of assessment data to monitor and accelerate progress for 'Targeted Learners'..	Terms 1 to 3
Teachers and Principal to identify students that may benefit from intensive intervention, run for 30 minutes, 4 days a week with either the Principal, Lead Reading Teacher, trained TA or Reading Recovery teacher to provide extra support when and where needed.	Terms 2 to 4
Target learners involvement in interventions (Reading Recovery, RTLit, Grandparent Reading) discussed by teachers and Lead Reading Teacher.	Throughout the year
Teachers to use SharpReading Assessment tools, Running Records, e-Asttle Reading and PaCT/LPF's to monitor and track progress make informed OTJ's.	Throughout the year
Continue to use Running Records and the 'Reading Wedge' to track and monitor Reading age and achievement.	Throughout the year
Additional Literacy Funding from TSB Grant is be used for SharpReading resources and PLD.	Throughout the year
Student assessment data to shared using e-Tap for whole school analysis.	Throughout the year
Position at the end of 2019	

Kiwisport Statement 2018: Mimi School 2199

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2017 Mimi School received \$864.89 excluding GST.

The funding was spent on employing specialist coaches for Golf and Swimming, travel to sporting events and extra sporting equipment.

In 2018 42 students from Mimi school participated in organised sports across a variety of codes.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MIMI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2018

The Auditor-General is the auditor of Mimi School (the School). The Auditor-General has appointed me, Carolyn Jackson, 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 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2018; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2019. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to

enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 21 to 30, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (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.



Carolyn Jackson
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
New Plymouth, New Zealand