

Shannon School

2018 Financial Statements and Annual Report



School Number: 2989

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SHANNON SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2018

School Directory

Ministry Number:	2989
Principal:	Murray Powell
School Address:	11 Grey Street, Shannon
School Postal Address:	Grey Street, Shannon, 4821
School Phone:	06 362 7866
School Email:	carolc@shannon.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Rhea Hyde	Chairperson	Elected	Jun 2019
Murray Powell	Principal	ex Officio	
Bill Bryant	Parent Rep	Elected	Dec 2018
Brendan Mason	Parent Rep	Elected	Jun 2019
Sam Rawiri	Parent Rep	Elected	Jun 2019
Tamara Bal	Parent Rep	Appointed	Jun 2019
Verona Sayles	Staff Rep	Appointed	Jun 2019
Troy O'Carroll	Other	Appointed	Jun 2019

Accountant / Service Provider:	Education Services Ltd
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SHANNON SCHOOL

Annual Report - For the year ended 31 December 2018

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Shannon 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.

Rhea Hyde

Full Name of Board Chairperson

PH

Signature of Board Chairperson

27 May 2019

Date:

Murray Powell

Full Name of Principal

MP

Signature of Principal

27 May 2019

Date:

Shannon School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

		2018	2018	2017
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	1,161,646	1,173,936	1,198,602
Locally Raised Funds	3	49,009	26,790	56,809
Interest Earned		6,745	5,000	5,315
Gain on Sale of Property, Plant and Equipment		9,883	-	-
		<u>1,227,283</u>	<u>1,205,726</u>	<u>1,260,726</u>
Expenses				
Locally Raised Funds	3	17,677	3,032	13,972
Learning Resources	4	772,250	816,927	789,905
Administration	5	106,434	87,437	115,365
Finance Costs		4,731	3,906	3,610
Property	6	227,102	286,873	273,927
Depreciation	7	41,808	28,354	37,734
Loss on Disposal of Property, Plant and Equipment		431	-	2,887
		<u>1,170,433</u>	<u>1,226,529</u>	<u>1,237,400</u>
Net Surplus / (Deficit)		56,850	(20,803)	23,326
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>56,850</u></u>	<u><u>(20,803)</u></u>	<u><u>23,326</u></u>

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

Shannon 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	<u>312,725</u>	<u>272,415</u>	<u>289,399</u>
Total comprehensive revenue and expense for the year Capital Contributions from the Ministry of Education	56,850	(20,803)	23,326
Equity at 31 December	<u>369,575</u>	<u>251,612</u>	<u>312,725</u>
 Retained Earnings	369,575	251,612	312,725
Equity at 31 December	<u>369,575</u>	<u>251,612</u>	<u>312,725</u>

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

Shannon School
Statement of Financial Position
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Assets				
Cash and Cash Equivalents	8	15,681	32,247	131,268
Accounts Receivable	9	80,728	49,387	67,870
GST Receivable		8,347	4,665	-
Prepayments		260	-	-
Investments	10	204,669	271,031	198,023
Funds owed for Capital Works Projects	16	4,632	-	-
		<u>314,317</u>	<u>357,330</u>	<u>397,161</u>
Current Liabilities				
GST Payable		-	-	13,036
Accounts Payable	12	77,721	82,603	100,655
Revenue Received in Advance	13	361	18	161
Provision for Cyclical Maintenance	14	16,818	136,000	60,563
Finance Lease Liability - Current Portion	15	11,461	-	13,152
Funds held for Capital Works Projects	16	-	-	81,978
		<u>106,361</u>	<u>218,621</u>	<u>269,545</u>
Working Capital Surplus/(Deficit)		207,956	138,709	127,616
Non-current Assets				
Property, Plant and Equipment	11	215,733	175,003	212,344
		<u>215,733</u>	<u>175,003</u>	<u>212,344</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	25,600	62,100	12,900
Finance Lease Liability	15	28,514	-	14,335
		<u>54,114</u>	<u>62,100</u>	<u>27,235</u>
Net Assets		<u>369,575</u>	<u>251,612</u>	<u>312,725</u>
Equity		<u>369,575</u>	<u>251,612</u>	<u>312,725</u>

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

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

		2018	2018	2017
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		340,769	335,109	360,169
Locally Raised Funds		56,312	27,790	52,827
Goods and Services Tax (net)		(21,383)	-	17,701
Payments to Employees		(240,190)	(232,754)	(272,847)
Payments to Suppliers		(103,248)	(91,319)	(114,327)
Cyclical Maintenance Payments in the year		(9,933)	(35,000)	(137,000)
Interest Paid		(4,731)	(3,906)	(3,610)
Interest Received		6,745	5,000	5,921
Net cash from / (to) the Operating Activities		24,341	4,920	(91,166)
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		650	-	-
Purchase of PPE (and Intangibles)		(22,406)	(10,600)	(7,020)
Purchase of Investments		(6,646)	-	-
Proceeds from Sale of Investments		-	-	78,778
Net cash from / (to) the Investing Activities		(28,402)	(10,600)	71,758
Cash flows from Financing Activities				
Finance Lease Payments		(8,479)	(15,862)	(13,124)
Funds Held for Capital Works Projects		(103,047)	-	110,011
Net cash from Financing Activities		(111,526)	(15,862)	96,887
Net increase/(decrease) in cash and cash equivalents		(115,587)	(21,542)	77,479
Cash and cash equivalents at the beginning of the year	8	131,268	53,789	53,789
Cash and cash equivalents at the end of the year	8	15,681	32,247	131,268

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.

Shannon School

Notes to the Financial Statements

For the year ended 31 December 2018

1. Statement of Accounting Policies

a) Reporting Entity

Shannon 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 11.

Critical Judgements in applying accounting policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 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 \$250 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	40-50 years
Building Improvements	20-40 years
Furniture and Equipment	2-20 years
Information and Communication	4 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. Its 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	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational grants	239,678	260,125	287,906
Teachers' salaries grants	667,181	661,744	621,120
Use of Land and Buildings grants	163,302	174,823	175,867
Resource teachers learning and behaviour grants	1,072	-	2,426
Other MoE Grants	72,432	51,144	86,136
Other government grants	17,981	26,100	25,147
	<u>1,161,646</u>	<u>1,173,936</u>	<u>1,198,602</u>

3. Locally Raised Funds

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

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	1,985	900	2,321
Bequests & Grants	6,261	-	19,187
Activities	10,690	1,100	5,958
Fundraising	10,332	5,680	11,378
Other Revenue	19,741	19,100	17,965
	<u>49,009</u>	<u>26,790</u>	<u>56,809</u>
Expenses			
Activities	12,857	832	5,858
Fundraising costs	3,115	-	5,657
Other Expenses	1,705	2,200	2,457
	<u>17,677</u>	<u>3,032</u>	<u>13,972</u>
Surplus for the year Locally raised funds	<u>31,332</u>	<u>23,758</u>	<u>42,837</u>

4. Learning Resources

	2018	2018	2017
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	7,422	7,790	6,531
Library resources	-	400	-
Employee benefits - salaries	751,144	789,818	768,408
Staff development	6,661	3,600	3,913
Resource Teacher Maori	5,731	13,869	8,365
Extra Curricular Activities	1,292	1,450	2,688
	<u>772,250</u>	<u>816,927</u>	<u>789,905</u>

5. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,810	3,985	3,985
Board of Trustees Fees	2,525	4,120	4,189
Board of Trustees Expenses	2,711	3,200	2,007
Communication	1,594	1,600	1,669
Consumables	2,316	4,450	4,318
Operating Lease	1,701	4,000	8,274
Other	8,276	6,135	7,509
Employee Benefits - Salaries	71,897	49,550	73,057
Insurance	4,644	3,397	3,397
Service Providers, Contractors and Consultancy	6,960	7,000	6,960
	<u>106,434</u>	<u>87,437</u>	<u>115,365</u>

6. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	4,818	5,000	6,163
Cyclical Maintenance Expense	(21,112)	22,000	4,363
Grounds	5,406	5,000	3,599
Heat, Light and Water	14,407	19,500	19,524
Rates	1,285	1,220	1,221
Repairs and Maintenance	2,946	3,200	10,484
Use of Land and Buildings	163,302	174,823	175,867
Security	1,854	1,000	1,626
Employee Benefits - Salaries	54,196	55,130	48,950
Consultancy And Contract Services	-	-	2,150
	<u>227,102</u>	<u>286,873</u>	<u>273,927</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	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	5,096	6,504	8,655
Building Improvements	1,067	798	1,062
Furniture and Equipment	10,824	9,396	12,504
Information and Communication Technology	2,582	2,181	2,903
Leased Assets	21,003	8,408	11,190
Library Resources	1,236	1,067	1,420
	<u>41,808</u>	<u>28,354</u>	<u>37,734</u>

8. Cash and Cash Equivalents

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	250	-	247
ANZ 00 -Current	(3,827)	19,360	110,698
ANZ 46 -Savings	1,199	1,197	1,198
ANZ 48 -Jubilee	46	46	46
ANZ 47 -Maintenance	1,961	1,957	1,959
ANZ 49 -School House	16,052	9,687	17,120
Cash equivalents for Cash Flow Statement	15,681	32,247	131,268

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

There is a security held over all bank accounts, and the security is the Term Deposits.

9. Accounts Receivable

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	443	3,934	22,373
Receivables from the Ministry of Education	34,904	12,919	1,154
Interest Receivable	-	606	-
Teacher Salaries Grant Receivable	45,381	31,928	44,343
	80,728	49,387	67,870
Receivables from Exchange Transactions	443	4,540	22,373
Receivables from Non-Exchange Transactions	80,285	44,847	45,497
	80,728	49,387	67,870

10. Investments

The School's Investment activities are classified as follows:

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	204,669	271,031	198,023

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	103,361	-	-	-	(5,096)	98,265
Building Improvements	33,589	-	-	-	(1,067)	32,522
Furniture and Equipment	42,481	10,170	(431)	-	(10,824)	41,396
Information and Communication Tech	3,468	2,560	-	-	(2,582)	3,446
Leased Assets	26,262	39,459	(7,025)	-	(21,003)	37,693
Library Resources	3,183	464	-	-	(1,236)	2,411
Balance at 31 December 2018	212,344	52,653	(7,456)	-	(41,808)	215,733

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	228,381	(130,116)	98,265
Building Improvements	36,908	(4,386)	32,522
Furniture and Equipment	274,298	(232,902)	41,396
Information and Communication	53,834	(50,388)	3,446
Leased Assets	51,573	(13,880)	37,693
Library Resources	73,264	(70,853)	2,411
Balance at 31 December 2018	718,258	(502,525)	215,733

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2017	\$	\$	\$	\$	\$	\$
Buildings	112,016	-	-	-	(8,655)	103,361
Building Improvements	34,075	576	-	-	(1,062)	33,589
Furniture and Equipment	43,762	14,110	(2,887)	-	(12,504)	42,481
Information and Communication Tech	5,843	528	-	-	(2,903)	3,468
Leased Assets	27,314	10,138	-	-	(11,190)	26,262
Library Resources	4,247	356	-	-	(1,420)	3,183
Balance at 31 December 2017	227,257	25,708	(2,887)	-	(37,734)	212,344

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2017	\$	\$	\$
Buildings	228,381	(125,020)	103,361
Building Improvements	36,908	(3,319)	33,589
Furniture and Equipment	441,775	(399,294)	42,481
Information and Communication	67,649	(64,181)	3,468
Leased Assets	58,568	(32,306)	26,262
Library Resources	87,816	(84,633)	3,183
Balance at 31 December 2017	921,097	(708,753)	212,344

12. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating creditors	21,526	3,326	38,738
Accruals	3,238	3,926	3,985
Capital accruals for PPE items	-	-	10,594
Banking staffing overuse	-	36,966	-
Employee Entitlements - salaries	50,052	31,928	44,343
Employee Entitlements - leave accrual	2,905	6,457	2,995
	<u>77,721</u>	<u>82,603</u>	<u>100,655</u>
Payables for Exchange Transactions	77,721	45,637	100,655
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	36,966	-
	<u>77,721</u>	<u>82,603</u>	<u>100,655</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Income Received in Advance	361	18	161
	<u>361</u>	<u>18</u>	<u>161</u>

14. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	73,463	176,100	206,100
Increase/(decrease) to the Provision During the Year	(21,112)	22,000	4,363
Use of the Provision During the Year	(9,933)	-	(137,000)
Provision at the End of the Year	<u>42,418</u>	<u>198,100</u>	<u>73,463</u>
Cyclical Maintenance - Current	16,818	136,000	60,563
Cyclical Maintenance - Term	25,600	62,100	12,900
	<u>42,418</u>	<u>198,100</u>	<u>73,463</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	14,540	-	16,400
Later than One Year and no Later than Five Years	33,031	-	17,042
	<u>47,571</u>	<u>-</u>	<u>33,442</u>

16. Funds Owed (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:

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Roofing Upgrade	<i>in progress</i>	-	49,664	51,192	-	1,528
Fence	<i>completed</i>	(81,978)	19,509	101,487	-	-
Alarm Upgrade	<i>in progress</i>	-	-	3,104	-	3,104
Totals		(81,978)	69,173	155,783	-	4,632

Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

-

4,632

4,632

	2017	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Fence	<i>in progress</i>	-	113,337	31,359	-	(81,978)
Totals		-	113,337	31,359	-	(81,978)

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.

Rhea Hyde, Chair was employed by the School during the period for a total remuneration of \$2,040.38.

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	2,525	4,189
Full-time equivalent members	0.18	0.20
<i>Leadership Team</i>		
Remuneration	319,295	309,571
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	321,820	313,760
Total full-time equivalent personnel	3.18	3.20

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

Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
Benefits and Other Emoluments	-	3 - 4
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	-	-
	0.00	0.00

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

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

(a) A contract to have the Roof upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$49,664 has been received of which \$51,192 has been spent on the project to balance date. This project has been approved by the Ministry

(b) A contract to have the Alarm upgraded as agent for the Ministry of Education. This project is funded by the Ministry of which \$3,104 has been spent on the project to balance date. This project has been approved by the Ministry

(Capital commitments at 31 December 2017: \$98,978).

(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	-	189
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	-	189

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 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Cash and Cash Equivalents	15,681	32,247	131,268
Receivables	80,728	49,387	67,870
Investments - Term Deposits	204,669	271,031	198,023
Total Loans and Receivables	301,078	352,665	397,161

Financial liabilities measured at amortised cost

Payables	77,721	82,603	100,655
Finance Leases	39,975	-	27,487
Total Financial Liabilities Measured at Amortised Cost	117,696	82,603	128,142

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.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF SHANNON SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Shannon School (the School). The Auditor-General has appointed me, Cameron Town, using the staff and resources of Silks Audit Chartered Accountants Ltd, 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 expenses, 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 27 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 Board of Trustees schedule included under the School Directory page and the Analysis of Variance, Kiwisport statement included as appendices, but does not include the financial statements, and our auditor's report thereon.

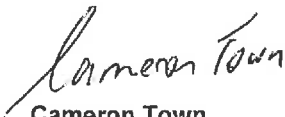
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Cameron Town
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

Analysis of Variance Report 2018:

Focus: Literacy - Written Language

Strategic Aim: To accelerate student's learning and progress towards and beyond the National Standards

Annual Aim: Literacy Target (1) 2018: All Year 3 and 4 Māori boys to accelerate progress to achieve at least one level in National Standards in writing.

Baseline Data: In 2017 80% of our Māori boys were well below the National Standard in writing.

Actions: (What we did)

With the down sizing of the school we were unable to continue funding a teacher for the Rumaki class. We employed a kaumātua to run a te reo and tikana programme. The cultural responsiveness of the school has played a large part in students' well-being and openness to new learning across all areas of learning.

Teachers continue to attribute the improved results to a more individualised programme, student voice and the engagement of students in their own learning. Play based Learning has become a major factor in engaging our younger students. Teachers have provided authentic contexts and an inquiry approach. There was also increased use of digital approaches and individual and group competitive digital goals to attain.

We have continued with PDL in the use of the PaCT tool for writing with our Kerekere Cluster (now Kerekere Kāhui Ako). This has increased the levels of competence across writing in various aspects, genre and curricula.

Teachers modeled to whole groups and then broke into workshops using a "modeling book" and writing up the lesson focus with only 1 or 2 goals.

On the classroom walls are the writing progressions broken down into 'child speak' and students are able to move their name according to what stage/level they are at.

(Also refer to Actions in Target 2 for further information regarding the processes used)

Outcomes: (What happened)

Overall 40% of our boys ended the year at below or well below the National Standard. However one of these students was ORS funded and not expected to progress at At levels (mostly achieving well below or below the National Standards. Overall there was a substantial increase in achievement from 80%

well below to 40% being well below. We had a number of programmes in place for the ORS student and he also made pleasing progress.

New students, transient students, sickness and truancy accounted for some of our Below/Well Below achievement. One of the boys was from the Rumaki and required extra assistance with the English curriculum. Several of the original target boys left during the year.

There was some improvement between the different levels. We had 30% well below and this moved to 27%.

Children were positive, engaged and enthused about their learning

The boys who were achieving well had good supportive parents and whanau

Reasons for Variance : (Why did it happen)

In the Senior Hub teachers provided 'break out' sessions for particular group skills lessons.

Teachers provided graphic organisers for students struggling with 'self management'.

Students have been working in mixed ability groups much of the time, this has extended many of our lower achievers and provided our 'high fliers' with the opportunity to lead.

Student voice is prevalent and the co-construction of learning inquiries constantly occurs between teachers and students.

In the Junior Hub, Play Based Learning has had a very positive response from students across all areas of their learning. The use of digital programmes in this has particularly captured student attention. These digital programmes have worked particularly well with our male students.

Team teaching, where teachers are able to share resources, ideas and innovative practice makes for a dynamic learning environment.

Teachers work closely with Support Staff, planning is shared, and everyone works as a team. Student Programmes are co-constructed between staff and students.

Evaluation: (Where to next)

To continue with our PaCT use of writing throughout 2018 as part of the Kerekere Kāhui Ako.

Teachers continue to use an inquiry approach and reflection to all teaching and learning.

To continue to have an increased awareness of cultural responsiveness for all of our students.

An increased awareness of an holistic well being approach for all students.

Developing a more seamless and personalised pathway for all students. All staff to have an increased collective responsiveness for each individual child.

To review the school's curriculum documents and literacy in particular. We are working on having all progress levels written in 'child speak.'

To continue to share best practice and adaptive, innovative teaching practices across the Kāhui Ako.

Maturity, lack of general experiences and a lack of parenting skills mean many of our children are not arriving at school ready to learn. We intend to work closely with our local ECE centres to provide improved transition pathways for all of our learners.

To work closely with support services (RTLB and Speech Language Therapist) to assist with individual and groups of students with below expected oral language.

To continue with our Kāhui Ako and school's goal of *sharing and growing evidence-based culturally responsive best practice*

We will again focus on oral language in 2019. Once again there will be a continued focus on oral language leading into writing. There is a very real need to raise our school's literacy, especially oral and written language, and all targets, planning, funding and PLD will again be focused in this area. We recognise the need for oral language as the basis to all learning.

Focus: Literacy – Written Language

Strategic Aim: To accelerate learning and progress.

Annual Aim: To accelerate student's learning and progress towards and beyond the National Standards.

Target: Literacy Target (2) 2018: All students to achieve at least one level in National Standards writing. Well below → Below; Below → At; At → Above.

Baseline Data: In 2017 50% of all our students were below or well below the National Standard levels in writing

Actions: (What did we do?)

The developing Innovative Learning Environment has continued to provide mixed ability grouping where articulation and repetition in language activities has been implemented.

We have several adult volunteers who have taken junior students for extra daily reading and oral language as a precursor to writing.

The Juniors have introduced intensive writing practice through the introduction of "Word Power".

We had a group referral to RTLB for the "STEPS" Literacy programme.

With our *authentic curriculum* we are able to help students follow their own passions and read and write about these as well as whole class/Hub inquiry topics and EOTC activities.

Writing samples were collected once as term, marked against PaCT and moderated through the Kerekere Kāhui Ako PaCT PLD – with Writing as the focus for 2018.

Outcomes: (What happened?)

Unfortunately there were some issues with the implementation of the PaCT tool and the system did not keep the initial input of Year 5 to 8 data from mid way through the year.

Overall the results were down on the previous year. Last year we had half of the children At or Above the National Standard, this year we had only 28% At or Above the National Standard. Over half of our Year 7 and 8 students were at or above the NS, however only 25% of Year 6 students and no students achieved At or Above in Year 5.

Reasons for Variance: (Why did it happen?)

The change from collecting data from OTJs to PaCT has had impact on teacher decisions. We believe the collecting of data is now more precise and reliable.

Because we have continued to have a transient population we generally find our 'new students' to be below achievement expectations. The majority of children who have started and continued their education at Shannon School generally achieve at the expected levels. Having said this, there has been an overall recent trend of more children having severe learning needs.

There is no doubt that a lack of writing skills performance is a direct result of children starting at school with very limited oral language.

Evaluation: (Where to next?)

Staff recognise the need to provide programmes that are readily available for any new students to access at any time throughout the year.

We continue to have a number of children arrive with an approximate oral language ability of somewhere about an expected 3 year old age level. We need to continue to provide sustainable and engaging learning for these students. Play Based Learning and the Talk to Learn programme will continue.

For 2018 there will again be a concentration on written language PLD with a particular focus and targets again based on developing oral language skills.

Our school PLD will once again focus on oral (and written language) for 2019.

As a Kerekere Kāhui Ako we have all identified a similar need for oral and written language professional development for staff as all schools have similar concerns for the learning of our students, especially the low levels of oral language in many students arriving in our schools. We intend to continue to increase the level on interaction with our local Shannon early childhood providers with a focus again in providing effective oral language opportunities and programmes. At some stage we intend to have all local Kāhui Ako early childhood providers as part of our ongoing professional development and transition programmes.

The Talk to Learn programme will continue, as will Play-Based Learning. The Junior Literacy programme and planning will focus on lots of basic repetitive interactive oral opportunities including poetry and singing. We will be exploring 'new' opportunities to accelerate children's oral language skills.

We will be using our Support Services, RTLB in particular, to help us with group and individual referrals for oral language learning.

Kiwisport and Physical Education 2018

Kiwisport is a government funded initiative to support students' participation in organised sport. In 2018 the school received a total of \$1,323.16 Kiwisport funding.

Much of this funding went towards the annual and ongoing provision of transport for our students to attend sporting events outside the Shannon area. Each term staff use the school van for transporting groups of children from Shannon to Foxton to attend afterschool Kerekere sporting competitions – basketball, netball. Teachers also provide referees for these sports events. The funding also went against any shortfall in providing buses to Foxton for interschool sports fixture – swimming, athletics, tabloids, rugby, cross country.

The school continues to spend considerable time and funds on the upkeep of the school's two pools for the use of children to learn how to swim and for out of school recreation for our local community.

The school again organised various activities in 2018. The school provided:

- Class daily fitness and physical education lessons.
- The Perceptual Motor Programme (PMP) for our juniors
- Touch Rugby with parent volunteers
- Netball coaching with parent and teacher volunteers
- Athletics with Senior and Junior Athletics days
- Annual children's Shannon triathlon held at Shannon School.
- Swimming lessons using its learner and deep pools.
- Junior and Senior Swimming Sports.

There is a continuing issue of funding transportation and proving extra teacher time for Shannon to participate in afterschool sports training and other interschool sporting events.

The school van is getting old and tired and is need of replacement – there will again be an emphasis on this for fundraising in 2019.

Funding also went on upgrading physical education and sport gear:

- Upgrading table tennis equipment
- Various junior balls
- Soccer balls

Board / Principal Report 2018

Events in 2018:

- The school continued with the parent purchase of Chrome Books through the Te Hinaki Trust for senior students
- The appointment of Wylie Te Peeti as kaumatua and te reo support for students from the Rumaki and across the school.
- The appointment of Beau Tomlinson as school caretaker with the resignation of Wayne Murphy.
- Tama Paki continued as our Social Worker in School.
- We continued to provide Breakfast in Schools within the school.
- The roof of the Performing Arts Centre was replaced.
- The onsite Preschool closed and became an official kindergarten.
- The Preschool funded the construction of an Archgola for the Junior Area.
- We continued to improve the school gardens with community assistance.
- Mr and Mrs Earl continued to sponsor and attend Duffy Book assemblies and school events.
- Teachers continued to moderate written language using the PaCT tool with other Kerekere schools.
- Murray Powell (principal) continued his Lead role in the Kerekere Community of Learning.
- Sarah Sheehan was appointed as Across School Teacher in the Horowhenua Community of Learning.
- Adam McCallum was appointed as Within School teacher in the Community of Learning.
- The school again hosted the Shannon Community Hauora (Health) evening session.
- The Ministry of Education finished building their fence around the perimeter of the school.
- A group of children attended the Lego Exhibition at Te Papa.

- A group of Senior students attended the National Young Leaders Day in Palmerston North.
- In May we held a 'thank You' luncheon for community helpers and organisations.
- Our principal attended the Education Summit in Christchurch.
- Our Matariki Celebrations involved a Blessing of the school gardens, a hangi and entertainment.
- Two of our students were selected to sing at Project Cyn (Celebrating Youth in 'Nua).
- Our seniors attended a Ski Camp at Tukino.
- Children performed in the school and Kerekere Talent Quest in Foxton.
- We put aside part of our grounds as a wilderness area. The children call this 'the meadow'.
- We changed from providing paper newsletters to providing them digitally, except for the continuation of end of term paper Community Newsletters.
- A group of students attended the Kerekere Math Ex challenge.
- Due to the M Bovis disease we had no calves for the annual Ag Day.
- We had two students receive the Sir Peter Blake Young Leaders Award.
- The Year 1 to 4 students visited the Wellington Zoo.
- Author Mary Kippenberger revisited us.
- Chris Lam Sam from the Funky Monkeys visited our Duffy Assembly.
- A group of students participated in the Riparian Restoration Planting event at Moutoa Farm.
- A group of community members came and spoke to the children about their lives growing up in Shannon.
- We held a very successful school community strategic Planning evening.

The usual programmes continued to engage our children in many varying activities including the school gardens, Agricultural Day, EOTC experiences, marae and local and away trips, school camp and many interschool events.

The school has continued to provide te reo across the school and in more in-depth learning opportunities for groups of children. The marae and local community has been more utilised. The children have had the opportunity of joining in a number of authentic marae occasions.

Our principal Murray Powell has continued to be leader of the Kerekere Kāhui Ako - Community of Learning and joint leader of the Horowhenua CoL. Murray also continues to represent the school and Shannon on a number of different fronts – on the steering group of the Tinaki Trust; on the principal reference of the Haunui NZEI; a member of the Horowhenua Education forum.

The school is at the forefront of an educational movement towards the vision set by the present government and Ministry of Education. The school has a philosophy of developing independent and resilient individuals through a holistic approach to learning. The Arts and Creativity is emphasized. Learning is based on inquiry. The school is organized into two Innovative Learning Spaces and team teaching. We continue to develop a Play Based Learning philosophy and an engaging learning environment.

Kiwisport and Physical Education 2018

Kiwisport is a government funded initiative to support students' participation in organised sport. In 2018 the school received a total of \$1,323.16 Kiwisport funding.

Much of this funding went towards the annual and ongoing provision of transport for our students to attend sporting events outside the Shannon area. Each term staff use the school van for transporting groups of children from Shannon to Foxton to attend afterschool Kerekere sporting competitions – basketball, netball. Teachers also provide referees for these sports events. The funding also went against any shortfall in providing buses to Foxton for interschool sports fixture – swimming, athletics, tabloids, rugby, cross country.

The school continues to spend considerable time and funds on the upkeep of the school's two pools for the use of children to learn how to swim and for out of school recreation for our local community.

The school again organised various activities in 2018. The school provided:

- Class daily fitness and physical education lessons.
- The Perceptual Motor Programme (PMP) for our juniors
- Touch Rugby with parent volunteers
- Netball coaching with parent and teacher volunteers
- Athletics with Senior and Junior Athletics days
- Annual children's Shannon triathlon held at Shannon School.
- Swimming lessons using its learner and deep pools.
- Junior and Senior Swimming Sports.

There is a continuing issue of funding transportation and proving extra teacher time for Shannon to participate in afterschool sports training and other interschool sporting events.

The school van is getting old and tired and is need of replacement – there will again be an emphasis on this for fundraising in 2019.

Funding also went on upgrading physical education and sport gear:

- Upgrading table tennis equipment
- Various junior balls
- Soccer balls

Members of the Board of Trustees - Jan - Dec 2018

Name	Position	How position on Board gained	Occupation	Term expired/ expires
Rhea Hyde	Chairperson	Elected June 2016	Student Teacher	June 2019
William Bryant	Chairperson	Re-elected May 2016.	Process Lead Fonterra	Resigned December 2018
Brendan Mason	Treasurer	Re-elected May 2016.	Sales Rep	June 2019
Samantha Rawiri	Parent Rep	Re-elected May 2016.	School Volunteer	June 2019
Murray Powell	Principal	Appointed July 2008	Principal	
Verona Sayles	Staff Rep	Elected June 2016	Teacher-Aide	June 2019
Tamara Bal	Parent Rep	Casual Vacancy Oct 2017	Real Estate Agent	June 2019
Troy O'Carroll	Marae Rep	Appointed by Marae Dec 2016	Community Member	

