



# Annual Report 2015

## Ridgway School

120 Mornington Road

Wellington

[www.ridgway.school.nz](http://www.ridgway.school.nz)

04 9398771

MOE: 2980

### Including:

- Analysis of Variance
- Statement of Financial Responsibility
- Audited Financial Statements
- Auditor's report
- Kiwi Sport statement
- List of BOT members





Ridgway School	2980
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<b>Annual Aim:</b> <ol style="list-style-type: none"> <li>1. All Ridgway students learn, progress and achieve to their highest level.</li> <li>2. Ridgway operates in a modern learning environment to support quality teaching.</li> <li>3. Strong, respectful and collaborative relationships are maintained.</li> </ol>
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<b>Target #1</b> <b>Year 1 &amp; 2 achievement of Reading and Writing NS is comparable to rest of school.</b>
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<b>Baseline data:</b> <i>Over the last 2 years a large number of Year 1 or Year 2 children have not achieved the national standards in reading or writing, yet as our students progress through the school, the proportion of students not achieving drops to levels similar to those for all of NZ.</i>
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Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
1. Revised Assessment Schedule & changes made to SMS recording formats to better reflect (new) actual assessment practices	<ul style="list-style-type: none"> <li>When 2015 National Standards Reading and Writing achievement for Year 1 students is compared to the two previous years, we can see considerable improvement</li> <li>There is an increase of               <ul style="list-style-type: none"> <li>17% in the proportion of Y1 students achieving the NS in Reading,</li> <li>and 28% in the proportion of Y1 students achieving the NS in</li> </ul> </li> </ul>	<b>Less time spent on testing:</b> <ul style="list-style-type: none"> <li>Teachers identified some testing that was not necessary to be done for all students – and discontinued using these except for students for whom assessment information could be used formatively</li> <li>Changes to Assessment Schedule meant that teachers were required to do less formal reporting of</li> </ul>	Not all teachers of students in Years 1 – 3 are currently trained to teach the Yolanda Soryl Phonics programme. All teachers need this training to ensure that it is taught with fidelity.  Some students in Year 1 & Year 2 need to be extended beyond the basic phonics programme. In 2016 teachers need to receive further training in Yolanda Soryl's "Early Words" programme to ensure that students build on their early phonics knowledge and make

<p>2. Embed Yolanda Soryl Phonics programme across Years 1 – 3</p> <p>3. Teaching as Inquiry focused on accelerating progress of Year 1 students.</p> <p>4. Teachers visited other schools and observed &amp;/or discussed with other teachers Year 1 learning programmes</p>	<p>Writing.</p> <ul style="list-style-type: none"> <li>The improvement trend is significant over the last two years, with the greatest gains made in 2015, however <ul style="list-style-type: none"> <li>the proportion of students achieving the standard in Reading or Writing is still lower in Year 1 than for any other Year level in the school (as it has been for the last 2+ years)</li> </ul> </li> <li>Year 2 student achievement in writing has also improved with the proportion of Y2 students not achieving the standard in 2015 being almost half what it was in 2014. (This data does not account for “left” or “new” students.)</li> </ul> <p>NB: Year 2 NS Reading is comparable to the rest of the school as it was in 2014.</p>	<p>student assessment</p> <p><b>Increased formative assessment</b></p> <ul style="list-style-type: none"> <li>Teachers used Phonics assessment related to teaching programme to monitor learning needs and next steps</li> </ul> <p><b>Teaching targeted to identified needs</b></p> <ul style="list-style-type: none"> <li>Teachers regularly taught Yolanda Soryl phonics in Years 1 – 3 <ul style="list-style-type: none"> <li>Groups made up of children from more than 1 class to enable teachers trained in this programme to teach those students that needed it.</li> </ul> </li> </ul> <p><b>Increase in quality teaching as a result of Teaching Inquiry</b></p> <ul style="list-style-type: none"> <li>Teachers presented their Teaching as Inquiry findings to the whole staff <ul style="list-style-type: none"> <li>Readings</li> <li>Action research process</li> </ul> </li> <li>Teachers made changes to literacy teaching as a result of finding out what teachers in other schools do.</li> </ul>	<p>continued progress.</p> <p>Teachers have questions around our interpretation of the standards at the Year 1 and Year 2 level, and seek opportunities in 2016 to moderate their judgments with teachers in other schools.</p>
<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>Year 1 -3 teachers attend Yolanda Soryl phonics programme training sessions and implement relevant programmes with groups according to learning needs</li> <li>Develop a schedule for moderation of OTJs at Level 1 and Level 2 that includes both within school and cluster wide meetings.</li> <li>Investigate the PaCT tool with consideration for adopting.</li> <li>Explore ways to provide increased support for young learners in small group situations ALL</li> </ul>			

**Target #2**

Māori and Asian boys who are currently not achieving the writing standard for their year level will make above average progress towards achieving the standard in 2015.

**Baseline data:**

*PLD in writing was a minor focus in 2014 – teachers attended after school seminars and carried out their own Teacher Inquiries which were reported back to the whole staff. In general the quality of teacher inquiry was very good and teachers reported implementing new ideas and making changes to their practice.*

*The proportion of students achieving the NS in writing rose by a small amount in 2014, but close analysis of this improvement clearly showed that the gains had been largely made by girls and that Māori and Asian boys were over represented in the not achieved groups.*

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ol style="list-style-type: none"><li>Teachers identified students in their class who fit the school target group</li><li>Professional reading:<ol style="list-style-type: none"><li>Teachers revisited aspects of quality teaching using Clarity in the Classroom by Michael Absolum and TKI: Literacy Online</li><li>Staff meetings where teachers highlighted their learning and discussed</li></ol></li><li>Peer Observations- teachers observed each other and gave feedback using Teacher Capabilities Matrix (Evaluation Associates, 2011)</li><li>Special Programmes – Core5 and Toe-to-Toe for selected</li></ol>	<ul style="list-style-type: none"><li>12 boys who did not achieve the standard in writing at the end of 2014 left the school.</li><li>40% of boys who did not achieve the NS Writing in 2014 and remained in the school at the start of 2015 were either Māori or Asian. Māori &amp; Asian boys made up 21% of all boys in the school at the start of 2015.</li><li>15 of the 33 Māori or Asian boys in our target group ( 45%) made accelerated progress in 2015, and were judged to be achieving the standard in writing by the end of 2015.</li></ul> <p>NB: 3 Asian boys started at our school</p>	<p><b>Increase in quality teaching as a result of Teaching Inquiry</b></p> <p>Changes to teacher practice have occurred over the last 2 years and these are becoming evident in achievement results. These changes have come about with continued PLD and sharing of ideas among staff, helping teachers to learn about, and implement a number of 'new' strategies and practices. Most teachers conducted their 'teaching as inquiry' in writing and all shared their findings with the whole staff.</p> <p><b>Specialist Teaching &amp; PLD</b></p> <p>Focused attention to specific areas of writing (spelling) have had an impact on writing results as a whole. Most</p>	<p>Teachers need continued opportunities to develop their expertise as teachers of writing.</p> <p>Teachers have expressed the need for more regular and frequent moderation of writing – and it is likely that facilitating this will enable the school to maintain recent achievement gains and embed the types of practices that have led to these improvements.</p>

<p>5. students PLD in teaching aspects of how letters and are organised into words in the English language, using Joy Allcock's Switch On To Spelling/Spelling Under Scrutiny programmes.</p> <p>6. Teaching as Inquiry focus (for most teachers) on writing.</p>	<p>during 2015, and their results are included in school wide reporting for the end of 2015.</p>	<p>teachers have attended after school PLD in this specific areas and one teacher with particular expertise has worked across classes, modelling to other teachers.</p>	
<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>• Budget to allow for continued attendance at afterschool PLD offered by Wellington Literacy Association.</li> <li>• Schedule regular moderation, within teams, across the whole school, and with other schools in our cluster.</li> <li>• Compare pseudo word test results with those in previous years to ascertain student knowledge development in this area, and continue to support teachers to use Spelling Under Scrutiny and Switch On To Spelling.</li> <li>• Analyse writing data in depth - Look for trends across the school in AsTTLe scoring to identify any target areas to focus on at particular levels.</li> </ul>			

RIDGWAY SCHOOL

Financial Statements - For the year ended 31 December 2015

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Ridgway School  
Statement of Responsibility  
For the year ended 31 December 2015

The Board of Trustees (the Board) has pleasure in presenting the annual report of Ridgway School incorporating the financial statements and the auditor's report, for the year ended 31 December 2015.

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 2015 fairly reflects the financial position and operations of the school.

The school's 2015 financial statements are authorised for issue by the Board Chairperson and the principal.

Helen Roberts

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

31/5/16

Date:

Kathryn Smith

Full Name of Principal

[Signature]

Signature of Principal

31.5.16

Date:



Ridgway School  
Statement of Comprehensive Revenue and Expense  
For the year ended 31 December 2015

		2015	2015	2014
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	1,380,458	1,369,185	1,392,607
Locally Raised Funds	3	114,430	47,000	148,449
Interest Earned		9,342	6,000	7,466
Gain on Sale of Property, Plant and Equipment		0	0	381
		-----	-----	-----
		1,504,230	1,422,185	1,548,903
Expenses				
Locally Raised Funds	3	10,787	0	24,141
Learning Resources	4	1,046,923	1,018,147	1,027,317
Administration	5	89,903	92,605	102,022
Finance Costs	6	600	(600)	600
Property	7	226,449	225,801	252,474
Depreciation	8	33,171	35,000	26,556
Loss on Disposal of Property, Plant and Equipment		0	0	445
		-----	-----	-----
		1,407,833	1,370,953	1,433,555
Net Surplus / (Deficit)		-----	-----	-----
		96,397	51,232	115,348
Other Comprehensive Revenue and Expenses		-	-	-
		-----	-----	-----
Total Comprehensive Revenue and Expense for the Year		96,397	51,232	115,348
		=====	=====	=====

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

Ridgway School  
Statement of Changes in Net Assets/Equity  
For the year ended 31 December 2015

	2015 Actual \$	2015 Budget (Unaudited) \$	2014 Actual \$
	-----	-----	-----
Balance at 1 January	363,783	363,783	234,345
	-----	-----	-----
Total comprehensive revenue and expense for the year	96,397	51,232	115,348
Owner transactions			
Contribution - Furniture and Equipment Grant	0	0	14,090
	-----	-----	-----
Equity at 31 December	460,180	415,015	363,783
	-----	-----	-----
Retained Earnings	460,180	415,015	363,783
	-----	-----	-----
Equity at 31 December 2015	460,180	415,015	363,783
	=====	=====	=====

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

Ridgway School  
Statement of Financial Position  
As at 31 December 2015

		2015	2015	2014
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	9	355,807	306,333	242,301
Accounts Receivable	10	81,045	76,396	76,396
GST Receivable		7,109	6,906	6,906
Prepayments		6,876	554	554
Inventories	11	1,540	539	539
		-----	-----	-----
		452,377	390,728	326,696
Current Liabilities				
Accounts Payable	13	100,547	90,205	90,205
Revenue Received in Advance	14	504	50	50
		-----	-----	-----
		101,051	90,255	90,255
Working Capital Surplus or (Deficit)		351,326	300,473	236,441
Non-current Assets				
Property, Plant and Equipment	12	156,104	161,417	162,217
		-----	-----	-----
		156,104	161,417	162,217
Non-current Liabilities				
Provision for Cyclical Maintenance	15	47,250	46,875	34,875
		-----	-----	-----
		47,250	46,875	34,875
Net Assets		-----	-----	-----
		460,180	415,015	363,783
		=====	=====	=====
Equity		-----	-----	-----
		460,180	415,015	363,783
		=====	=====	=====

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

Ridgway School  
Cash Flow Statement  
For the year ended 31 December 2015

		2015	2015	2014
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		342,952	332,358	332,384
Locally Raised Funds		117,017	47,000	147,531
Goods and Services Tax (net)		(334)	0	1,757
Payments to Employees		(141,832)	(119,056)	(121,161)
Payments to Suppliers		(187,662)	(168,670)	(224,070)
Interest Paid		(600)	600	(600)
Interest Received		9,342	6,000	7,466
Net cash from / (to) the Operating Activities		138,883	98,232	143,307
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		0	0	72
Purchase of PPE (and Intangibles)		(25,377)	(34,200)	(48,465)
Net cash from / (to) the Investing Activities		(25,377)	(34,200)	(48,393)
Cash flows from Financing Activities				
Furniture and Equipment Grant		0	0	14,090
Net cash from / (to) Financing Activities		0	0	14,090
Net increase/(decrease) in cash and cash equivalents		113,506	64,032	109,004
Cash and cash equivalents at the beginning of the year	9	242,301	242,301	133,297
Cash and cash equivalents at the end of the year	9	355,807	306,333	242,301

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

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

## Ridgway School

### Notes to the Financial Statements

#### 1. Statement of Accounting Policies

For the year ended 31 December 2015

##### a) Reporting Entity

Ridgway 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 2015 to 31 December 2015 and in accordance with the requirements of the Public Finance Act 1989.

###### Basis of Preparation

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

###### Financial Reporting Standards Applied

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

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

The School qualifies for Tier 2 as the school is not 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. These financial statements are the first set of financial statements presented in accordance with the new PBE accounting standards.

###### 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

In preparing these financial statements the School has made estimates and assumptions concerning the future in regard to asset lives, provisions for cyclical maintenance and impairment of assets. Where these estimates and assumptions are considered critical by the School, they are disclosed in the relevant note below.

##### c) Revenue Recognition

###### Government Grants Schools

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.

#### 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

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

#### Interest Revenue

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

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

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

#### e) Operating Lease Payments

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

#### f) Finance Lease Payments

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

#### g) Cash and Cash Equivalents

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

#### h) Accounts Receivable

Accounts Receivable represents items that the School has issued invoices for, but has not received payment for at year end. They are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A provision for impairment of Accounts Receivable is established where there is objective evidence the School will not be able to collect all amounts due according to the original terms of the debt. This impairment loss is the difference between the carrying amount of the receivable and the present value of the amounts expected to be collected and has been included under Other Expenditure in the Statement of Comprehensive Revenue and Expense, if not otherwise shown separately.

## i) Inventories

Inventories are consumable items held for sale. 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. Thus the fair value of the inventory is determined based on the cost at time of purchase. The 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

Investments are held with registered trading banks and are classified as current assets if they have maturities of between three months and one year. Those with maturities greater than 12 months after the balance date are classified as non-current assets.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment.

After initial recognition investments are measured at amortised cost using the effective interest method less impairment. At balance date the School assesses whether there is any objective evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

The School has met the requirements under section 73 of the Education Act 1989 in relation to the acquisition of 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 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:

Equipment, Computers	5 years
Furniture, Fittings	10 years
Library Books	8 years
Leasehold Improvements	20 years
Leased assets are depreciated over the life of the lease.	

## l) Intangible Assets

### Software costs

Computer software acquired by the School is 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 licenses with individual values under \$250 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.

### p) Revenue Received in Advance

Revenue received in advance relates to fees that has been received by the School 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. 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 participating schools within a cluster of schools. 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 the 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 10-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 are categorised as 'loans and receivables' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education. 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.

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

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	315,018	297,429	296,283
Teachers' salaries grants	887,386	886,707	873,886
Use of Land and Buildings grants	147,901	147,901	184,264
Other MoE Grants	30,153	37,148	38,174
	-----	-----	-----
	1,380,458	1,369,185	1,392,607
	=====	=====	=====

## 3. Locally Raised Funds

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

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	46,638	31,600	37,209
Fundraising	22,980	4,300	58,069
Activities	40,582	10,000	51,200
Trading	4,230	1,100	1,971
	-----	-----	-----
	114,430	47,000	148,449
Expenses			
Activities	444	0	128
Trading	4,085	0	1,617
Fundraising (cost of raising funds)	6,258	0	22,396
	-----	-----	-----
	10,787	0	24,141
	-----	-----	-----
Surplus for the year Locally raised funds	103,643	47,000	124,308
	=====	=====	=====

## 4. Learning Resources

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	22,220	18,870	24,486
Extra-curricular activities	39,462	32,350	54,158
Employee benefits - salaries	973,415	950,307	942,404
Staff development	11,826	16,620	6,269
	-----	-----	-----
	1,046,923	1,018,147	1,027,317
	=====	=====	=====

## 5. Administration

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,878	5,500	9,235
Board of Trustees Fees	450	2,000	350
Board of Trustees Expenses	2,145	2,250	13,252
Communication	2,305	3,000	3,523
Consumables	2,580	3,300	2,984
Operating Lease	5,748	6,600	5,716
Postage	245	300	293
Other	6,094	3,980	5,915
Employee Benefits - Salaries	55,119	55,456	54,116
Insurance	2,219	2,219	2,558
Service Providers, Contractors and Consultancy	6,120	8,000	4,080
	-----	-----	-----
	89,903	92,605	102,022
	=====	=====	=====

## 6. Finance

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Finance Costs	600	(600)	600
	-----	-----	-----
	600	(600)	600
	=====	=====	=====

## 7. Property

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	34,733	34,750	35,515
Cyclical Maintenance Provision	12,375	12,000	3,375
Grounds	3,912	2,500	2,214
Heat, Light and Water	10,628	9,000	9,154
Rates	2,779	3,000	2,554
Repairs and Maintenance	13,211	15,000	14,274
Use of Land and Buildings	147,901	147,901	184,264
Security	910	1,650	1,124
	-----	-----	-----
	226,449	225,801	252,474
	=====	=====	=====

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

## 8. Depreciation of Property, Plant and Equipment

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Equipment, Computers	17,051	14,401	10,927
Furniture, Fittings	11,775	14,842	11,261
Library Books	1,324	1,775	1,347
Leasehold Improvements	3,021	3,982	3,021
	-----	-----	-----
	33,171	35,000	26,556
	=====	=====	=====

## 9. Cash and Cash Equivalents

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	65	0	65
Westpac 239-00	355,190	306,333	241,699
Westpac 239-01	552	0	537
	-----	-----	-----
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	355,807	306,333	242,301
	=====	=====	=====

## 10. Accounts Receivable

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	316	2,408	2,408
Debtor Ministry of Education	679	0	0
Teacher Salaries Grant Receivable	80,050	73,988	73,988
	-----	-----	-----
	81,045	76,396	76,396
	=====	=====	=====
Receivables from Exchange Transactions	316	2,408	2,408
Receivables from Non-Exchange Transactions	80,729	73,988	73,988
	-----	-----	-----
	81,045	76,396	76,396
	=====	=====	=====

## 11. Inventories

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Uniforms	1,540	539	539
	-----	-----	-----
	1,540	539	539
	=====	=====	=====

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2015						
Equipment, Computers	65,895	9,484	0	0	17,051	58,328
Furniture, Fittings	49,305	14,941	0	0	11,775	52,471
Library Books	4,153	2,633	0	0	1,324	5,462
Leasehold Improvements	42,864	0	0	0	3,021	39,843
	-----	-----	-----	-----	-----	-----
Balance at 31 December 2015	162,217	27,058	0	0	33,171	156,104
	=====	=====	=====	=====	=====	=====

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2015			
Equipment, Computers	208,849	150,521	58,328
Furniture, Fittings	170,081	117,610	52,471
Library Books	45,723	40,261	5,462
Leasehold Improvements	66,231	26,388	39,843
	-----	-----	-----
Balance at 31 December 2015	490,884	334,780	156,104
	=====	=====	=====

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2014	\$	\$	\$	\$	\$	\$
Equipment, Computers	31,794	45,099	72	0	10,927	65,894
Furniture, Fittings	59,625	672	(270)	0	11,261	49,306
Library Books	3,450	2,050	0	0	1,347	4,153
Leasehold Improvements	45,884	1	0	0	3,021	42,864
	-----	-----	-----	-----	-----	-----
Balance at 31 December 2014	140,753	47,822	(198)	0	26,556	162,217
	=====	=====	=====	=====	=====	=====

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2014	\$	\$	\$
Equipment, Computers	213,342	147,448	65,894
Furniture, Fittings	155,140	105,834	49,306
Library Books	43,091	38,938	4,153
Leasehold Improvements	66,231	23,367	42,864
	-----	-----	-----
Balance at 31 December 2014	477,804	315,587	162,217
	=====	=====	=====



## 13. Accounts Payable

	2015	2015	2014
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	19,024	14,744	14,744
Employee Benefits Payable - Salaries	80,050	73,988	73,988
Employee Benefits Payable - Leave Accrual	1,473	1,473	1,473
	-----	-----	-----
	100,547	90,205	90,205
	=====	=====	=====
Payables for Exchange Transactions	100,547	90,205	90,205
	-----	-----	-----
	100,547	90,205	90,205
	=====	=====	=====

The carrying value of payables approximates their fair value.

## 14. Revenue Received in Advance

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Income In Advance	454	0	0
Hall Bond	50	50	50
	-----	-----	-----
	504	50	50
	=====	=====	=====

## 15. Provision for Cyclical Maintenance

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	34,875	34,875	31,500
Increase to the Provision During the Year	12,375	12,000	3,375
	-----	-----	-----
Provision at the End of the Year	47,250	46,875	34,875
	=====	=====	=====
Cyclical Maintenance - Term	47,250	46,875	34,875
	-----	-----	-----
	47,250	46,875	34,875
	=====	=====	=====

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2015. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education. The provision has not been adjusted for inflation and the time value of money.

## 16. Related Party Transactions

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

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

## 17. Remuneration

## Key management personnel compensation

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

	2015 Actual \$	2014 Actual \$
Salaries and Other Short-term Employee Benefits (3 FTEs)	292,264	243,451
Post-employment Benefits	-	-
Other Long-term Benefits	-	-
Termination Benefits	-	-
	-----	-----
	292,264	243,451
	=====	=====

## Board of Trustee and Committee Members

The total value of the remuneration disclosed above which was paid or payable to trustees of the Board and Committee members was as follows:

		2015 Actual \$	2014 Actual \$
Board of Trustees (FTEs)	0.35	450	350
Committee Members		0	0
		-----	-----
		450	350
		=====	=====

## Principal

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

	2015 Actual \$000	2014 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110-120	110-120
Benefits and Other Emoluments	3-4	0-10
Termination Benefits	-	-

## Other Employees

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

Remuneration \$000	2015 FTE Number	2014 FTE Number
100 - 110	-	-
	-----	-----
	0	0
	=====	=====

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

## 18. Compensation and other Benefits upon leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be trustees, committee members, 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:

	2015 Actual	2014 Actual
Total value	-	-
Number of people	-	-

## 19. Contingencies

There are no contingent assets or contingent liabilities as at 31 December 2015 (Contingent liabilities and assets at 31 December 2014: nil).

## 20. Commitments

## (a) Capital Commitments

There are no capital commitments as at 31 December 2015 (Capital commitments at 31 December 2014: nil).

## (b) Operating Commitments

The School has the following obligations for non-cancellable leases at balance date:

	2015 Actual \$	2014 Actual \$
No later than one year	3,621	3,210
Later than one year and no later than five years	4,598	6,652
	-----	-----
	8,219	9,862
	=====	=====

## 21. Managing Capital

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

## 22. Financial Instruments

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

## Cash and receivables

	2015	2015	2014
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	355,807	306,333	242,301
Receivables	81,045	76,396	76,396
	-----	-----	-----
Total Cash and Receivables	436,852	382,729	318,697
	=====	=====	=====

## Financial liabilities measured at amortised cost

Payables	100,547	90,205	90,205
	-----	-----	-----
Total Financial Liabilities Measured at Amortised Cost	100,547	90,205	90,205
	=====	=====	=====

## 23. Events After Balance Date

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

## 24. Comparative Figures

Some comparative figures have been restated to ensure compliance with the Ministry of Education's Kiwi Park School model financial statements. Compliance with the model is compulsory from this year. This change does not materially alter the financial statements.







# Ridgway School

FINAL REPORT TO THE BOARD

For the year ended 31 December 2015



7 June 2016

Helen Robertson  
Chairperson  
Ridgway School  
120 Mornington Road  
Brooklyn  
Wellington 6021

Dear Helen

**Ridgway School - Board Report**

We have recently completed the audit of Ridgway School financial statements for the year ended 31 December 2015. Please find attached our Board Report in connection with the audit. The Report incorporates the responses from your Principal.

We would like to emphasise that our audit work involves the review of only those systems and controls in your organisation upon which we rely on for audit purposes. Our examination may not have identified and should not be relied upon to identify all control weaknesses that exist.

We take this opportunity to thank the staff of Ridgway School for the co-operation afforded to us during the course of the audit.

If we can be of further assistance, please advise.

Yours faithfully  
BDO Wellington

**Geoff Potter**  
**Appointed Auditor / Audit Partner**

DDI: 04 498 3864  
Email: Geoff.Potter@bdo.co.nz

Cc: Kathryn Smith, Principal, Ridgway School  
Encl: Board Report

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## EXECUTIVE SUMMARY

This report details the processes, findings and recommendations from our audit of Ridgway School (the "School") in accordance with the Auditor General's Auditing Standards which incorporate International Standards on Auditing (NZ), and the terms of our engagement as set out in our audit engagement letter.

We would like to emphasise that our audit work involves the review of only those systems and controls in your organisation upon which we rely for audit purposes. Our examination may not have identified and should not be relied upon to identify all control weaknesses that exist.

Overall, we are satisfied that the School has presented its results for the year ended 31 December 2015 to a good level of compliance with applicable financial reporting standards, with no adjustments made as a result of our audit and no significant unadjusted differences.

We would like to thank Kathryn and the staff of the School for their cooperation extended to BDO, during the course of the audit. We have received full and frank cooperation. There is nothing we wish to raise solely with the Board.

## AUDIT SCOPE AND OBJECTIVES

BDO Wellington ('BDO') is the Appointed Audit Firm of the School.

BDO's responsibilities include a requirement to express an opinion on the School's financial statements arising from our audit conducted in accordance with the Auditor-General's Auditing Standards which incorporate International Standards on Auditing (NZ).

Our audit objectives are to:

- report on whether the financial statements give a true and fair view, and
- report to Management about control environment issues that should be addressed by the School.

A strong control environment would feature adequate segregation of duties over important financial processes, and independent reviews as compensating controls should it not always be practicable for the duties to be separated.

We have documented, tested and assessed the controls supporting the School's key transaction streams, and there are no significant weaknesses to report. Control weaknesses identified during the audit have been included in the Summary Findings section of this report.

## CONFIRMATION OF AUDIT INDEPENDENCE

In conducting our audit, we are required to comply with the independence requirements of the Code of Ethics issued by the Professional Standards Board of Chartered Accountants Australia and New Zealand and the External Reporting Board.

Our own internal policies and procedures are put in place to identify any threats to our independence, and to appropriately deal with and, if relevant, mitigate those risks.

For the comfort of the Board, we note that the following processes assist in maintaining our independence:

- No other work is permitted to be undertaken by any BDO office without the express approval of the audit engagement partner.
- All services performed by any national BDO office will be reported to the governing body.

We have not provided any non-audit services to the School. We confirm the independence of the BDO Wellington audit engagement team.

## KEY FINANCIAL STATEMENT AUDIT RISKS

We have set out below our findings in areas we have identified as risks.

### 1. Revenue Recognition

#### *Identified audit risks*

A key audit risk is in relation to revenue recognition. There is a rebuttable presumption under Auditing Standards that there is a risk of fraud in relation to revenue recognition.

#### *Conclusion of our work*

From our audit work performed we found no issues regarding revenue recognition in the financial statements.

### 2. Locally Raised Funds

#### *Identified audit risks*

Due to the nature of locally raised funds (often being cash), there is a risk of material misstatement around the completeness of locally raised funds income.

#### *Conclusion of our work*

From our audit work performed we found no issues regarding locally raised funds income or expense balances in the financial statements.

### 3. Payroll not approved or checked

#### *Identified audit risks*

Payroll is processed by Novopay. The accuracy of payroll processing is dependent on appropriate approval of payroll changes and checking of the fortnightly SUE report.

#### *Conclusion of our work*

From our audit work performed we found no issues regarding payroll balances included in the financial statements.

#### 4. Cyclical Maintenance Provision

##### *Identified audit risks*

Cyclical Maintenance is an area of judgment and could lead to material misstatement in the financial statements. For schools to be able to calculate the appropriate cyclical maintenance provision a 10 Year Property Plan (10YPP) needs to be prepared and/or reviewed by an expert.

##### *Conclusion of our work*

From our audit work performed, there were no issues regarding the provision for Cyclical Maintenance in the Financial Statements.

### MANAGEMENT JUDGEMENTS AND ESTIMATES

Under International Standards on Auditing (NZ) we have a responsibility to ensure that you have been informed about the process used by the School in formulating particularly sensitive accounting estimates, assumptions or valuation judgements. Overall we note that the judgements and estimates by management in preparing the results for the year ended 31 December 2015 appear reasonable.

The most significant areas of judgement, assumptions and estimates applied by management relate to:

- Provision for Cyclical Maintenance and Cyclical Maintenance Expense

We are not aware of any other sensitive accounting estimates, assumptions or valuation judgements made by the School.

### MATTERS REQUIRING BOARD INPUT

We have placed reliance on the Board's review and approval of the following matters:

- Minutes of the Board meetings;
- Implementation of such controls as is needed to ensure that financial statements are presented fairly;
- Review and approval of management accounts;
- Review and approval of 2015 and 2016 budgets;
- Review and approval of 10 Year Property Plan;
- Notification of fraud; and
- Review and approval of the financial statements.



## ACCOUNTING POLICIES

Auditing standards require us to discuss with you the qualitative aspects of the School's accounting practices and financial reporting. This was the first year that the new public benefit entity accounting standards (PBE IPSAS) was implemented. The major impact was the inclusion of a Statement of Cash Flows and the compulsory use of the Kiwi Park Model for financial reporting. We reviewed the financial statements of the School against the Kiwi Park Model and noted no material departures from the requirements.

## MATERIALITY AND ADJUSTED / UNADJUSTED DIFFERENCES

Materiality means, in the context of an audit or review, if financial information is omitted, misstated or not disclosed it has the potential to affect the decisions of users of the financial statements. Materiality is used by auditors in making judgements on the amount of work to be performed, which balances require work and for evaluating the financial report. Materiality is initially calculated at the planning stage and has an influence on the amount of work we do, as well as where we direct our audit efforts. Materiality is not only based on a numeric quantification but is assessed qualitatively for some balances and disclosures.

During the course of our audit we have identified no material misstatements. All unadjusted differences (none of which we consider material, either individually or in aggregate) have been detailed in Appendix 1 of this report.

It should be noted that the auditing standards do not require us to communicate misstatements that are considered "clearly trivial" and as such, if we identify such misstatements we will not communicate these to you. We consider "clearly trivial" to be 5% or less of our planned materiality.

## GOING CONCERN

Management and governance are required to make a formal assessment on going concern. Under Auditing Standards, we are required to review this assessment for appropriateness.

Paragraph 15 of ISA (NZ) 570 states:

15. *The auditor shall enquire of those charged with governance as to their knowledge of events or conditions beyond the period of their assessment that may cast significant doubt on the entity's ability to continue as a going concern.*

The assumption of going concern was concluded as appropriate given the School's funding sources and its operating budget for following financial period.



## **FRAUD**

During the audit, no matters relating to fraud, concerning either employees or management, have come to our attention. It should be noted that our audit is not designed to detect fraud however, should instances of fraud come to our attention, we will report them to you.

## **COMPLIANCE WITH LAWS AND REGULATIONS**

We have made enquiries in relation to compliance with laws and regulations during the course of our audit. We have not become aware of any instances of non-compliance with laws and regulations which has materially impacted the financial position or performance of the School.

## **PROBITY, WASTE AND PERFORMANCE**

We are required to consider whether any approved payments could be considered extravagant or wasteful, or show a lack of probity or financial prudence. We did not identify any issues of concern with respect to probity, waste and performance.



## OVERALL RESULT

There are no significant or material weaknesses arising from our audit.

Our audit work is complete. We have issued an unmodified audit report on the financial statements of the School for the year ended 31 December 2015.

## APPENDIX 1 - ADJUSTED AND UNADJUSTED DIFFERENCES

### Adjusted differences

Description	Profit	Assets	Liabilities	Reserves
	Inc / (Dec)	Inc / (Dec)	Inc / (Dec)	Inc / (Dec)
	\$	\$	\$	\$
Correct Cyclical Maintenance	(1,500)		1,500	
Staff Banking	679	679		
Net Effect of Adjustments not made:	(821)	679	1,500	-

### Unadjusted differences

There were no errors left uncorrected at the conclusion of the audit.

## APPENDIX 2 - FINDINGS RATING

The following framework for ratings has been developed to facilitate discussion with the School's management in order to prioritise issues according to their relative significance.

Rating	Definition
Critical	Issue represents a control weakness, which could cause or is causing severe disruption of the process or severe adverse effect on the ability to achieve process objectives.
High	Issue represents a control weakness, which could have or is having major adverse effect on the ability to achieve process objectives.
Moderate	Issue represents a control weakness, which could have or is having significant adverse effect on the ability to achieve process objectives.
Low	Issue represents a minor control weakness, with minimal but reportable impact on the ability to achieve process objectives.

## APPENDIX 3 - UPDATE ON FINDINGS FROM PREVIOUS YEAR

TOPIC / ISSUES	DESCRIPTION	UPDATE
<p>Expense reimbursements to be claimed in a timely manner</p> <p>2014 Management Report</p>	<p>We noted during our testing that one of the expense reimbursements was for the 2013 financial year.</p> <p>We recommended a limited timeframe is set for accepting expense claims that is clear to all staff and that all staff are encouraged to submit reimbursements in a timely manner.</p>	<p>CLEARED - During the 2015 Interim Audit the auditor sighted no reimbursements from PY.</p>
<p>Large cash reserves in Low interest accounts</p> <p>2014 Management report</p>	<p>We noted that the school has a large amount of cash and cash equivalents held in low interest in cheque accounts. We recommend that cash is actively managed to take advantage of interest income that could be earned.</p> <p>We recommended consideration is given to a treasury policy to manage cash in excess of what is needed for day to day working capital. For example some funds could be placed in bank term deposit accounts.</p>	<p>IN PROGRESS - From our discussions with the principal, we note that this is being worked through by one of the board members.</p>
<p>Budgeting</p> <p>2013 Management Report</p>	<p>We recommended that a budgeted Statement of Financial Position and Capital Expenditure Budget be produced at the start of each year as part of the budget-setting routine. We encouraged the Board to implement the appropriate budget processes that reflect all revenue and costs. This should improve the decision making process as the budget provides a more comprehensive picture of the school's resources.</p>	<p>IN PROGRESS - From our discussions with the principal, we note it is intended this be worked through in the 2016 budget with Adrian (ESL).</p>



## **Kiwisport at Ridgway School - 2015**

In 2015 Ridgway School received \$2938.70 targeted funding for Kiwisport as part of our Operations Grant. This funding was used to fund student involvement in a range of “Kiwisport” subsidised sporting activities and Wellington City Council subsidised activities, where parents’ voluntary contributions did not cover the full cost to the school of providing these opportunities.

Sporting opportunities that Ridgway children enjoyed included swimming lessons (all students from Y1-Y8), football, netball, gymnastics, basketball, and football and cricket.

This Kiwisport funding combined with parents’ voluntary contributions fell well short of the total cost of sporting opportunities provided to children at Ridgway School in 2015, with the remainder being financed from the school’s operating budget.





# Ridgway School Board of Trustees

(2015)

<b>Name</b>	<b>Duties on Board</b>	<b>Occupation</b>	<b>Member type</b>	<b>Date term expires</b>
Helen Robertson (Chair)	Personnel Curriculum	Policy Advisor	Elected 2013	10/6/2016
Richard Allen	ICT Property	Project Manager	Elected 2013	10/6/2016
David Bagnall	Personnel Curriculum	Public Servant	Elected 2013	10/6/2016
John Jarvis	ICT Sub Committee	Consultant	Elected 2013	10/6/2016
Claire McCann	Finance Sub Committee	Marketing Co-ordinater	Elected 2013	10/6/2016
Kathryn Smith	Principal	Principal	Appointed July 2013	
Julie Hanify	Staff Trustee	Teacher	Elected April 2014	10/6/2016

