

LIBERTON CHRISTIAN SCHOOL



2017 Annual Report

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LIBERTON CHRISTIAN SCHOOL

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Cover photo: Senior students skiing at Coronet Peak

- Record closing roll of 107 students
- Platinum award from World Vision for Famine fundraising
- Year 7 & 8 ski camp at Coronet Peak
- Visit to Puketeraki Marae
- School production, *Super Star*, a cultural high-point
- Surplus of \$4,769 a welcome improvement on budgeted \$18,700 deficit

Key Statistics

	2017	2016
Staffing (FTE)		
Principal	1.00	1.00
Teachers	4.80	4.40
Total employed	5.80	5.40
Total entitlement	5.46	4.95
Ancillary staff (hrs/week)		
Secretary	30.0	30.0
Teacher aide	11.5	11.5
Students		
Local	97	90
International	0	0
Male	55	48
Female	42	42
Student ethnicity		
NZ European/ Pākehā	60.8%	65.6%
Other European	3.1%	2.2%
Māori	5.2%	7.8%
Pasifika	10.3%	6.7%
Asian	16.5%	14.4%
African	4.1%	3.3%
Year level numbers		
Year 1	13	8
Year 2	9	9
Year 3	10	16
Year 4	17	11
Year 5	12	13
Year 6	11	16
Year 7	20	8
Year 8	5	9
Half days open		
Exempt bad weather half days	0	2
Decile rating	7	7

LIBERTON CHRISTIAN SCHOOL

Board of Trustees

for the year ended 31 December 2017

<i>Name & Address/ Occupation</i>	<i>Representation</i>	<i>Responsibility/ Term Expiry</i>
David Berg , BA(Hons), PGCertTL, MSc, EdD, NPQH 20 Flower Street, Fairfield, Dunedin University lecturer	Proprietor's representative (Chairman)	Governance, strategic plan Indefinite
Jan Jopson , BSc, EdM 112 Factory Road, Mosgiel Community educator	Proprietor's representative (Deputy chair)	Publicity, special character Indefinite
John van Dyk , BInfoTech 10 Picardy Street, Maryhill, Dunedin Software developer	Proprietor's representative (Treasurer)	Finance Indefinite
Fiona Sizemore , BEd(Tchg) 682 North Road, RD 2, Waitati, Dunedin School principal	Principal	Management, curriculum Indefinite
Tania Bretz , BEd, DipTchg(Primary) 12 Koremata Street, Green Island, Dunedin Relief teacher (primary)	Parent representative	Self-review April 2019
Craig Grounds 23 Calder Street, St Kilda, Dunedin Electrician	Parent representative	10-year property plan, health and safety April 2019
Nicole Klemetson , BA, DipEd 245 Highcliff Road, Shiel Hill, Dunedin Children's pastor	Parent representative	April 2019
Campbell Paton 46 Dovecote Avenue, Corstorphine, Dunedin Builder/landlord	Parent representative	Property maintenance and development April 2019
Alan Robertson , AdvDipTchg 75 Craigleith Street, Opoho, Dunedin School teacher	Staff representative	Staff liaison April 2019
Daryl Schwenke , MSc, PhD 2C Wavy Knowes Drive, Waldronville, Dunedin University lecturer	Parent representative	April 2019
Kelby Smith-Han , BA, MHealSc(MENH), PhD 92 Signal Hill Road, Opoho, Dunedin University researcher	Parent representative	Strategic planning April 2019
Robert Storm , NZCE(Civil)	Proprietor's representative	Resigned 28 March 2017

LIBERTON CHRISTIAN SCHOOL

Staff

for the year ended 31 December 2017

Teaching

Fiona Sizemore , BEd(Tchg)	Principal New entrant – Year 2
Bronwyn Bennington , BEd(Tchg)	Years 6 – 8
Kyra Jones , BPhEd, DipTeach (<i>part-time</i>)	Art
Frances Neill , BSc, BEd, DipTchg (<i>part-time</i>)	New entrant – Year 2
Alan Robertson , AdvDipTchg	Years 5 – 6
Georgina Urquhart , BEd, DipTchg	Years 2 – 3
Rochelle Wiseman , BEd, GradDipTchg	Years 3 – 4

Ancillary

Melanie Boyd	Cleaner
Karen Boyes	Secretary
Sheila Mannix	Teacher Aide



Left to right: Bronwyn Bennington, Frances Neill, Kyra Jones, Rochelle Wiseman, Georgina Urquhart
Sheila Mannix, Fiona Sizemore, Alan Robertson, Karen Boyes

Chairman's Report



Tēnā koutou,

It is a great pleasure to report on another very successful year at Liberton Christian School. In my role as chair of the Board of Trustees (BOT), I would like to publicly acknowledge the effort and the enthusiasm displayed by the school's principal and staff. The BOT is grateful for the high standards of teaching and care that have been evident from our experienced and developing teachers. At the close of 2017, the school said goodbye to staff members Sheila Mannix and Georgie Urquhart. We are most grateful to them for the contributions they have made to the school and its children.

Robert Storm stepped down from his role as a Board of Trustees proprietor's representative in 2017, after long years of service. The BOT and the wider school community recognise the huge contribution he has made to Liberton Christian School. In his place, the Dunedin Christian Schools Association (DCSA) appointed Campbell Paton to represent them on the BOT. Also in 2017, Nicole Klemetson was appointed to the Board as a parent representative, following a by-election. As chair, I am sincerely grateful to all the members of the school's Board for their hard work, wisdom, good grace, and for the effective and harmonious working relationships that we enjoy.

As the year closed we were delighted to note that the school's roll stood at 107 students. This is a record for the school and reflects the hard work of the school's proprietor, in applying to the Ministry of Education for roll cap increases in recent years, and the success that the school is enjoying. The BOT also recognises the work of the

DCSA in improving facilities at the school, notably the sports court that was completed in May 2017.

As a BOT, we continue to believe that our most important resources are the teachers of the school and that smaller classes facilitate more effective teaching and learning. Consequently, the Board funded an additional teacher for a seventh successive year. This decision was underpinned by a shared vision from the BOT and the school staff and required shrewd financial management and resource stewardship to make it a success.

In our role as trustees, we examine and review the student achievement data presented to us by the school's teachers at our meetings. This year the data has been both wide-ranging and exhaustive. As a result, we have been able to gain a rich understanding of the strengths of the school, as well as the areas that we would like to improve. These data, together with other anecdotal evidence from our school community suggest, once again, that parents from our community who want a Christian education for their children can also be confident in the high standards in teaching and learning that are achieved at the school.

Liberton Christian school enjoys high levels of parental and community engagement and support. In 2017, this has been evident in the attendance of school functions, the provision of extra-curricular opportunities, and in the school itself as parents have taken advantage of the school's open-door policy and come and talked to the principal and the teachers about their children's learning and welfare. This emphasis on community reflects both the school's special character and its philosophy of teaching and learning that is strongly relational.

We are privileged to be part of a school where children learn and thrive, where community and effective relationships are valued, and where the special character of the school is celebrated and lived in a sincere and authentic way.

David Berg



Liberton Christian School is a wonderful community of teaching and learning. We can reflect upon the school year once again with gratitude to the Lord for his faithfulness and blessings to us.

With a projected full new maximum roll of one hundred students, the board of trustees again committed to operating five classrooms for 2017. This was the third consecutive year the board had made the decision to operate an additional classroom above our funded allocation of staffing, a bold and faithful decision. We continued to use the library as a classroom and felt blessed that we had the flexibility to do this.

The departure of Miss Cox to go and teach in an international school in China meant we were able to welcome Mrs Georgie Urquhart to our teaching team. We started the year with 95 students and finished the year with 107 students.

The teachers and class levels were:

- Year 7–8 Mrs Bennington
- Year 5–6 Mr Robertson
- Year 3–4 Miss Wiseman
- Year 2–3 Mrs Urquhart
- Year 1 Mrs Sizemore and Miss Neill
- Specialist visual arts teacher, Mrs Jones.

Our loyal support staff are Mrs Karen Boyes as school administrator and Mrs Sheila Mannix as teacher aide. Mrs Netty van der Woude continued her long and faithful voluntary service to the school as librarian. We are also thankful for the many other parents and friends who support the school in a variety of ways.

There are many opportunities for us to demonstrate our Christian character as a school. We aim to do this every day through our teaching and learning programme but also enjoy extra-curricular occasions as they arise. The World Vision Famine is an opportunity we take up each year with enthusiasm. This year we raised just over

\$5,500 and received a platinum award as one of the top fundraising schools in New Zealand. We were delighted to reach this goal as this money provided two fully equipped classrooms for Syrian children living in a refugee camp in Jordan. Four of our students were awarded scholarships to attend a leadership day in Christchurch.

It is important for our staff to keep professionally connected and developing in our understanding of Christian education. I was blessed to go on a road trip with a group of South Island Christian School principals in May. We travelled from Wellington to Auckland via Gisborne visiting nine Christian schools in four days. We were greeted with warm hospitality and fellowship, and were welcomed to share in the challenges and blessings of each school we visited. Four of our teaching staff attended the New Zealand Christian Schools teacher conference held in Auckland in July. It was a positive time of fellowship with Christian school teachers from around the country as well as high quality teaching and learning from the keynote addresses and workshops.

Our student leadership programme continues to be an important part of being an intermediate student at Liberton Christian School. All of our year 7 students attended the GRIP (generosity, responsibility, integrity, people) leadership conference in preparation for their year 8 leadership roles. All the year 8 students attended the National Young Leaders Day where they were encouraged by well-known athletes and leaders from around the country to persevere and strive to reach their full potential. Our year 8 students led a number of activities within the school throughout the year.

We had a good number of sports teams participating in rippa rugby, netball, soccer, badminton and t-ball competitions. Our year 3–4 rippa team made it to the Otago Regional Championships which was a great day out and experience for these young players. We also completed our usual swimming lessons at Moana Pool and held our own school cross-country and athletics events. A smaller group of our students

LIBERTON CHRISTIAN SCHOOL

Principal's Report – continued

went on to the North Zone and Otago championship level events.

Two education outside the classroom highlights were the year 7&8 winter ski camp held at Coronet Peak and a whole school visit to Puketeraki Marae. The ski group stayed on Coronet Peak in a lodge and enjoyed three days of fantastic snow and skiing. The visit to the marae was a first-time event for us and one we shall make a regular part of our programme as we seek to grow our understanding of our bicultural heritage in New Zealand.

Our school production of *Super Star* was the Arts highlight of the year. We enjoyed two fun Christmas shows with a great turnout of our wider community, including a good number of our past students. The very positive response from the audience confirmed again to us how worthwhile a whole school production is. We accepted donations at the door in support of the Christian Education Commission Champions Christmas Show, a group

who take the true Christmas message into as many state schools as possible each year.

Our year ended with the retirement of our long-serving and faithful teacher aide, Mrs Sheila Mannix. We have been blessed indeed with Sheila's work in our school since 2007, and will miss her very much.

We continue to strive to be faithful to the vision the Lord gave to our founders and to honour the history and faithfulness of our school community over the last thirty-five years. Our school vision statement is central to this, "Our children, as part of the Christian community, learning with enthusiasm, growing in knowledge, developing their abilities, and desiring to serve God."

We give thanks to the Lord for the many achievements and blessings of 2017.

Fiona Sizemore

LIBERTON CHRISTIAN SCHOOL

National Standards Summary

for the year ended 31 December 2017

National Standards came into effect in English-medium schools with pupils in Years 1 to 8 in 2010. The standards set clear expectations that students need to meet in reading, writing, and mathematics in the first eight years at school. (Ministry of Education)

At Liberton Christian School we have high proportions of students achieving above expectations across all National Standards areas. This is to be celebrated!

Reading is an area of strength in our school. We have seen some positive results in the 2017 target group for writing and amongst our special educational needs learners. Please see the analysis of variance report for further detail.

Implementation of learning programmes

Teachers plan reading, writing and mathematics programmes based around the achievement objectives and learning intentions set out in the LCS curriculum delivery plan and MOE guideline documents. Students participate in rich learning environments and teachers have high expectations for individual student achievement. Students across all levels participate in small group guided and shared sessions with class teachers. Students identified as below the expected level of achievement are supported in a variety of ways within class programmes.

Assessment

To make an overall teacher judgement as to whether a student is achieving ‘at’ the standard, teachers will draw on and analyse evidence at a particular point in time from a range of observation-based and standardised assessment procedures (MOE).

Students’ Learning – National Standards Data over the last five years

Reading	Well below	Just Below	At	Above	At/Above
2013	1.0%	7.0%	54.0%	38.0%	92.0%
2014	2.3%	5.8%	50.0%	41.9%	91.9%
2015	2.3%	9.2%	57.5%	31.0%	88.5%
2016	2.3%	12.5%	53.4%	31.8%	85.2%
2017	4.2%	5.2%	55.2%	35.4%	90.6%

Writing	Well below	Just Below	At	Above	At/Above
2013	1.0%	17.0%	66.0%	16.0%	82.0%
2014	2.3%	14.0%	58.1%	25.6%	83.7%
2015	4.6%	14.9%	60.9%	19.5%	80.4%
2016	4.5%	15.9%	53.4%	26.1%	79.5%
2017	3.1%	18.8%	58.3%	19.8%	78.1%

Mathematics	Well below	Just Below	At	Above	At/Above
2013		12.0%	58.0%	30.0%	88.0%
2014	1.2%	19.8%	47.7%	31.3%	79.0%
2015	5.7%	17.2%	55.2%	21.8%	77.0%
2016	5.7%	11.4%	64.8%	18.2%	83.0%
2017	5.2%	15.6%	52.1%	27.1%	79.2%

National Standards have been removed from the education system from the end of 2017. A new Ministry of Education focus on children’s progress and achievement will be implemented from 2018.

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Analysis of Variance

for the year ended 31 December 2017

Strategic Priority: Writing			
<p>Strategic Goals</p> <ol style="list-style-type: none"> To have our Special Character impact all our students so they are learning with enthusiasm, growing in knowledge, developing abilities and desiring to serve God. To have our Special Character impact all our students so they are learning with enthusiasm, growing in knowledge, developing abilities and desiring to serve God. To have a stimulating curriculum that is taught from a Christ-centred perspective by teachers who have a clear sense of calling to the special character of the school. 			
<p>Annual Aim: To increase the number of students achieving at or above the National Standard for writing.</p>			
<p>Baseline Data: Analysis of the 2015 end of year data showed 19.5% of Y1–8 students achieving below the National Standard. The 2016 data shows 20.5% (18/88) of our Y1-8 students achieving below the Standard.</p> <ul style="list-style-type: none"> The 18 students assessed as achieving below the Standard are 12 male and 6 female students. 4 male students are well below. There are more students below in the year 3–5 level. By ethnicity, the largest group that is achieving below the standard is the European/Pakeha group. 			
<p>Target: Students identified as below in the 2016 end of year OTJ assessment to make at least one year of progress in relation to the writing standard.</p>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Teaching staff to review 2016 writing assessment data. Identify and track target group learners.</p> <p>Staff meetings and additional PLD to build teacher knowledge and practice in delivering robust writing programmes across the school.</p> <p>Adapt teaching programmes to suit identified needs. Link to performance management system.</p> <p>Analyse end of year data to inform progress and planning for following year.</p>	<p>A target group of 21 students was identified across years 2–8 who were achieving below expectations.</p> <p>Specific staff meetings were focused on the target group. Our application for PLD was declined. Other PLD opportunities were identified such as the Literacy Symposium and Early Words workshop. Ideas were taken from the Literacy Symposium and implemented to support our student context.</p> <p>3 students made accelerated progress and moved from well below to just below.</p> <p>6 students made accelerated progress to meet the NS by the end of the year.</p> <p>1 student did not make sufficient progress and went from just below to well below.</p> <p>11 students made progress and remained just below.</p>	<p>Teachers are keen to see their students' progress. Individual students were identified and monitored throughout the year.</p> <p>Specific strategies implemented included an individual learning plan (ILP) for every student achieving below the NS in 2 or 3 areas, individual (volunteer or TA) support for learners, weekly buddy reading between classes, regular publishing of written work, increased sharing of written work.</p> <p>The ILP parent meetings were successful, particularly in terms 1 and 2. Teachers reporting the intentional focus on student progress and learning strategies was helpful to parents. Many home and school partnerships were strengthened.</p> <p>Individual student progress was discussed each term, and staff supported one another with ideas. A set of</p>	<p>Many of these students require ongoing support in their literacy learning. Some students suffer anxiety in approaching a writing task and this is an ongoing area of work for teachers.</p> <p>In busy classrooms, some students find it challenging to process information quickly and complete written tasks. Smaller learning groups and quieter environments supported these students well.</p> <p>Teachers will continue to implement strategies that showed success.</p>

LIBERTON CHRISTIAN SCHOOL

Analysis of Variance – continued

		questions were used to focus discussion. Additional TA and volunteer help to support literacy learning was targeted at a group of year 5&6 students who worked outside of the classroom environment. This gave students more ‘thinking’ time away from the busyness of the classroom.	
Planning for next year: For 2018, a high proportion of our students who find literacy (and mathematics) learning challenging are in years 5-8. Our two senior classes are large for 2018. The board of trustees has agreed to fund additional teaching support at this level to reduce the class sizes at literacy and mathematics learning times. We believe this will be a great support to all our learners at this level.			

LIBERTON CHRISTIAN SCHOOL

Analysis of Variance – continued

Strategic Priority: Special Educational Needs Learners			
<p>Strategic Goals</p> <ol style="list-style-type: none"> To have our Special Character impact all our students so they are learning with enthusiasm, growing in knowledge, developing abilities and desiring to serve God. To have our Special Character impact all our students so they are learning with enthusiasm, growing in knowledge, developing abilities and desiring to serve God. To have a stimulating curriculum that is taught from a Christ-centred perspective by teachers who have a clear sense of calling to the special character of the school. 			
<p>Annual Aim: To increase the number of students achieving at or above the National Standard.</p>			
<p>Baseline Data: Analysis of the 2016 end of year data showed we had 28.4% (25/88) of our students achieving below the National Standard (NS) in one or more areas (reading, writing or maths).</p> <ul style="list-style-type: none"> 9 students achieved below across three NS areas. 3 students achieved below across two NS areas. 13 students achieved below in one NS area. <p>24 students returned for 2017 in years 2–8.</p> <ul style="list-style-type: none"> 9 students achieved below across three NS areas. 4 male and 5 female students. 2 students achieved below across two NS areas. 2 male students. 13 students achieved below in one NS area. 9 male and 4 female students. 6 (male) students are below in writing only. 5 (2 male, 3 female) students are below in maths only. 1 student is below in reading only. By ethnicity, the largest group that is achieving below the standard is the European/Pakeha group. 			
<p>Target: To provide individual differentiated support to students who are achieving below expectations, and strengthening the home and school partnership for these students.</p>			
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Teaching staff to identify and track target group learners.</p> <p>Written individual learning plans (ILP's) set up for learners who are below in 2 or more NS areas. Hold parent conferences each term to strengthen the home and school partnership for these students.</p> <p>Adapt teaching programmes to suit identified needs and goals.</p> <p>Analyse end of year data to inform progress and planning for following year.</p>	<p>At the end of 2017 we had 3 students (male) below across three NS.</p> <p>Seven students (4 male, 3 female) below across two NS.</p> <p>Eleven students (5 male, 6 female) below in one NS.</p> <p>Three students (male) are now meeting NS expectations.</p> <p>Nine of the students made accelerated progress sufficient to reduce the number of areas in which they were achieving below expectation.</p> <p>Two of the students' progress were insufficient to maintain their beginning of year level of achievement.</p>	<p>Our below expectation learners were clearly identified and tracked throughout the year.</p> <p>The ILPs supported the individual and differentiated planning for each student.</p> <p>In most cases the home and school partnership was strengthened through the ILP process.</p> <p>The most significant acceleration in achievement was with a group of year 56 students who received the most additional support through the TA and a volunteer. These students responded well to good prompting questions, and more time to think and process information either individually or in a small group.</p>	<p>Many of these students require ongoing support in their learning.</p> <p>In busy classrooms, some students find it challenging to process information quickly and complete written tasks. Smaller learning groups and quieter environments supported these students well.</p> <p>Teachers will continue to implement strategies that showed success.</p>

LIBERTON CHRISTIAN SCHOOL

Analysis of Variance – continued

Planning for next year: The ILP's contributed to some stronger home and school partnerships around the identified learners. The outcome was significant enough that we will continue this approach for 2018.

OTHER KEY IMPROVEMENT STRATEGIES TO ACHIEVE STRATEGIC VISION

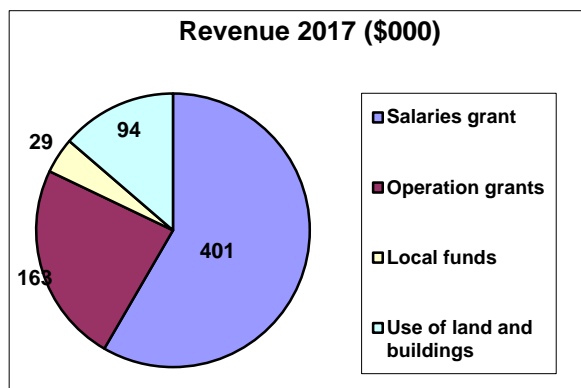
Annual Aim	Short Report
Special Character	
Support teachers to grow their understanding and teaching practice of the special character of the school.	Teaching staff reflected upon the Christian Character of the school during term 3 as part of the self-review programme. Four teaching staff attended the NZACS Connect 17 conference in Auckland.
Raise the wider Christian community awareness of the school and its purpose.	Regular publication of our Christian values and curriculum outlines in school newsletters. Opportunities are increasing to take our band and choir to the community, e.g. St Marks combined church services, school production, Opoho Presbyterian Church Community Advent service.
Finance and Property	
Work with the DCSA (proprietor) to redesign and upgrade the school entry area.	No new progress with entry design as the (DCSA) focus shifted to exploring the purchase of a neighbouring property, which if successful would have an impact on the entry upgrade. This should be resolved early 2018.
Include the 10 year maintenance plan in financial planning for capital expenditure.	Yes.
Self-review	
Maintain a rigorous self-review cycle of planning and review to ensure we have a stimulating curriculum that is relevant and up to date, and delivered from a Christ-centred perspective.	A designated member of the board led focus in this area. Teaching staff provided quality information based on questions asked by the board as part of the self-review process.
Review Social Science, English (reading), Christian Character, PE and Health and our Values documentation.	Curriculum delivery plan documentation updates are confirmed via teacher consultation at staff meetings.
Community Engagement	
Undertake at least two opportunities for community engagement and consultation.	A parent forum was held in April with the focus on Christian Bicultural Learning. A guest speaker was engaged to lead the conversation on the rationale and authentic contexts for naturally integrating bicultural learning. A substantial parent survey was circulated in October 2017.
Health and Safety	
Maintain a hazard register and report all hazards to BOT.	Done.
Review Health and Safety Policy NAG5 and procedures.	

LIBERTON CHRISTIAN SCHOOL

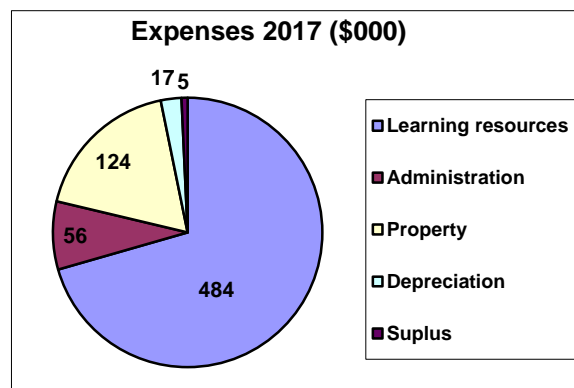
Graphical Analyses of Results and Trends

for the year ended 31 December 2017

Where funds came from ...

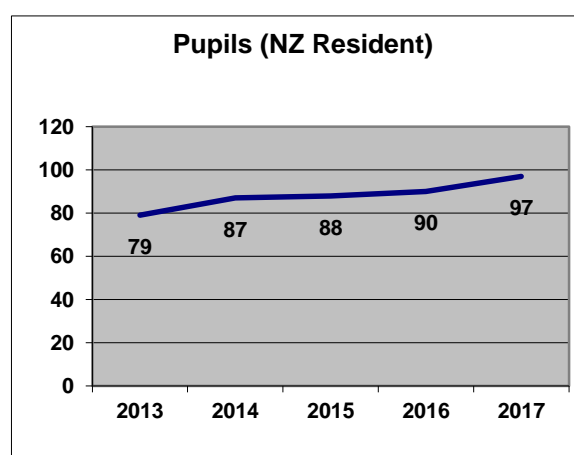
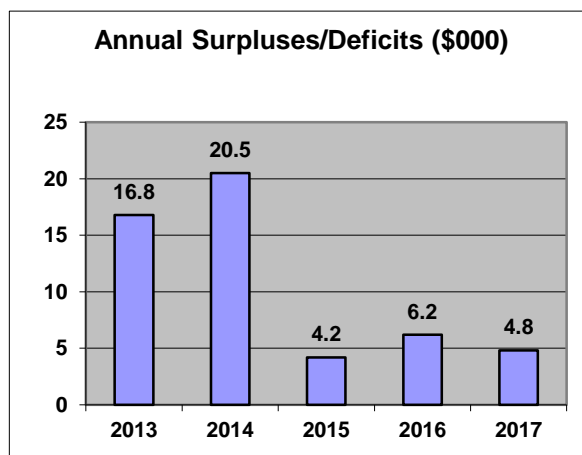


... and how they were used



Five-Year Financial Comparatives (\$000)

	2017	2016	2015	2014	2013
Revenue	687.2	625.8	621.3	589.8	563.2
Expenses	682.4	619.6	617.1	569.3	546.4
Surplus	4.8	6.2	4.2	20.5	16.8
Working Capital Surplus	61.7	64.8	55.4	50.4	28.3
Non-current Assets	69.6	61.5	57.0	69.4	70.9
Net Assets	139.5	134.7	128.5	118.3	97.8



The above graphs should be read in conjunction with the accompanying notes.

LIBERTON CHRISTIAN SCHOOL

Statement of Responsibility

for the year ended 31 December 2017

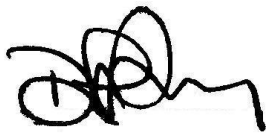
The Board of Trustees (the Board) has pleasure in presenting the annual report of Liberton Christian School, incorporating the financial statements and the auditor's report, for the year ended 31 December 2017.

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

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

It is the opinion of the Board and management, the annual financial statements for the financial year ended 31 December 2017 fairly reflect the financial position and operations of the School.

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



David Berg
Board Chairman
30 May 2018



Fiona Sizemore
Principal
30 May 2018

LIBERTON CHRISTIAN SCHOOL

Statement of Comprehensive Revenue and Expense

for the year ended 31 December 2017

	Note	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Revenue				
Government grants	2	563,951	525,600	507,122
Local funds	3	28,823	22,750	23,462
Use of land and buildings	19b	94,400	94,400	95,200
		<u>687,174</u>	<u>642,750</u>	<u>625,784</u>
Expenses				
Learning resources	4	484,402	464,500	422,688
Administration	5	55,948	55,700	53,451
Finance	6	1,141	0	1,697
Property management	7	124,077	125,000	125,642
Depreciation	8	15,034	14,500	14,384
Amortisation of equitable lease	15	1,750	1,750	1,750
Loss on disposal of assets		53	0	0
		<u>682,405</u>	<u>661,450</u>	<u>619,612</u>
Total Comprehensive Revenue and Expense for the Year		<u>4,769</u>	<u>(18,700)</u>	<u>6,172</u>

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

LIBERTON CHRISTIAN SCHOOL

Statement of Changes in Net Assets/Equity

for the year ended 31 December 2017

	Note	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Balance at 1 January		134,684	134,684	128,512
Total comprehensive revenue and expense for the year		4,769	(18,700)	6,172
Equity at 31 December		<u>139,453</u>	<u>115,984</u>	<u>134,684</u>

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

LIBERTON CHRISTIAN SCHOOL

Statement of Financial Position

as at 31 December 2017

	Note	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Current Assets				
Cash	9	82,169	61,794	82,283
Accounts receivable	10	21,926	20,000	23,223
Prepayments		402	400	381
		<u>104,497</u>	<u>82,194</u>	<u>105,887</u>
Current Liabilities				
Accounts payable	11	29,598	27,000	30,795
Provision for cyclical maintenance	13	1,600	1,600	800
Finance leases	14	4,399	4,000	3,363
Goods and Services Tax		7,163	6,000	6,136
		<u>61,737</u>	<u>43,594</u>	<u>64,793</u>
Working Capital Surplus/Deficit				
Non-current Assets				
Property, plant and equipment	12	69,632	65,000	61,556
Equitable leasehold interest	15	21,290	21,290	23,040
Non-current Liabilities				
Provision for cyclical maintenance	13	6,400	6,400	7,200
Finance leases	14	6,806	7,500	7,505
		<u>139,453</u>	<u>115,984</u>	<u>134,684</u>
Net Assets				
		<u>139,453</u>	<u>115,984</u>	<u>134,684</u>
Equity				
		<u>139,453</u>	<u>115,984</u>	<u>134,684</u>

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

LIBERTON CHRISTIAN SCHOOL

Statement of Cash Flows

as at 31 December 2017

Note	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Cash flows from Operating Activities			
Government grants	160,443	157,600	148,790
Locally raised funds	28,877	22,750	23,214
Goods and Services Tax (net)	990	0	190
Payments to employees	(93,053)	(101,239)	(88,425)
Payments to suppliers	(77,568)	(79,850)	(65,327)
Interest received	208	250	248
<i>Net cash from/(to) Operating Activities</i>	<u>19,897</u>	<u>(489)</u>	<u>18,690</u>
Cash flows from Investing Activities			
Purchase of PPE	(16,693)	(20,000)	(14,518)
<i>Net cash from/(to) Investing Activities</i>	<u>(16,693)</u>	<u>(20,000)</u>	<u>(14,518)</u>
Cash flows from Financing Activities			
Finance lease payments	(3,318)	0	(4,229)
<i>Net cash from/(to) Financing Activities</i>	<u>(3,318)</u>	<u>0</u>	<u>(4,229)</u>
Net increase/(decrease) in cash	<u>(114)</u>	<u>(20,489)</u>	<u>(57)</u>
Cash at the beginning of the year	82,283	82,283	82,340
Cash at the end of the year	<u><u>82,169</u></u>	<u><u>61,794</u></u>	<u><u>82,283</u></u>

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 Statement of Cash Flows should be read in conjunction with the accompanying notes.

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements

for the year ended 31 December 2017

1 Statement of Significant Accounting Policies

a Reporting Entity

Liberton Christian 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 the School is a public benefit entity for financial reporting purposes.

b Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2017 to 31 December 2017 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical accounting estimates and assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in Applying Accounting Policies

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

Classification of leases

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 14.

Recognition of grants

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

c Revenue Recognition

Government Grants

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

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

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

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

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

Interest income

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 Proprietor. 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 Proprietor.

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.

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements – continued

g Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, 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 Property, Plant and Equipment

Land and buildings owned by Dunedin Christian Schools Association Incorporated (the Proprietor) are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on the Integration Agreement between the Proprietor and the Minister of Education dated 6 October 1999.

Property, plant and equipment is 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 \$100, in most cases, are not capitalised; they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (e.g. 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:

Electronic equipment and computer software	6 years
Classroom furniture.....	15 years
Office furniture.....	15 years
Office equipment.....	5 years
Library.....	12.5% diminishing value
Other equipment.....	5–18 years

j Intangible Asset

The School has an interest in certain playground equipment, paid for by the School, but belonging to the Proprietor by virtue of it being permanently located on the Proprietor's land. The School's interest is

Notes to the Financial Statements – continued

recognised by way of an equitable lease, approved by the Ministry of Education, between the Proprietor (the lessor) and the School (the lessee). The playground equipment itself constitutes an intangible asset, however it has not been capitalised as its value has already been recognised by the equitable lease.

k 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.

l 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.

m 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, and annual leave earned to but not yet taken at balance date.

n Provision for Cyclical Maintenance

The property from which the School operates is owned by the Proprietor. 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 provisions for cyclical maintenance represent the obligation the Board has to the Proprietor and is based on the Board's ten-year property plan.

o 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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements – continued

p 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.

q Budget Figures

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

r Services Received In-kind

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

2 Government Grants

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grant	157,218	156,600	149,294
Salaries grant (centrally funded)	400,695	368,000	354,594
Other grants	6,038	1,000	3,234
	<u>563,951</u>	<u>525,600</u>	<u>507,122</u>

3 Local Funds

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Activity charges	20,972	18,000	16,285
Donations	4,202	2,000	3,865
Fundraising	3,485	2,000	3,064
Interest	164	250	248
Professional development support	0	500	0
	<u>28,823</u>	<u>22,750</u>	<u>23,462</u>

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements – continued

4 Learning Resources

Employee benefits – salaries	446,271	430,200	396,645
EOTC (education outside the classroom) expenses	24,503	21,500	16,387
General expenses	2,039	2,000	1,362
Library	182	300	176
Teacher development	3,916	3,500	2,137
Teaching resources	7,491	7,000	5,981
	484,402	464,500	422,688

5 Administration

ACC premiums	1,829	400	1,176
Accountancy fees	600	600	500
Audit fees	2,680	2,600	3,220
Board of Trustees expenses	2,117	3,500	1,326
Communication	1,470	1,500	1,330
Consumables	0	4,500	218
Employee benefits – salaries	34,616	31,000	31,277
General expenses	8,403	6,500	7,868
IT support	895	3,000	978
Laptop lease costs	0	1,300	0
Photocopier charges	1,880	0	2,259
Publicity	673	800	2,514
Risk management premium	785	0	785
	55,948	55,700	53,451

6 Finance

Finance lease interest	1,141	0	1,697
	1,141	0	1,697

7 Property Management

	2017 Actual \$	2017 Budget (Unaudited) \$	2016 Actual \$
Caretaking	1,281	2,000	1,698
Cleaning	13,013	12,000	12,311
Cyclical maintenance	0	0	200
Grounds	1,567	1,500	1,430
Heat, light and water	7,933	8,000	7,629
Maintenance	2,876	4,000	4,152
Rates	3,007	3,100	3,022
Use of land and buildings	94,400	94,400	95,200
	124,077	125,000	125,642

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements – continued

8 Depreciation

Electronic equipment	11,028	10,600	10,239
Office furniture	185	200	221
Classroom furniture	2,623	2,600	2,626
Library	639	600	731
Other equipment	559	500	567
	<u>15,034</u>	<u>14,500</u>	<u>14,384</u>

9 Cash and Cash Equivalents

Bank current account	82,169	61,794	82,283
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>82,169</u>	<u>61,794</u>	<u>82,283</u>

10 Accounts Receivable

Debtors	33	70	78
Teachers' salaries grant	21,893	19,930	23,145
	<u>21,926</u>	<u>20,000</u>	<u>23,223</u>
Receivables from exchange transactions	33	70	78
Receivables from non-exchange transactions	21,893	19,930	23,145
	<u>21,926</u>	<u>20,000</u>	<u>23,223</u>

11 Accounts Payable

Creditors	2,226	2,970	3,456
Audit fee accrual	2,800	2,800	2,800
Teachers' salaries accrual	23,151	19,930	23,145
Banked staff liability	0	500	584
Leave liability	1,421	800	810
	<u>29,598</u>	<u>27,000</u>	<u>30,795</u>
Payables for exchange transactions	29,598	27,000	30,795
Payables for non-exchange transactions	0	0	0
	<u>29,598</u>	<u>27,000</u>	<u>30,795</u>

The carrying value of payables approximates their fair value.

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements – continued

12 Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impair- ment \$	Deprec- iation \$	Total (NBV) \$
2017						
Electronic equipment	30,016	19,571	(50)	0	(11,028)	38,510
Office furniture	817	0	(3)	0	(185)	629
Classroom furniture	24,310	3,592	0	0	(2,623)	25,279
Library	5,116	0	0	0	(639)	4,476
Other equipment	1,297	0	0	0	(559)	738
	61,556	23,163	(53)	0	(15,034)	69,632

	Cost or Valuation \$	Accum Deprn \$	Net Book Value \$
2017			
Electronic equipment	88,145	(49,635)	38,510
Office furniture	3,844	(3,215)	629
Classroom furniture	47,854	(22,575)	25,279
Library	30,283	(25,807)	4,476
Other equipment	23,742	(23,004)	738
	193,868	(124,236)	69,632

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impair- ment \$	Deprec- iation \$	Total (NBV) \$
2016						
Electronic equipment	26,368	13,888	0	0	(10,239)	30,016
Office furniture	1,038	0	0	0	(221)	817
Classroom furniture	21,879	5,057	0	0	(2,626)	24,310
Library	5,846	0	0	0	(731)	5,116
Other equipment	1,864	0	0	0	(567)	1,297
	56,995	18,945	0	0	(14,384)	61,556

	Cost or Valuation \$	Accum Deprn \$	Net Book Value \$
2016			
Electronic equipment	85,113	(55,096)	30,016
Office furniture	3,924	(3,107)	817
Classroom furniture	44,472	(20,162)	24,310
Library	30,282	(25,167)	5,116
Other equipment	23,742	(22,445)	1,297
	187,533	(125,977)	61,556

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements – continued

13 Provision for Cyclical Maintenance

The Board of Trustees has approved a 10-year maintenance plan for all school property which is budgeted from operations grant revenue. A provision is made for repainting the interior of the school buildings.

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
		\$	
Provision at 1 January	8,000	8,000	7,800
Add increase to the provision during the year	0	0	200
Provision at 31 December	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>
Cyclical maintenance – current	1,600	1,600	800
Cyclical maintenance – term	6,400	6,400	7,200
	<u>8,000</u>	<u>8,000</u>	<u>8,000</u>

14 Finance Lease Liability

No later than one year	5,178	4,000	3,363
Later than one year and no later than five years	7,299	7,500	7,505
	<u>12,477</u>	<u>11,500</u>	<u>10,868</u>

15 Equitable Leasehold Interest

An equitable leasehold interest recognises an interest in an asset without transferring ownership or creating a charge over the asset. This equitable leasehold interest represents the Board's interest in capital works assets owned by the Proprietor but paid in whole or in part by the Board of Trustees, either from Government funding or from community-raised funds.

A lease between the Board and the Proprietor records the terms of the equitable leasehold interest and includes a detailed schedule of capital works assets. The equitable leasehold interest is being amortised over 20 years based on the economic life of the capital works assets involved. The interest may be realised on the sale of the capital works by the Proprietor on the closure of the school.

The major capital works assets included in the equitable leasehold interest are:

	2017	2016
	Actual	Actual
	\$	\$
Playground equipment	<u>21,290</u>	<u>23,040</u>

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements – continued

16 Intangible Asset

The School's intangible asset is the playground equipment situated within the levelled area near the boundary at the intersection of Tensing and Hillary Streets, constructed in 2010.

	Opening \$	Additions \$	Disposals \$	Impair- ment \$	Closing \$
2017					
Cost					
Intangible Assets (cost)	34,998	0	0	0	34,998
Balance at 31 December 2017	34,998	0	0	0	34,998
Accumulated Amortisation					
Intangible Assets (amortisation for the year)	13,708	0	0	0	13,708
Balance at 31 December 2017	13,708	0	0	0	13,708
Net Book Value at 31 December 2017					21,290

	Opening \$	Additions \$	Disposals \$	Impair- ment \$	Closing \$
2016					
Cost					
Intangible Assets (cost)	34,998	0	0	0	34,998
Balance at 31 December 2016	34,998	0	0	0	34,998
Accumulated Amortisation					
Intangible Assets (amortisation for the year)	11,958	0	0	0	11,958
Balance at 31 December 2016	11,958	0	0	0	11,958
Net Book Value at 31 December 2016					23,040

17 Remuneration

Key management personnel compensation

Key management personnel of the School includes all trustees of the board, principal, deputy principal and heads of departments.

	2017 Actual \$	2016 Actual \$
Salaries and other short-term employee benefits (2.09 FTEs)	198,873	190,936
Post-employment benefits	-	-
Other long-term benefits	-	-
Termination benefits	-	-
	198,873	190,936

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements – continued

Board of trustees 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:

Board of trustees (0.09 FTEs)	1,800	800
Committee members	-	-
	1,800	800

Principal

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

Salaries and other short-term benefits:		
Salary and other payments	110–120	100–110
Benefits and other emoluments	0–5	0–5
Termination benefits	-	-

Other employees

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

Remuneration \$000	2017 FTE Number	2016 FTE Number
110–120	-	-
100–110	-	-
	-	-

The disclosure for ‘Other employees’ does not include the 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:

	2017 Actual \$	2016 Actual \$
Total	-	-
Number of people	-	-

19 Related Party Transactions

- (a) The School is a controlled entity of the Crown.

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 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 or 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 conditions 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.

- (b) The proprietor of the School, Dunedin Christian Schools Association Incorporated, is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately; if the proprietor collects funds on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(d). The estimated value of this use during 2017 is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

20 Commitments

- (a) Capital Commitments

There were no material contracts entered into by the Board of Trustees which commit the School to spend funds on replacement of assets or on maintenance of the school property as at 31 December 2017 (nil at 31 December 2016).

- (b) Operating Commitments

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

- (i) lease of laptop computers

	2017 Actual \$	2016 Actual \$
No later than one year	0	0
Later than one year and no later than five years	0	0
	0	0

LIBERTON CHRISTIAN SCHOOL

Notes to the Financial Statements – continued

21 Contingencies

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

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:

	2017	2017	2016
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and receivables			
Cash and cash equivalents	82,534	61,794	82,283
Receivables	11,784	20,000	23,223
Total cash and receivables	<u>94,318</u>	<u>81,794</u>	<u>105,506</u>
Financial liabilities measured at amortised cost			
Payables	20,387	27,000	30,795
Finance leases	11,847	11,500	10,868
Total financial liabilities measured at amortised cost	<u>32,234</u>	<u>38,500</u>	<u>41,663</u>

24 Events After Balance Date

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

Statement of Kiwisport Funding

for the year ended 31 December 2017

Kiwisport is a government funding initiative to promote sport for school-aged children. Kiwisport provides funding to schools for Year 1–8 students and Year 9–13 students through the Ministry of Education and Sport New Zealand.

Kiwisport aims to:

- increase the number of school-aged children participating in organised sport
- increase the availability and accessibility of sport opportunities for all school-aged children
- support children to develop skills that enable them to participate confidently in sport

In 2017, the school received total Kiwisport funding of \$1,309.79 (excluding GST). The funding was spent on new or replacement equipment for netball, T-ball and rippa rugby. The school also hired the Caledonian Ground track and field venue, and specialised athletics equipment, to hold a full athletics day competition. All students in the school benefit from these targeted initiatives.

Statement of Resources

for the year ended 31 December 2017

Property

The school complex comprises

- four permanent classrooms
- assembly hall
- library
- administration block
- ablution and service facilities
- three resource storage rooms
- implement shed

The School occupies 0.6 hectares of land which has been developed to include:

- two adventure playgrounds including all-weather safety matting
- mock fortress

The land and buildings that make up the school site at 5 Hillary Street are owned by Dunedin Christian Schools Association Incorporated (the Proprietor). The current government valuation of this property, effective 1 July 2016, is \$1,180,000. The Board of Trustees has occupancy and is responsible for the management of the land and buildings pursuant to the Deed of Integration between the Crown and the Proprietor.

School Contents

With respect to technology, a local area network with Internet connectivity is accessible from each classroom, as well as from the administration areas and the library.

The School has in 2002 assumed ownership of a range of teaching, sports and musical equipment, and library materials which were formerly owned by the Proprietor.

These and other assets are reported under Property, Plant and Equipment in the Balance Sheet and Note 12 in the Notes to the Financial Statements.

Community Resources

The School has access to the Dunedin North Intermediate School swimming pool and Dunedin's Moana Pool for swimming lessons, and the Dunedin North Intermediate School Technicraft facilities for manual arts tuition by Form 1 and 2 pupils.

Visits to and from a number of Christian, cultural and sporting organisations also enhance school life.

Human Resources

The skill and contribution of the staff in all parts of school life is possibly the School's most valuable resource. The value of staff is not expressed in monetary terms in the financial statements, and indeed defies measurement.

The School draws upon a wide range of ethnic and socio-economic groups for its pupils. Recognising and celebrating this diversity is one of the School's strengths. The School's special character also encourages participation from parents and supporters who contribute in a variety of ways to enriching the life of the School.

The Board is supported by an active Home and School Committee which provides planning and resources for fundraising activities and helpful assistance in curricular and extra-curricular activities.

**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF LIBERTON CHRISTIAN SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2017**

The Auditor-General is the auditor of Liberton Christian School (the School). The Auditor-General has appointed me, Malcolm Wong, using the staff and resources of Cook North & Wong, 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 16 to 32, that comprise the statement of financial position as at 31 December 2017, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects;
- its financial position as at 31 December 2017; and
- its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards with disclosure concessions.

Our audit was completed on 30 May 2018. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 3 to 15 and 33 to 34, but does not include the financial statements, and our auditor's report thereon.

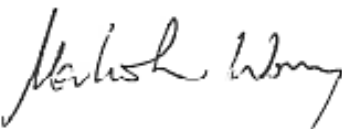
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Malcolm Wong
Cook North & Wong
On behalf of the Auditor-General
Dunedin, New Zealand

