

Liberton Christian School

'Our children, as part of the Christian community, learning with enthusiasm, growing in knowledge, developing their abilities, and desiring to serve God'



Cover photo: 2019 school photo taken by Kelk Photography

2019 Annual Report

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Key Statistics

	July 2019	July 2018
Staffing (FTE)		
Principal	1.00	1.00
Teachers	5.70	5.77
Total employed	6.70	6.77
Total entitlement	6.45	6.45
Ancillary staff (hrs/week)		
Secretary	32.5	32.5
Teacher aide	14.5	10
Students		
Local	104	105
International	0	0
Male	54	55
Female	50	50
Student ethnicity		
NZ European/ Pākehā	60.58%	62%
Other European	6.24%	
Māori	6.24%	5%
Pasifika	8.32%	12%
Asian	19.76%	17%
African	2.08%	4%
Year level numbers		
Year 1	12	16
Year 2	16	14
Year 3	14	8
Year 4	9	10
Year 5	10	17
Year 6	16	13
Year 7	15	11
Year 8	12	16
Half days open	388 (2 strike 1/2 days)	384 (4 strike 1/2 days)
Exempt bad weather half days	0	0
Decile rating	7	7

Board of Trustees

for the year ended 31 December 2019

Name & Address/Qualifications	Representation	Responsibility/ Term Expiry
David Berg , BA(Hons), PGCertTL, MSc, EdD, NPQH 20 Flower Street, Fairfield, Dunedin University Lecturer	Proprietor's representative	Chair, Personnel, Strategic Plan Resigned 14 May 2019
Daryl Schwenke , BSc(Hons), MSc, PhD 2C Wavy Knowes Dr, Waldronville, Dunedin University Lecturer	Parent representative (Chair)	Chair, Personnel, Strategic Plan, Self-Review April 2022
Jan Jopson , BSc, EdM 112 Factory Road, Mosgiel Community Educator	Proprietor's representative (Deputy chair)	Employment, Special Character Indefinite
Fiona Sizemore , BEd(Tchg) 682 North Road, RD 2, Waitati, Dunedin School Principal	Principal	Management, Curriculum, 10-Year Property Plan Indefinite
Craig Grounds 23 Calder Street, St Kilda, Dunedin Electrician	Parent representative	Property Maintenance Health and Safety April 2022
Nicole Klemetson , BA, DipEd 245 Highcliff Road, Shiel Hill, Dunedin Children's Pastor	Parent representative (Treasurer)	Finance April 2022
Campbell Paton 46 Dovecote Avenue, Corstorphine, Dunedin Builder/landlord	Proprietor's representative	Property Maintenance and Development, Special Character Indefinite
Alan Robertson , Ad.DipTchg 75 Craigleith Street, Opoho, Dunedin School Teacher	Staff representative	Staff Liaison Resigned 31 December 2019
Kelby Smith-Han , BA, MHealSc(MENH), PhD 92 Signal Hill Road, Opoho, Dunedin University Researcher	Parent representative	General Legislation April 2022
John Egbuji , BSc, MD 6B Bright Street Belleknowes, Dunedin Medical Doctor with the Southern DHB	Parent representative	General Legislation April 2022
Paul Copland , BSc (Hons), PhD 31 Butler St, Maori Hill, Dunedin Philosopher	Proprietor representative	Special Character Indefinite
Ginger Lynn , BSc. 3 Spiers Rd, Halfway Bush, Dunedin Homemaker	Proprietor representative	Special Character, Liaison (fundraising and grants) Resigned 31 December 2019
Karen Boyes,	Secretary	Non voting
Accountant / Service Provider	MOORE Markhams Otago	

Principal

Fiona Sizemore BEd(Tchg)

Junior Learning Team: NE—Year 4

Frances Neill BSc, BEd, DipTchg (*part-time*)

Erin Corry B.Tchg (*part-time*)

Olivia Wilden B.Tchg

Jody Fleming BSc, MTchgLn

Senior Learning Team: Years 5-8

Alan Robertson AdvDipTchg

Bronwyn Bennington BEd(Tchg)

Kyra Jones BPhEd, DipTeach (*part-time*)

Specialist Teachers

Kyra Jones (Visual Art)

Amelia Mah (Music)

Support Staff

Admin: Karen Boyes

Teacher Aide: Christina Oaks



2019 staff photo taken by Kelk Photography



Principal's Report 2019

2019 Principal Annual Report

It is a privilege to be part of a Christian School community that continues to be focussed on the founding vision and faith set down thirty-seven years ago. We can reflect upon the 2019 school year with grateful hearts and give thanks to the Lord for his goodness to us.

We continued to operate at full capacity with five full-time classrooms and a sixth class operating part-time out of our staffroom four mornings per week.

We welcomed Mrs Jody Fleming, Miss Olivia Wilden and Miss Erin Corry to the teaching team. We started the year with 98 students and finished the year with 110 students.

The teachers and class levels were:

Year 7-8 Mrs Bennington

Year 5-6 Mr Robertson (Deputy principal)

Year 3-4 Mrs Fleming

Year 1-2 Miss Wilden

Year 1 Miss Neill and Miss Corry

Specialist visual arts and year 5-8 teacher, Mrs Jones.

Specialist music teacher (band and choir), Miss Mah.

Mrs Karen Boyes continued to support us with her wonderful school administration skills. Miss Christina Oaks, married and became Mrs List, continued her much appreciated work as teacher aide. Mrs Netty van der Woude continued her long and faithful voluntary service as school librarian. We are also thankful for the many other parents and friends who support the school in a variety of ways.

Supporting our teaching staff to attend Christian education professional development is an important element in nurturing the Christian character of our school. Jody Fleming, Olivia Wilden, and I attended the New Zealand Association for Christian Schools conference in Tauranga. The conference was well attended by teachers from Christian schools across the country and a great blessing to us all. We enjoyed high quality key note addresses from Josh and Sean McDowell and wonderful fellowship amongst the delegates.

Leadership development is an important part of being an intermediate student at Liberton Christian School. We enjoyed having a World Vision youth ambassador visit our school to run a leadership workshop. It was an inspiring time for our young leaders. They planned our famine sleepover event, where we try to walk a little in the shoes of those we are seeking to help by packing lightly, eating some food from the country we are supporting and not using any technology. Together we raised \$6446.90 for South Sudanese children and their families suffering due to civil war. All of our year 8 students attended the National Young Leaders Day, organised by the Parenting Place, where they were encouraged by well-known athletes and leaders from around the country to persevere and strive to reach their full potential. The Year 7&8 intermediate students participated in sessions run by the Attitude Team and we increased our focus on teaching Christian apologetics. Our year 8 students also led a number of activities across the school throughout the year.

We had a good number of sports teams participating in rippa rugby, netball, basketball, soccer, and badminton competitions. There were some excellent results and positive development in our teams. 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 went on to the North zone and Otago championship level events. We are very grateful for the support of many parents who coach and manage our sports teams.

We participate in many education outside the classroom activities during the year. Highlights for 2019 included Beach Education, Orokonui Eco-Sanctuary, Botanical Gardens, Toitu Otago Settlers Museum, Elegreggo, EPro8 Challenge, Spelling Bee, Ski camp, Ukulele Jam, and the Kahurangi Maori Dance Company. Also our band and choir had the opportunity to perform and lead singing at three St Marks church services and an Opoho Church advent service, and we had a group play at the Ukulele Jam.

Our school production of Joseph was particularly special this year as it was the last to be directed by our deputy principal Mr Alan Robertson before his retirement. We enjoyed two wonderful shows with a great turnout of our wider community, including a good number of past students. We are delighted to announce \$769.20 was collected in donations to support the Servants Health Centre, an amazing Christian ministry to the most vulnerable people in our city.



As our year ended, we expressed our gratitude to Mrs Christina List who is leaving to complete her primary teaching qualification and Miss Erin Corry who taught in Room 1 for the year. We are very grateful for Christina and Erin's contribution at our school and wish them both God's blessings as they pursue their next adventures. We also said goodbye to our long-serving deputy principal Mr Alan Robertson. Alan served our school community faithfully for fifteen years and was a true blessing as a teacher and leader in our school. The wider community showed its deep appreciation to Alan at the very large gathering held to celebrate and give thanks for his contribution and blessing to our school.

We are grateful to the Lord for many wonderful school activities and the positive development in the children over the year. Thank you very much to all our parents and friends of the school who have prayed for us, provided transport, volunteered in classes, attended ski camp, supervised at the pool or on class trips, helped at sport events, coached sports teams, done weekly washing, supported fundraising events, and many other things.

I would like to express my sincere thanks and appreciation to our faithful and very hard-working staff, the Board of Trustees and the Dunedin Christian Schools Association. Together we strive to uphold the vision laid down by our founders; *"our children, as part of the Christian community, learning with enthusiasm, growing in knowledge, developing their abilities, and desiring to serve God."*

Fiona Sizemore
Principal





Report from the BoT Chair

Talofa lava, Kia orana, Malo e lelei, Fakaalofa lahi atu, Bula vinaka, Malo ni, Halo ola keta, Mauri, Fakatalofa atu, and Kia ora

"What you get by achieving your goals is not as important as who you become by achieving your goals."— Henry David Thoreau

As Chair of the Board of Trustees (BOT) at Liberton Christian School I am extremely grateful for the Principal and staff who have strived towards fostering an environment in which our pupils have been able to achieve excellence, not necessarily only in what they have done, but rather in discovering their strengths and treasures in Christ, which underpins the very ethos of LCS. Indeed, it was a privilege to farewell our Year-8 students at the end of 2019 as they embark on the next chapter of their education, with full confidence that each one of them has been fully equipped by LCS to succeed in the challenges ahead. *"Commit to the LORD whatever you do, and he will establish your plans"* (Proverbs 16:3).

After serving faithfully at LCS for 15 years, it was with sorrow that we have also said farewell to Mr Alan Robertson, who is now embracing the busy life of retirement. However, LCS is thrilled to welcome Mr Grant Peacock as a new staff member for 2020 who brings a plethora of skills to complement those already at LCS, and further strengthen an already outstanding team. We are also blessed to have had Mrs Jody Fleming and Miss Olivia Wilden join us at the beginning of 2019. Both have settled in well and have made significant contributions to LCS.

Throughout 2019, we as board trustees have met regularly to examine and review student achievement data presented by the school's teachers. Although it is gratifying to identify the strengths of LCS, we are always aiming to address and improve on the perceived weaknesses or limitations of LCS. One key role of the board is to engage with, and support, teachers in self-reviewing current teaching practices, always wanting to improve and ensure equity across the wide range of student competencies. The data, which has been both wide-ranging and exhaustive, has provided invaluable insight that we hope helps develop (or reinforce) effective strategies to build-up all children. The board also engaged with parents and community, e.g. through questionnaires, as we appreciate the importance of family engagement for the development of our children.

Collectively, we as a board in collaboration with staff welcome parent engagement so that they themselves can be confident of the high standards in teaching and learning that are achieved at LCS, with the fundamental difference that the special character of the school places Christ at the center.

The BoT itself underwent significant changes in 2019 as Dr David Berg stepped down as Chair after his long serving role as Chair of twelve years. David was succeeded by Assoc. Prof. Daryl Schwenke. In addition, the board warmly welcomed new members Dr Paul Copeland and Mrs Ginger Lynn, both representatives of the Dunedin Christian School Association.

Finally, as Chair I am sincerely grateful to all the members of the school's Board, for LCS teachers and Principal, and to the school families for their unwavering commitment, wisdom and grace, and for making LCS 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.

Daryl Schwenke
Chair for the Board of Trustees
Liberton Christian School

2019 End of Year Student Achievement Summary Report

At Liberton Christian School we have high proportions of students achieving above expectations across all curriculum areas.

We have seen some positive results in the 2019 target groups for writing and reading, 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. We continued to provide additional teacher support in literacy and mathematics at years 5-8 as the benefits were evident to all our learners at this level.

Student Engagement: surveyed November 2019

Students report a high level of satisfaction in their learning and wellbeing at Liberton Christian School. 98% of year 5-8 students felt that our school Christian values were important.

95% of year 5-8 students said they have a positive sense of belonging at Liberton Christian School.

93% of year 5-8 students of students felt safe at school.

Student 'voice' is highly regarded at Liberton. Senior students are offered opportunities to share their ideas and opinions directly with the principal, and to the Board of Trustees 1-2 times per year as part of the self-review process.

Student Achievement – Overall Teacher Judgements Against The NZ Curriculum: End Of Year Summary

READING	WELL BELOW	BELOW	AT	ABOVE
2015	2.3%	9.2%	57.5%	31.0%
2016	2.3%	12.5%	53.4%	31.8%
2017	4.2%	5.2%	55.2%	35.4%
2018	5.0%	10.0%	43.0%	42.0%
2019	3.0%	8.0%	53.0%	36.0%
WRITING	WELL BELOW	BELOW	AT	ABOVE
2015	4.6%	14.9%	60.9%	19.5%
2016	4.5%	15.9%	53.4%	26.1%
2017	3.1%	18.8%	58.3%	19.8%
2018	7.0%	13.0%	56.0%	24.0%
2019	6%	16.0%	50.0%	28.0%
MATHEMATICS	WELL BELOW	BELOW	AT	ABOVE
2015	5.7%	17.2%	56.3%	20.7%
2016	5.7%	11.4%	64.8%	18.2%
2017	5.2%	15.6%	52.1%	27.1%
2018	5.0%	14.0%	57.0%	24.0%
2019	4.0%	14.0%	48.0%	34.0%

Liberton Christian School has a positive record of student achievement. Teaching staff and the Board of Trustees continue to strive to support student achievement in all areas, and in particular support underachieving students to reach their full potential. Annual goals are focussed on this task.

Overall we can read much to celebrate in this assessment report.

We have dedicated hard-working teachers who know their students well and deliver high quality teaching and learning programmes.

Our teachers plan for individuals, small groups and whole class activities in all core curriculum areas. They differentiate their teaching strategies depending on the needs of their students.

Our team of teachers support one another in planning, teaching, analysing student achievement and PLD.

We are well supported by our parent community as we work together to educate our children in a way which upholds the founding vision of our school.

2019 Analysis of Variance

for the year ended 31December 2019

Strategic priority: Literacy (Writing, Reading, Library)			
Strategic Goal #1 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. Strategic Goal #2 All students are successfully able to access the New Zealand Curriculum as evidenced by progress and achievement. Strategic Goal #3 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.			
Annual Aim: To increase the number of students achieving expectations in writing and reading.			
Baseline Data: At the beginning of 2019 we have 19 students achieving below expectations in writing and 12 students achieving below expectations in reading across years 2-8. 12 students are achieving below expectations in both writing and reading. Our MoE funded PLD for literacy support continues from 2018 through 2019. By ethnicity, 18 of the 19 students are Pakeha.			
Target: Students in years 2-8 identified as below at the beginning of 2019 to make more than one year of progress in writing and/or reading in relation to curriculum expectations.			
Actions (What did we do?)	Outcomes (What happened?)	Reasons for the Variance (Why did it happen?)	Evaluation (Where to next?)
Teaching staff to review 2018 writing and reading assessment data. Identify, benchmark and track target group learners in years 2-8. Staff meetings and additional PLD to build and support teacher knowledge and practice in delivering robust literacy programmes across years 2-8. Improve the reading resources in the middle years (3-6) and library. Adapt teaching programmes to suit identified needs. Link to performance management system. Analyse end of year data to inform progress and planning for following year.	A target group of 19 students was identified across years 2-8 who were achieving below expectations in writing. A target group of 12 students was identified across years 2-8 who were achieving below expectations in reading. All 12 of the students below expectations in reading were also below in writing. Writing - 2 students made accelerated progress and met curriculum expectations. Reading – 6 students made accelerated progress and met curriculum expectations.	The board of trustees funded additional teaching support for writing across years 5-8 which brought our year 5-8 class sizes down to 16-20 students and enabled teachers to give more time to individual students. This provided additional support to all students, including higher achieving students. Our MOE PLD continued to focus on writing. We had regular access to a literacy facilitator to support teachers in their professional learning and development. A budget priority was set to fund additional reading resources in years 3-6. \$2000 was spent to expand and increase the core reading programmes at this level.	Most of these students require ongoing support in their literacy learning. Our dedicated teaching staff will continue to identify students who need support and differentiate their programmes to best meet the needs of our students. The board of trustees has committed to continue funding the additional teaching resource at the year 5-8 level to lower the teacher/student ratio to support all students at this level. Teacher aide hours are committed to supporting the Junior Learning Team at literacy times.
Planning for next year: The Board of Trustees has agreed to continue the additional staffing for literacy and mathematics in the senior learning team (years 5-8). Benefits to all learners is evident. Due to the importance of reading skills as a foundation to developing writing skills and all other areas of the curriculum, funding has been allocated in the budget to continue the work to strengthen our reading resources across the school. The library funding was not spent due to the library not relocating back to its own room due to the new junior classroom not be completed. This has been rolled over into the 2020 budget.			

OTHER KEY IMPROVEMENT STRATEGIES TO ACHIEVE STRATEGIC VISION

Annual Aim	Short Report
SPECIAL CHARACTER/PERSONNEL	
<p>Support teachers (especially new staff) to grow their understanding and teaching practice of the special character of the school.</p> <p>Raise the wider Christian community awareness of the school and its purpose.</p>	<p>Teachers began the year by reflecting on part of the DCSA constitution and signing their agreement to the Article of Faith.</p> <p>Two new members of the teaching staff attended the NZACS teacher conference.</p> <p>Teachers participated in a Christian character review of the school during term 3.</p>
FINANCE AND PROPERTY	
<p>Work with the DCSA (proprietor) to provide a permanent fifth teaching space.</p> <p>Redesign and upgrade the school entry area.</p> <p>Consolidate new finance and budget systems.</p>	<p>Work continued with the DCSA to develop the plan for the new teaching space.</p> <p>The school entry area upgrade has been delayed due to finances being redirected towards the new teaching space.</p> <p>New finance and budget systems were consolidated.</p>
HEALTH AND SAFETY	
<p>Maintain a hazard register and report all hazards to BOT.</p> <p>Review Health and Safety Policy NAG 5 and procedures.</p>	<p>Done.</p>
SELF-REVIEW	
<p>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-centered perspective.</p> <p>Monitor issues of equity and excellence through our self-review process to help focus the BoT in promoting achievement and success for our diverse learners.</p>	<p>Done.</p> <p>Issues of equity and excellence were discussed through the review process at the second meeting of the board each term.</p>
COMMUNITY ENGAGEMENT	
<p>Undertake at least two opportunities for community engagement and consultation.</p> <p>Support parents in the transition to high school.</p>	<p>Four opportunities were offered to parents to contribute to the self-review of policies.</p> <p>A community welcome event was held in term 1 and a wider community event held in term 4 to farewell our long-serving DP.</p> <p>A parent forum was held in term 4 to support parents of year 8 students in the transition to high school.</p>

Statement on Kiwisport Funding

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 2019, the school received total Kiwisport funding of \$1395.56 (excluding GST). The funding was spent on hiring the Caledonian Ground track and field venue and specialised athletics equipment to hold our athletics day competition, replenish winter sports equipment, and replace worn classroom sports equipment. All students in the school benefit from these targeted initiatives.



Liberton Christian School

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Daryl Owen Schwenke

Full Name of Board Chairperson

D Schwenke

Signature of Board Chairperson

21st May 2020

Date:

Fiona Louise Sizemore

Full Name of Principal

F Sizemore

Signature of Principal

21 May 2020

Date:

Liberton Christian School
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	688,064	636,394	664,152
Locally Raised Funds	3	29,467	25,000	26,299
Use of Land and Buildings Integrated		107,600	95,200	95,200
Interest income		1,909	1,200	220
		827,040	757,794	785,871
Expenses				
Locally Raised Funds	3	31,800	29,850	23,088
Learning Resources	4	555,630	531,950	527,269
Administration	5	65,783	64,795	55,556
Finance		485	-	935
Property	6	144,740	136,600	125,751
Depreciation	7	22,431	21,120	21,893
Loss on Disposal of Property, Plant and Equipment		1	-	-
		820,870	784,315	754,492
Net Surplus / (Deficit) for the year		6,170	(26,521)	31,379
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		6,170	(26,521)	31,379

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

Liberton Christian School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		170,832	170,832	139,453
Total comprehensive revenue and expense for the year		6,170	(26,521)	31,379
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		3,298	-	-
Equity at 31 December	21	180,300	144,311	170,832
Retained Earnings		180,300	144,311	170,832
Equity at 31 December		180,300	144,311	170,832

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

Liberton Christian School
Statement of Financial Position
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	43,942	29,475	55,996
Accounts Receivable	9	36,044	26,104	26,104
Prepayments		898	358	356
Inventories	10	1,076	1,496	1,496
Investments	11	76,753	50,000	50,000
		<u>158,713</u>	<u>107,431</u>	<u>133,952</u>
Current Liabilities				
GST Payable		4,540	6,758	6,758
Accounts Payable	13	49,806	33,811	33,811
Revenue Received in Advance	14	113	100	100
Provision for Cyclical Maintenance	15	2,600	2,500	2,500
Finance Lease Liability - Current Portion	16	2,853	4,859	4,859
		<u>59,912</u>	<u>48,028</u>	<u>48,028</u>
Working Capital Surplus/(Deficit)		98,801	59,403	85,924
Non-current Assets				
Property, Plant and Equipment	12	<u>88,214</u>	<u>92,261</u>	<u>92,261</u>
		88,214	92,261	92,261
Non-current Liabilities				
Provision for Cyclical Maintenance	15	4,670	5,400	5,400
Finance Lease Liability	16	2,045	1,953	1,953
		<u>6,715</u>	<u>7,353</u>	<u>7,353</u>
Net Assets		<u><u>180,300</u></u>	<u><u>144,311</u></u>	<u><u>170,832</u></u>
Equity				
	21	<u><u>180,300</u></u>	<u><u>144,311</u></u>	<u><u>170,832</u></u>

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

Liberton Christian School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		176,716	168,394	175,025
Locally Raised Funds		28,442	25,000	24,030
Goods and Services Tax (net)		(2,218)	-	(405)
Payments to Employees		(66,677)	(78,900)	(72,391)
Payments to Suppliers		(105,362)	(121,095)	(75,088)
Interest Paid		(331)	-	(638)
Interest Received		1,842	1,200	99
Net cash from Operating Activities		30,412	(5,401)	50,632
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(1)	-	-
Purchase of PPE (and Intangibles)		(14,150)	(21,120)	(6,021)
Purchase of investments		(26,753)	-	(50,000)
Net cash from Investing Activities		(40,904)	(21,120)	(56,021)
Cash flows from Financing Activities				
Furniture and Equipment Grant		3,298	-	-
Finance Lease Payments		(4,860)	-	(20,784)
Net cash from Financing Activities		(1,562)	-	(20,784)
Net Increase/(decrease) in cash and cash equivalents		(12,054)	(26,521)	(26,173)
Cash and cash equivalents at the beginning of the year	8	55,996	55,996	82,169
Cash and cash equivalents at the end of the year	8	43,942	29,475	55,996

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

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

Liberton Christian School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of 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 that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 24.

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

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

Recognition of grants

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

c) Revenue Recognition***Government Grants***

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

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

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

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 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 Proprietor. The expense is based on an assumed market rental yield on the 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.

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

Land and buildings owned by the Dunedin Christian Schools Association 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 Proprietor 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 \$500 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.

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Leasehold Improvements	10–20 years
Furniture and equipment	5–15 years
Information and communication technology	3–6 years
Leased assets held under a Finance Lease	3–5 years
Library resources	10 years

l) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

n) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

o) Employee Entitlements***Short-term employee entitlements***

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

p) Revenue Received in Advance

Revenue received in advance relates to fees received from Student fees 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 student fees, should the School be unable to provide the services to which they relate.

q) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, building and other facilities on the School site in a state of good order and repair.

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

r) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

s) Borrowings

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. 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 balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

t) 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.

u) Budget Figures

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

v) 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	173,989	167,894	174,275
Teachers' Salaries Grants	509,424	468,000	487,203
Other MoE Grants	4,200	-	1,924
Other Government Grants	451	500	750
	688,064	636,394	664,152

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	4,837	500	4,173
Activities	19,545	20,000	17,116
Trading	4,729	2,500	2,946
Fundraising	358	2,000	2,064
	29,467	25,000	26,299
Expenses			
Activities	27,628	27,350	21,585
Trading	2,199	2,500	879
Fundraising (Costs of Raising Funds)	136	-	-
Other Locally Raised Funds Expenditure	1,839	-	644
	31,800	29,850	23,088
Surplus/ (Deficit) for the year Locally raised funds	(2,333)	(4,850)	3,211

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	8,288	9,800	5,728
Equipment Repairs	-	250	204
Information and Communication Technology	1,299	3,000	1,127
Library Resources	10	2,500	-
Employee Benefits - Salaries	541,178	508,900	517,165
Staff Development	4,855	7,500	3,045
	555,630	531,950	527,269

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,000	3,100	2,720
Board of Trustees Fees	3,250	3,200	2,800
Board of Trustees Expenses	581	200	777
Communication	1,033	1,000	879
Consumables	3,880	6,000	4,356
Operating Lease	-	2,000	16
Other	8,242	7,795	5,693
Employee Benefits - Salaries	39,357	38,000	34,786
Insurance	2,870	-	349
Service Providers, Contractors and Consultancy	3,590	3,500	3,180
	65,783	64,795	55,556

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	2,004	1,200	2,040
Consultancy and Contract Services	15,076	14,000	5,989
Cyclical Maintenance Provision	(630)	4,400	(100)
Grounds	3,700	6,250	3,786
Heat, Light and Water	5,865	8,500	7,201
Rates	795	3,100	1,437
Repairs and Maintenance	9,764	3,450	4,706
Use of Land and Buildings	107,800	95,200	95,200
Security	566	500	528
Employee Benefits - Salaries	-	-	4,964
	144,740	136,800	125,751

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

7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Leasehold Improvements	2,234	1,750	1,750
Furniture and Equipment	3,746	3,370	3,379
Information and Communication Technology	10,527	10,200	9,300
Leased Assets	4,224	4,300	4,414
Library Resources	1,700	1,500	3,050
	22,431	21,120	21,893

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	43,942	29,475	55,996
Cash and cash equivalents for Cash Flow Statement	<u>43,942</u>	<u>29,475</u>	<u>55,996</u>

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

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	100	-	-
Interest Receivable	220	153	153
Teacher Salaries Grant Receivable	35,724	25,951	25,951
	<u>36,044</u>	<u>26,104</u>	<u>26,104</u>
Receivables from Exchange Transactions	320	153	153
Receivables from Non-Exchange Transactions	35,724	25,951	25,951
	<u>36,044</u>	<u>26,104</u>	<u>26,104</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	228	457	457
School Uniforms	848	1,039	1,039
	<u>1,076</u>	<u>1,496</u>	<u>1,496</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	76,753	50,000	50,000
Total Investments	<u>76,753</u>	<u>50,000</u>	<u>50,000</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Leasehold Improvements	19,540	5,271	-	-	(2,234)	22,577
Furniture and Equipment	32,144	3,608	(1)	-	(3,746)	32,005
Information and Communication	31,518	4,925	-	-	(10,527)	25,916
Leased Assets	6,297	2,946	-	-	(4,224)	5,019
Library Resources	2,762	1,635	-	-	(1,700)	2,697
Balance at 31 December 2019	92,261	18,385	(1)	-	(22,431)	88,214

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Leasehold Improvements	40,269	(17,692)	22,577
Furniture and Equipment	65,058	(33,053)	32,005
Information and Communication	57,758	(31,842)	25,916
Leased Assets	19,337	(14,318)	5,019
Library Resources	32,644	(29,947)	2,697
Balance at 31 December 2019	215,066	(126,852)	88,214

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Leasehold Improvements	21,290	-	-	-	(1,750)	19,540
Furniture and Equipment	26,646	8,877	-	-	(3,379)	32,144
Information and Communication					(9,300)	31,518
Technology	27,799	13,019	-	-		
Leased Assets	10,711	-	-	-	(4,414)	6,297
Library Resources	4,476	1,336	-	-	(3,050)	2,762
Balance at 31 December 2018	90,922	23,232	-	-	(21,893)	92,261

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Leasehold Improvements	34,998	(15,458)	19,540
Furniture and Equipment	61,898	(29,754)	32,144
Information and Communication Technology	52,833	(21,315)	31,518
Leased Assets	16,391	(10,094)	6,297
Library Resources	31,619	(28,857)	2,762
Balance at 31 December 2018	197,739	(105,478)	92,261

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	4,998	3,260	3,260
Accruals	4,650	4,600	4,600
Banking Staffing Overuse	4,434	-	-
Employee Entitlements - Salaries	35,724	25,951	25,951
	<u>49,806</u>	<u>33,811</u>	<u>33,811</u>
Payables for Exchange Transactions	49,806	33,811	33,811
	<u>49,806</u>	<u>33,811</u>	<u>33,811</u>

The carrying value of payables approximates their fair value.

14. Revenue Received In Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	113	100	100
	<u>113</u>	<u>100</u>	<u>100</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	7,900	7,900	8,000
Increase/ (decrease) to the Provision During the Year	2,483	4,400	(100)
Use of the Provision During the Year	(3,113)	-	-
Provision at the End of the Year	<u>7,270</u>	<u>12,300</u>	<u>7,900</u>
Cyclical Maintenance - Current	2,600	2,500	2,500
Cyclical Maintenance - Term	4,670	5,400	5,400
	<u>7,270</u>	<u>7,900</u>	<u>7,900</u>

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	3,144	-	5,344
Later than One Year and no Later than Five Years	2,245	-	2,021
	5,389	-	7,365

17. Related Party Transactions

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

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

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 fund 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(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as "Use of land and buildings".

18. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,250	2,800
Full-time equivalent members	0.08	0.09
<i>Leadership Team</i>		
Remuneration	207,769	197,626
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	211,019	200,426
Total full-time equivalent personnel	2.08	2.09

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110 - 120	110 - 120
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
110 - 120	-	-
100 - 110	-	-
	-	-

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

19. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

20. Commitments

(a) Operating Commitments

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

21. 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.

22. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	43,942	29,475	55,996
Receivables	38,044	26,104	26,104
Investments - Term Deposits	76,753	50,000	50,000
Total Financial assets measured at amortised cost	156,739	105,579	132,100

Financial liabilities measured at amortised cost

Payables	49,806	33,811	33,811
Finance Leases	4,898	6,812	6,812
Total Financial Liabilities Measured at Amortised Cost	54,704	40,623	40,623

23. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all schools and kura reopened on the 18th of May 2020.

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

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

24. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 11 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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



INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF LIBERTON CHRISTIAN SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Liberton Christian School (the School). The Auditor-General has appointed me, Mike Hawken, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 21 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 23 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists

related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages accompanying 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.



Mike Hawken
Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand
21 May 2020

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Mike Hawken
Deloitte Limited
On behalf of the Auditor-General
Dunedin, New Zealand
21 May 2020