



MT RICHMOND SPECIAL SCHOOL

Our students will be all they can be

2019 Annual Report and Financial Statements

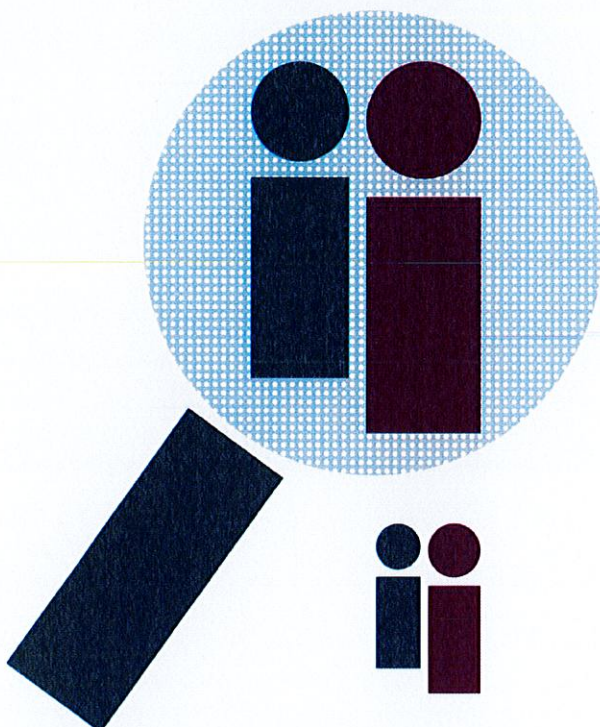
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School e-mail Address	: admin@mtrichmondschool.co.nz

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MT RICHMOND SPECIAL SCHOOL

**MANAGEMENT LETTER TO THE BOARD
FOR THE YEAR ENDED 31 DECEMBER 2019**
DATED: 10 DECEMBER 2020



LIAISON

Sungesh Singh

UHY Haines Norton (Auckland) Limited
Chartered Accountants
22 Catherine Street
Henderson
Auckland 0612
New Zealand

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1. PURPOSE OF THIS REPORT AND AUDIT SCOPE

1.1 Overview

This report has been prepared for discussion with the board and the management of Mt Richmond Special School ("the School") and includes:

- Audit focus areas;
- A summary of audit differences identified; and
- Areas to bring to the attention of the board.

1.2 Acknowledgement

We can confirm that we were not restricted, in any way from being able to perform our audit and we were provided access to all information when requested.

We would like to express our thanks to your Executive Officer, Khalid Rassool for his co-operation and assistance provided to us during the course of the audit.

1.3 Disclaimer

This report has been prepared for the board and the management of the School only. It should not be quoted or referred to, in whole or in part, without our prior written consent. No warranty is given to, and no liability will be accepted from, any party other than the School.

1.4 Scope of the Audit

We have conducted an independent audit of the financial statements for the year ended 31 December 2019 in order to express an opinion on it to the readers of the School.

Our audit has been conducted in accordance with the Auditing Standards (<http://oag.govt.nz/2011/auditing-standards/index.htm>) published by the Auditor-General, which incorporates the International Standards on Auditing (New Zealand).

They require that we comply with ethical requirements, and plan and perform the audit to give reasonable assurance about whether the board's financial statements are free from material misstatement. The Auditing Standards also require us to be alert for issues of effectiveness and efficiency, waste and a lack of probity or financial prudence.

The scope of our audit was in accordance with the terms of our engagement letter dated 16 April 2020.

2. OVERVIEW OF THE AUDIT ENGAGEMENT

2.1 Status of the Audit

The audit work is complete except for the following list of matters which are required prior to completion of the audit:

- Completion of our subsequent events review to the date of signing of the audit opinion;
- Receipt of signed management representation letter; and
- Formal adoption of the financial statements by the board.

We expect to sign an unmodified audit report with an Emphasis of matter paragraph after the above matters are completed.

2.2 UHY Haines Norton (Auckland) Limited Audit Deliverables

We will provide the following deliverables on completion of our audit:

- Independent audit opinion; and
- The School's audited financial statements.

2.3 Focus Areas for the Audit

During our planning procedures and risk identification process, we identified a number of focus areas for the audit and accordingly, we designed appropriate audit procedures to identify any errors and reduce the level of material misstatement to an acceptably low level.

Our risk areas and procedures performed are included below:

- Management override of controls;
- Provision for cyclical maintenance;
- Locally raised funds;
- Payroll; and
- Waste and probity matters.

3. MATTERS ARISING FROM THE AUDIT

3.1 Introduction

During our audit procedures, we placed particular focus on the areas listed in section 2.3. No significant matters arose in relation to these areas. Other findings are detailed in **Appendix A**.

3.2 Summary of Unadjusted Audit Differences

Management will represent to us in writing that all unadjusted audit differences are immaterial to the financial statements either individually or in aggregate. We concur with this view.

4. SPECIFIC REPORTING TO THE BOARD

4.1 Responsibility for the Prevention and Detection of Fraud

The primary responsibility for the prevention and detection of fraud rests with both the board of the School and the management. It is important that the management, with the oversight of the board, place a strong emphasis on fraud prevention, which may reduce opportunities for fraud to take place, and fraud deterrence, which could persuade individuals not to commit fraud because of the likelihood of detection and punishment. This involves a commitment to creating a culture of honesty and ethical behaviour which can be reinforced by an active oversight by the board. Oversight by the board includes considering the potential for override of controls or other inappropriate influence over the financial reporting process, maintaining adequate accounting records, proper application of accounting policies and the safe guarding of the assets of the School.

4.2 Errors, Irregularities and Illegal acts

We have noted no errors or irregularities that would cause the financial report to contain a material misstatement. As part of our normal statutory audit no apparent illegal acts have come to our attention.

4.3 Going Concern

As part of our audit, we have assessed the conclusions reached by management concerning the application of the going concern assumption.

It was concluded that the governance team and the management correctly applied the going concern assumption to the financial statements for the year ended 31 December 2019.

4.4 Appropriateness of Accounting Policies

We consider the board has fulfilled their responsibilities for preparing and presenting the financial statements as required by section 87(3) of the Education Act 1989 and, in particular, that the financial statements comply with generally accepted accounting practice and fairly reflect the financial position of the School as at 31 December 2019.

4.5 Disagreements with Management

There have been no significant disagreements with management during the course of the audit.

4.6 Financial Statement Disclosure

We conclude that the financial statements of the School have been prepared in accordance with Public Benefit Entity Standards Reduced Disclosure Regime. We have not noted any significant risks or exposures that are required to be separately disclosed in the financial statements.

5. INDEPENDENCE

5.1 Overview

Our audit services are subject to UHY Haines Norton (Auckland) Limited's and the profession's strict rules and policies regarding auditor independence.

We enforce these rules and policies in order to maintain objectivity and to be free of conflicts of interest when discharging our professional responsibilities.

5.2 Declaration

We confirm that, to the best of our knowledge and belief, that the engagement team, and others in the firm as appropriate, the firm, and when applicable, network firms are independent having regard to UHY Haines Norton (Auckland) Limited's policies, professional rules and relevant statutory requirements regarding auditor independence. We, therefore, confirm that there have been no contraventions of the independence requirements of either the Financial Reporting Act or professional standards.

APPENDIX A – AUDIT OBSERVATIONS & INTERNAL CONTROL DEFICIENCIES

OBSERVATIONS FROM OUR FIELDWORK

DEFICIT BUDGET

The Board has prepared and approved a deficit budget for the coming year. We are concerned that continued deficit budgeting, if achieved, will reduce your school's equity. Although deficit budgeting may appear to be warranted when preparing the budget for a particular year, we urge caution in using this approach because it is unlikely to be sustainable. It is vital that you continue to look for ways to improve the actual results against the budgeted deficit during the upcoming school year and ensure that spending does not exceed the amounts approved by the Board.

We recommend that the Board try to avoid deficit budgeting wherever possible, so the school budgets reflect the ability for it to live within its means.

SIGNIFICANT ADJUSTMENTS TO DRAFT FINANCIAL STATEMENTS

We were surprised by the number of adjustments that we needed to be made to the draft financial statements prepared by your accountants. As part of our audit, we generally expect to identify some changes that have to be made before the draft financial statements can be finalised. However, the number of changes we identified exceeded what we would usually expect from a set of financial statements presented for audit.

These included areas such as:

- Incorrect calculation of provision for cyclical maintenance;
- Incorrect classification between current and non-current provision for cyclical maintenance;
- Incorrect classification between current and non-current finance lease liability;
- No calculation was done for the finance lease calculation liability and as a result, the UHY auditor performed the calculation based on the lease agreements provided to us for all the leases;
- Incorrect disclosure of finance lease liability in the notes to the financial statements;
- ACC accrual on Teacher's salary was not made;
- Reversal of opening balance of underuse banking staffing was not made;
- Incorrect classification of Employee Benefit Salary expense as other expenses and vice-versa;
- Incorrect disclosure of capital works project in the notes to the financial statements as the receipts and payments were netted off in the disclosure note of capital works project;
- Incorrect disclosure of operating lease commitment notes in the notes to the draft financial statements;

APPENDIX A – AUDIT OBSERVATIONS & INTERNAL CONTROL DEFICIENCIES (CONT.)

OBSERVATIONS FROM OUR FIELDWORK (CONT.)

- Number of totalling errors were identified throughout the financials, in particular the notes were not tallying with the Statement of Financial Position, Statement of Financial Performance and Statement of Cash Flows; and
- A month was taken by your external accountant in providing us the amended financial statements, and significant time involved in identifying the corrections in the amended financial statements, in particular, some of the audit adjustments were not passed and some cosmetic errors were identified.
- The draft financial statements were not in line with the Kiwi Park Model, number of disclosure notes were missing from the accounting policies and notes to the draft financial statements.

Our audit fees are based on having draft financial statements presented to us that are consistent with the Ministry of Education's Kiwi Park model financial statements and of reasonable quality. We needed extra audit time to identify, work through, and agree the correct treatment of the above issues. As a result, we will be having further discussions with your management team around the reimbursement of some of these costs.

To avoid this in the future, we recommend that greater care is taken in preparing draft financial statements for audit, and that appropriate quality control procedures are carried out before they are presented for audit.

BANKING STAFFING

Your school's banking staffing entitlement is excessive when compared to schools of a similar nature and size. Ideally the overall entitlement should be kept within 10% threshold.

The board must monitor the use of banking staffing and keep it within the overall staffing requirements. Ideally the board should try to achieve a nil balance by Pay Period 22 and use the balancing period, (Pay Period 23-26) to help manage any outstanding underuse or overuse.

**LET US HELP YOU ACHIEVE FURTHER BUSINESS
SUCCESS**

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MT RICHMOND SPECIAL SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	1379
Principal:	Kathy Dooley
School Address:	30 Albion Road, Otahuhu, Auckland
School Postal Address:	P.O. Box 22245, Otahuhu, Auckland 1133
School Phone:	(09) 259 1425
School Email:	admin@mtrichmondschool.co.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/Expired
Eion Lawless	Chair Person	Elected	30-May-22
Kathy Dooley	Principal	ex Officio	
Pauline Long	Staff Rep	Elected	27-Jan-20
Raj Pahuja	Member	Elected	30-May-22
Jane Young	Member	Elected	30-May-22
Jean Neru	Member	Elected	30-May-22
Reaarima Pareanga	Member	Elected	30-May-22

Accountant / Service Provider:	Milne Maingay Chartered Accountant Ltd
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MT RICHMOND SPECIAL SCHOOL

Annual Report - For the year ending 31 December 2019

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Principal's and Chairperson's Report including Analysis of Variance

Statement on Kiwisport Funding

Mt Richmond Special 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.

Eoin Stuart Lawless

Full Name of Board Chairperson



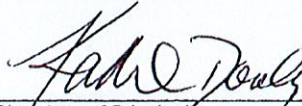
Signature of Board Chairperson

11/12/2020

Date:

Kathleen Jillian Dooley

Full Name of Principal



Signature of Principal

11/12/2020

Date

Mt Richmond Special School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	6,703,509	6,021,648	6,045,626
Locally Raised Funds	3	61,334	2,270	111,805
Interest Earned		821	700	586
		<u>6,765,664</u>	<u>6,024,618</u>	<u>6,158,017</u>
Expenses				
Locally Raised Funds	3	28,626	1,800	24,384
Learning Resources	4	5,358,794	4,952,401	4,356,677
Administration	5	461,265	291,142	366,436
Property	6	738,657	785,475	717,154
Depreciation	7	140,618	112,050	100,515
		<u>6,727,960</u>	<u>6,142,867</u>	<u>5,565,166</u>
Net Surplus/(Deficit)		37,704	(118,250)	592,851
Total Comprehensive Revenue and Expense for the Year		<u>37,704</u>	<u>(118,250)</u>	<u>592,851</u>

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

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UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

Mt Richmond Special School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January	<u>1,387,104</u>	<u>1,204,488</u>	<u>735,480</u>
Total comprehensive revenue and expense for the year	37,704	(118,250)	592,852
Capital contribution from Ministry of Education Contribution - Furniture and Equipment Grant	79,731	145,036	58,772
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IRFS 9	-	-	-
Equity at 31 December	<u>1,504,539</u>	<u>1,231,274</u>	<u>1,387,104</u>
Comprises:			
Retained Earnings	1,504,539	1,231,274	1,387,104
Reserves	-	-	-
Equity at 31 December	<u>1,504,539</u>	<u>1,231,274</u>	<u>1,387,104</u>

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.

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UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

Mt Richmond Special 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	724,326	518,954	488,644
Accounts Receivable	9	317,195	245,005	452,547
GST Receivable		33,652	22,000	21,005
Prepayments		19,165	21,000	23,004
Inventories		-	1,015	-
Funds Receivable for Capital Works Projects	15	1,500	40,000	49,785
		<u>1,095,838</u>	<u>847,974</u>	<u>1,034,985</u>
Current Liabilities				
Accounts Payable	11	406,977	321,000	351,275
Bank Overdraft	8	8,869	2,000	3,662
Revenue Received in Advance	12	851	1,700	1,386
Provision for Cyclical Maintenance	13	-	15,000	1,200
Finance Lease Liability - Current Portion	14	18,082	2,867	3,862
Funds held for Capital Works Projects	15	3,338	-	-
		<u>438,117</u>	<u>342,567</u>	<u>361,385</u>
Working Capital Surplus/(Deficit)		657,721	505,407	673,600
Non-current Assets				
Property, Plant and Equipment	10	912,832	774,969	767,049
		<u>912,832</u>	<u>774,969</u>	<u>767,049</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	13	39,507	45,000	50,438
Finance Lease Liability	14	26,507	4,102	3,107
		<u>66,014</u>	<u>49,102</u>	<u>53,545</u>
Net Assets		<u>1,504,539</u>	<u>1,231,274</u>	<u>1,387,104</u>
Equity		<u>1,504,539</u>	<u>1,231,274</u>	<u>1,387,104</u>

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

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UHY HAINES NORTON (AUCKLAND) LIMITED
For identification purposes only

Mt Richmond Special School
Statement of Cash Flows
For the year ended 31 December 2019

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		2,981,940	2,553,273	2,489,722
Locally Raised Funds		41,359	(22,830)	60,096
Goods and Services Tax (net)		(12,647)	5,000	5,109
Payments to Employees		(1,903,534)	(2,081,330)	(1,539,317)
Payments to Suppliers		(760,040)	(364,923)	(538,212)
Interest Paid		-	-	-
Interest Received		820	700	586
Funds Administered on Behalf of Third Parties		51,623	(40,000)	(10,007)
<i>Net cash from / (to) the Operating Activities</i>		399,521	49,890	467,977
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		(3,625)	-	1
Purchase of PPE		(282,772)	(323,303)	(188,122)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		-	-	-
<i>Net cash from / (to) the Investing Activities</i>		(286,397)	(323,303)	(188,121)
Cash flows from Financing Activities				
Furniture and Equipment Grant		79,731	145,036	58,772
Finance Lease Payments		37,620	6,969	(1,009)
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		-	-	-
<i>Net cash from Financing Activities</i>		117,350	152,005	57,763
Net increase/(decrease) in cash and cash equivalents		230,475	(121,408)	337,619
Cash and cash equivalents at the beginning of the year	8	484,982	638,362	147,363
Cash and cash equivalents at the end of the year	8	715,457	516,954	484,982

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 forms part of these financial statements.

Mt Richmond Special School
Notes to the Financial Statements
For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Mt Richmond Special 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 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS9 Financial Instruments. PBE IFRS 29 Financial Instrument: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publically 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 10.

Mt Richmond Special School
Notes to the Financial Statements
For the year ended 31 December 2019

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 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.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

Mt Richmond Special School
Notes to the Financial Statements
For the year ended 31 December 2019

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) 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.

j) Property, Plant and Equipment

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$200 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.

Mt Richmond Special School
Notes to the Financial Statements
For the year ended 31 December 2019

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:

Audio Visual Equipment	3-5 years
Buildings	20-40 years
Computer Equipment	5 years
Furniture & Fittings	10 years
Musical Instruments	10 years
Office Equipment	3-10 years
Plant & Machinery	10 years
Teaching Equipment	10 years
Vehicle	5 years
Leased assets held under a Finance Lease	3 years

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

Mt Richmond Special 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, annual leave earned to but not yet taken at balance date.

n) Revenue Received in Advance

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

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

Mt Richmond Special School
Notes to the Financial Statements
For the year ended 31 December 2019

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

q) 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, funds held on behalf of the Ministry of Education, 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.

r) 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.

s) 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.

t) Budget Figures

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

u) 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.

v) 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. Thus the fair value of the inventory is determined based on the cost at time of purchase. The write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	833,972	637,064	644,080
Teachers' salaries grants	3,209,112	2,884,863	2,972,393
Use of Land and Buildings grants	566,883	583,512	583,512
Other MoE Grants	2,028,572	1,876,752	1,779,236
Other government grants	64,970	39,457	66,406
	<u>6,703,509</u>	<u>6,021,648</u>	<u>6,045,627</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<i>Revenue</i>			
Donations	38,413	-	109,048
Fundraising	930	-	990
Activities	2,016	2,270	1,767
Other revenue	19,975	-	-
	<u>61,334</u>	<u>2,270</u>	<u>111,805</u>
<i>Expenses</i>			
Activities	2,377	1,800	2,069
Fundraising (costs of raising funds)	389	-	286
Other Fund Costs	25,860	-	22,029
	<u>28,626</u>	<u>1,800</u>	<u>24,384</u>
<i>Surplus for the year Locally raised funds</i>	<u>32,708</u>	<u>470</u>	<u>87,421</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Equipment repairs	20,274	17,300	14,424
Information and communication technology	18,764	-	-
Library resources	1,151	701	762
Employee benefits - salaries	5,015,629	4,648,048	4,166,171
General	54,587	26,624	15,081
Resource/attached teacher costs	174,193	174,578	127,096
Staff development	74,196	85,150	33,143
	<u>5,358,794</u>	<u>4,952,401</u>	<u>4,356,677</u>

During the year ended 31 December 2019, in April 2019, 2 staffs travelled to Reggio Emilia, Italy at a cost of \$13,053 for improving learning skills in applying the new Reggio Emilia method, in July 2019, additional 2 staffs travelled to Perth, Australia at a cost of \$7,404 for improving learning skills in applying the new Reggio Emilia method. In September 2019, 1 staff travelled to Melbourne, Australia at a cost of \$1,427 for annual TCI recertification. All travels was funded by the Crown.

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	7,384	7,380	7,169
Board of Trustees Fees	3,555	7,965	3,480
Board of Trustees Expenses	50,009	22,350	29,504
Communication	18,064	14,900	12,574
Consumables	24,615	21,500	21,036
Postage	463	800	756
Other	140,297	7,560	115,522
Employee Benefits - Salaries	200,233	193,934	161,428
Insurance	10,653	9,753	9,017
Service Providers, Contractors and Consultancy	5,992	5,000	5,950
	<u>461,265</u>	<u>291,142</u>	<u>366,436</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	14,211	14,750	11,929
Consultancy and Contract Services	1,207	10,452	1,319
Cyclical Maintenance Provision	476	35,000	(4,780)
Grounds	9,454	7,250	6,553
Heat, Light and Water	25,710	29,500	29,936
Repairs and Maintenance	65,665	12,000	26,244
Other Expenses	17,151	20,000	27,662
Use of Land and Buildings - Non-Integrated	566,883	583,512	583,512
Security	5,166	3,800	5,665
Employee Benefits - Salaries	32,734	69,211	29,114
	<u>738,657</u>	<u>785,475</u>	<u>717,154</u>

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

7. Depreciation of Property, Plant and Equipment

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audio Visual	29,437	22,000	21,980
Buildings	21,089	22,000	19,751
Computers	25,601	18,000	15,302
Furniture & Fittings	24,815	16,500	16,534
Motor Vehicle	18,619	13,000	9,504
Music Equipment	569	500	479
Office Equipment	623	750	646
Teaching Equipment	19,741	19,000	16,058
Plant & Machinery	124	300	261
	<u>140,618</u>	<u>112,050</u>	<u>100,515</u>

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	500	500	500
Bank Current Account	383,310	158,454	147,903
Bank Call Account	340,516	360,000	340,242
Bank Overdraft	(8,869)	(2,000)	(3,662)
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	715,457	516,954	484,982

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

Of the \$724,326 Cash and Cash Equivalents, \$3,338 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned buildings under the School's Five Year Property Plan.

Current Asset			
Cash and Cash Equivalents	724,326	518,954	488,644
Current Liability			
Bank Overdraft	8,869	2,000	3,662

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Debtors	26,876	35,000	61,861
Interest Accrued	-	5	-
Teacher Salaries Grant Receivable	290,319	210,000	390,686
	317,195	245,005	452,547
Receivables from Exchange Transactions	26,876	35,005	61,861
Receivables from Non-Exchange Transactions	290,319	210,000	390,686
	317,195	245,005	452,547

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Transfer from Capital works	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Audio Visual	64,765	47,809	-	-	(29,437)	83,137
Buildings	270,950	38,106	-	51,171	(21,089)	339,138
Computers	54,428	57,742	-	-	(25,601)	86,569
Furniture & Fittings	171,746	39,481	-	-	(24,815)	186,412
Motor Vehicle	80,971	-	-	-	(18,619)	62,352
Music Equipment	1,820	12,354	-	-	(569)	13,605
Office Equipment	1,593	-	-	-	(623)	970
Teaching Equipment	120,283	39,738	-	-	(19,741)	140,281
Plant & Machinery	492	-	-	-	(124)	368
Balance at 31 December 2019	767,049	235,230	-	51,171	(140,618)	912,832

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Audio Visual	286,821	(203,684)	83,137
Buildings	570,774	(231,636)	339,138
Computers	221,641	(135,071)	86,569
Furniture & Fittings	355,162	(168,750)	186,412
Motor Vehicle	273,871	(211,518)	62,352
Music Equipment	23,737	(10,132)	13,605
Office Equipment	32,045	(31,073)	970
Teaching Equipment	371,856	(231,575)	140,281
Plant & Machinery	25,675	(25,308)	368
Balance at 31 December 2019	2,161,581	(1,248,749)	912,832

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

10. Property, Plant and Equipment (continued)

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Transfer from Capital works \$	Depreciation \$	Total (NBV) \$
2018						
Audio Visual	60,763	25,982	-	-	(21,980)	64,765
Buildings	271,657	19,044	-	-	(19,751)	270,950
Computers	44,732	24,998	-	-	(15,302)	54,428
Furniture & Fittings	169,854	18,426	-	-	(16,534)	171,746
Motor Vehicle	27,348	63,127	-	-	(9,504)	80,971
Music Equipment	1,343	956	-	-	(479)	1,820
Office Equipment	2,239	-	-	-	(646)	1,593
Teaching Equipment	100,754	35,588	-	-	(16,058)	120,283
Plant & Machinery	753	-	-	-	(261)	492
Balance at 31 December 2018	679,443	188,121	-	-	(100,515)	767,049

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2018			
Audio Visual	277,337	(212,572)	64,765
Buildings	481,498	(210,549)	270,950
Computers	285,026	(230,598)	54,428
Furniture & Fittings	382,225	(210,479)	171,746
Motor Vehicle	273,871	(192,899)	80,971
Music Equipment	15,011	(13,191)	1,820
Office Equipment	60,447	(58,854)	1,593
Teaching Equipment	363,419	(243,135)	120,284
Plant & Machinery	33,828	(33,336)	492
Balance at 31 December 2017	2,172,661	(1,405,612)	767,049

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

11. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	70,768	41,500	50,650
Accruals	-	49,500	-
Employee Benefits Payable - Salaries	284,901	230,000	251,495
Employee Benefits Payable - Leave Accrual	51,308	-	49,130
	<u>406,977</u>	<u>321,000</u>	<u>351,275</u>
Payables for Exchange Transactions	406,977	321,000	351,275
	<u>406,977</u>	<u>321,000</u>	<u>351,275</u>

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	851	1,700	1,386
	<u>851</u>	<u>1,700</u>	<u>1,386</u>

13. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	51,638	51,638	61,300
Increase to the Provision	476	8,362	(4,779)
Use of the Provision During the Year	(12,607)	-	(4,883)
Provision at the End of the Year	<u>39,507</u>	<u>60,000</u>	<u>51,638</u>
Cyclical Maintenance - Current	-	15,000	1,200
Cyclical Maintenance - Term	39,507	45,000	50,438
	<u>39,507</u>	<u>60,000</u>	<u>51,638</u>

14. 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	21,273	2,867	4,333
Later than One Year and no Later than Five Years	28,599	4,102	3,264
	<u>49,872</u>	<u>6,969</u>	<u>7,597</u>

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

15. Funds Receivable for Capital Works Projects

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

2019	Opening Balances	Receipts from MoE	Payments	Transfer to R&M Expenses	Transfer to PPE	Closing Balances
Completed	\$	\$	\$	\$	\$	\$
Capital works - Moe Joinery	10,007	40,065	41,451	-	11,393	-
Refit New Ceiling	3,153	-	-	-	3,153	(0)
Capital works - Moe New Flooring	36,625	-	-	-	36,625	-
Capital works - MOE Refurb Rm 4 & 5	-	47,549	46,732	-	-	(817)
Building Stage 5: Expenses A/C Receivat	-	-	1,500	-	-	1,500
Capital works - MOE Refurb Rm 9	-	24,871	22,350	-	-	(2,521)
Totals	49,785	112,485	112,033	-	51,171	(1,838)

Represented by:

Funds Held on Behalf of the Ministry of Education	(3,338)
Funds Due from the Ministry of Education	1,500
	(1,838)

2018	Opening Balances	Receipts from MoE	Payments	Transfer to R&M Expenses	Transfer to PPE	Closing Balances
In progress	\$	\$	\$	\$	\$	\$
Capital works - Moe Joinery	-	-	10,007	-	-	10,007
Refit New Ceiling	3,153	-	-	-	-	3,153
Capital works - Moe New Flooring	36,625	-	-	-	-	36,625
Totals	39,778	-	10,007	-	-	49,785

16. 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.

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

17. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members - School</i>		
Remuneration	3,555	3,480
Full-time equivalent members	0.30	0.31
<i>Leadership Team</i>		
Remuneration	562,154	554,705
Full-time equivalent members	5.01	5.00
Total key management personnel remuneration	565,709	558,185
Total full-time equivalent personnel	5.31	5.31

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	150 - 160	150-160
Benefits and Other Emoluments	4-5	4-5
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
100 - 120	2	1
	2	1

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

18. Compensation and Other Benefits Upon Leaving

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

	2019 Actual	2018 Actual
Total	Nil	Nil
Number of People	-	-

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

19. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019. (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) Capital Commitments

There are no Capital Commitments as at 31 December 2019. (2018: Nil).

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

- 23 Laptops leased under Laptop for Teachers' Scheme Leases where the School is responsible for 30 percent of the repayments and the Ministry of Education is responsible for repaying the balance.
- 7 Laptop leased under Laptop for Teachers' Scheme Leases where the School is responsible for 32 percent of the repayments and the Ministry of Education is responsible for repaying the balance.

	2019 Actual \$	2018 Actual \$
No later than One Year	8,940	3,540
Later than One Year and No Later than Five Years	19,306	7,090
	<u>28,246</u>	<u>10,630</u>

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.

Mt Richmond Special School

Notes to the Financial Statements

For the year ended 31 December 2019

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	724,326	518,954	488,644
Receivables	317,195	245,005	452,547
Total Cash and Receivables	1,041,522	763,959	941,191

Financial liabilities measured at amortised cost

Payables	406,977	321,000	351,275
Bank Overdraft	8,869	2,000	3,662
Finance Leases	44,589	6,969	6,969
Total Financial Liabilities Measured at Amortised Cost	460,435	329,969	361,906

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. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

- A reduction in locally raised funds revenue because the schools ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may be compromised. Costs already incurred arranging future events may not be recoverable.

24. Comparative

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

25. Breach of Law - Statutory Reporting

The Board of Trustees did not comply with section 87C(1) of the Education Act 1989, which require the Board to provide its audited financial statements to the Ministry of Education by 31 May 2020. The Board of Trustees was unable to meet its statutory deadline because of delays caused by the school being in lockdown as a result of the COVID-19 pandemic.

26. 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 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

* Note 1 (h) 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 1 (i) 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 IFRS 9 there were no material adjustments to these financial statements.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF MT RICHMOND SPECIAL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Mt Richmond Special School (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton (Auckland) 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 14/12/20. 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 are 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 are 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 are responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees are 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 are responsible for the other information. The other information comprises of the Statement of Responsibility, the Kiwisport Report, Analysis of Variance and the Members of the Board of Trustees, 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.



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Sungesh Singh
UHY Haines Norton (Auckland) Limited
On behalf of the Auditor-General
Auckland, New Zealand

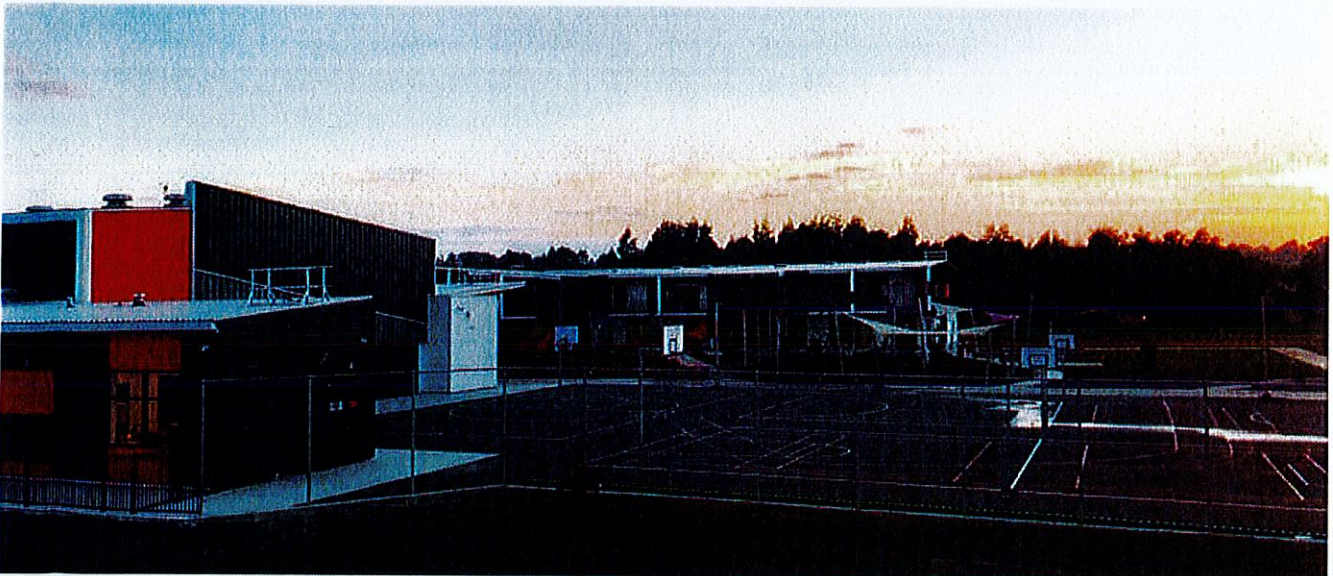


MT RICHMOND SPECIAL SCHOOL

PRINCIPAL'S AND CHAIRPERSON'S REPORT FOR THE SCHOOL YEAR ENDING 31ST DECEMBER 2019

INTRODUCTION

The 2019 school year began with a dawn ceremony to mark the opening of the new Te Uho o Te Nikau Primary School in Flatbush south-east where we had been provided with a new satellite unit, as the result of the need for more classes, due to our rapidly growing roll across our catchment area. It was a lovely ceremony, and standing on the footpath outside the school watching the dawn rise on the horizon, was a time to reflect and celebrate the result of a number of years of hard work and collaboration with the project team and the new leadership team at Te Nikau.



This was our first new Innovative Learning Environment and we were looking forward to seeing how our Reggio Inspired programmes would work in these new learning spaces. This was followed about six weeks later by the opening of our new satellite unit at Rongomai Primary.



The development of this two-storied block also gave Rongomai School the opportunity to have a large Innovative Learning Environment upstairs which was the first purpose-built learning space in this school of temporary buildings. The staff and students of Rongomai welcomed us at a Powhiri on the 29th May.

During 2019 Mt Richmond continued to foster its relationships with the local Otahuhu and Otara/Flatbush Schools through the participation in the Otahuhu COL and membership of the local Principals Associations in Otahuhu and Otara as well as attending both the Otahuhu and the Otara and Flatbush COL meetings.

STUDENT ACHIEVEMENT ON 2019 SCHOOL OBJECTIVES

We assess our students using the online summative BSquared tool, which shows us the progress that is made by students with High and Very High Needs ORS funding. Most of our students' function well below the New Zealand Curriculum Levels expected for their age, when they are enrolled at Mt Richmond. We have spent a considerable amount of time discussing how we can set a level of progress, which will indicate those students who are not making progress within the limitations set by their cognitive abilities. Analysis of data indicated a realistic expectation for progress was 5%. This will give us information to support the students who have failed to reach 5% of progress. Thus far, lower levels of progress seem to be linked with medical, family reasons or severe Autism.

In 2019 we continued with assessments twice per year which was a more realistic expectation for students with ORS High or Very High Needs. Staff became very competent in uploading evidence of learning into the SeeSaw online digital portfolio system as a way of communication with parents and more and more parents began to access this over the year. The Mt Richmond Facebook page was maintained as an ongoing way of sharing global school events and information and our Mt Richmond Webpage as a more static information source for people who wanted to hear about Mt Richmond School and what we do. We also started a Mt Richmond Reggio Facebook Page but this needs some more work and management as it has become less about what we do at Mt Richmond but more about postings from others.

SA.1. All students will achieve their IEP goals and their Adapted Curriculum goals through a student-directed project-based approach.

Focus 1 : Increase their life skills capabilities through a focus on mealtimes as an opportunity for learning

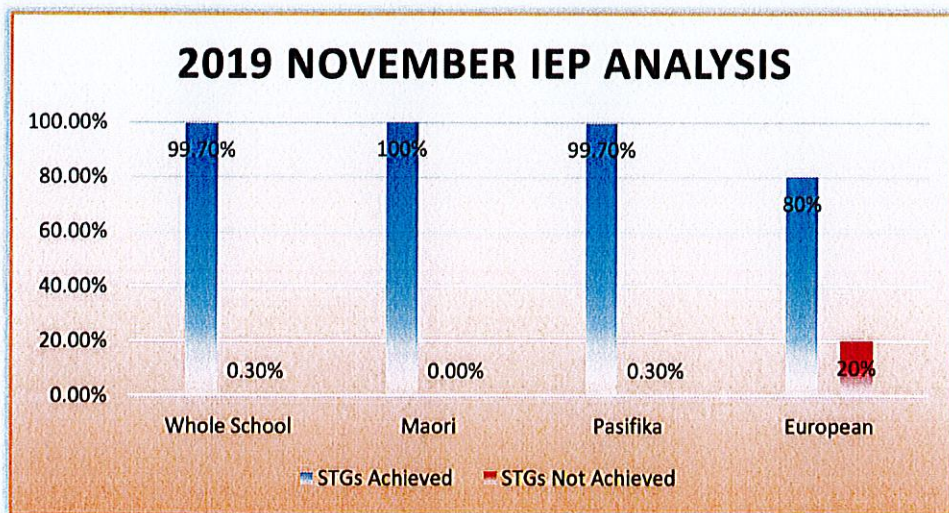
We didn't have an accurate way of measuring the gains on Bsq so we redeveloped a tool that we had used in the past and teachers monitored the progress of their students, this proved to be too difficult to aggregate the data for 175 students to show school-wide progress. A walk through was conducted across the school by the leadership and middle leaders and anecdotal information showed that student participation, engagement and skill development had increased with the meal-times skill building.

RECOMMENDATIONS FOR 2020:

Assess students on the new upgrade Bsq which has a tool called Skills4Life which will enable us to more accurately record and plot progress across the school for students in the semi-formal, informal and formal curriculum pathways.

Focus 2. All students will increase their engagement with their learning through a student-directed approach

In Term 1 all student information that could impact on progress and achievement was printed off and put into individual student files to ensure that this information was informing planning in the Reggio inspired approach we were developing across the school. Teachers were given a journal to use to record their reflections for the day to day planning of provocations. Weekly meetings with Learning Assistants were set up so that all class staff could be involved in the discussions and planning for student learning. All students had an Individual Education Plan.



The overall achievement of the IEP goals was 99.7% with Maori student achievement at 100%.

RECOMMENDATIONS FOR 2020:

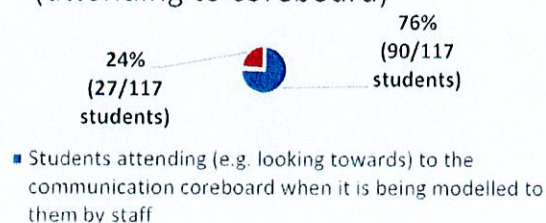
The next change in our systems was to relate the student's information folder to a Personal Learning Plan based on the Key Competencies rather than the NZ Curriculum areas. At the end of 2019 teachers reviewed the programmes with parents and therapists and looked at the student's goals in terms of the Key Competencies. This was felt to be a more relevant process as we were getting more uptake across the school on the Reggio inspired approach which is a holistic way of teaching and learning where all aspects of the NZ curriculum are involved through topics and student interests. The school would purchase the updated BSq assessment system which fits very well with the insights we had gained from the curriculum meetings that were held in 2018 where the staff decided that students fitted into three pathways of learning – informal, semi-formal and formal. It was decided to update the MTR Curriculum Handbook to reflect these pathways. Exploration of the new BSq prior to the purchase showed us that the new assessment system which was developed after the Rochford Review in the UK was going to enable us and confirmed our decision.

SA.3. Increasing student communication through the use of visuals by all staff and students who need them (objective added in Term 4 as the result of an inquiry around communication)

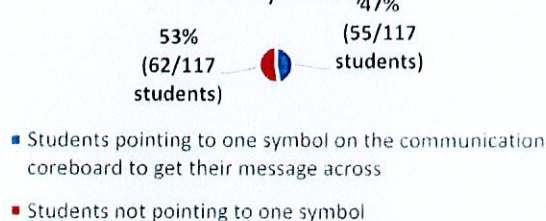
BASELINE FROM 2019:

Draft Personal Learning Plans were set up in Term 4 including therapy & parent/whanau feedback. We were waiting for our BSq to be changed to the new Engagement focused system in order to gather baseline data but this was scheduled by our Provider to take place over the 2019-2020 summer holidays as they had to set up a new server in Queensland to facilitate the change. the Speech Language Therapy team took baseline data in Term 4 and we can review this mid year in 2020 and again at the end of the project.

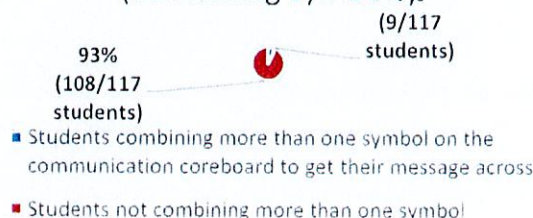
Student coreboard skills (attending to coreboard)



Student coreboard skills (using one symbol)



Student coreboard skills (combining symbols)



Learning to communicate using the coreboard

RECOMMENDATIONS FOR 2020:

The communication programme will continue in 2020 with the additional resources provided through Sally Clendon. There is a school-wide focus on using the core boards and visuals and an additional therapist works one day a week to support this by mentoring and coaching the Speech Language Therapy team and monitoring the uptake of the

strategies in the classrooms. An administrative assistant was provided to the team to assist with the production of core boards and fringes and this will continue in 2020 until the end of the funded programme.

Ka Hikitia Plans 2019

The Powhiri continues to be held termly. It supports new overseas teachers' induction and their beginning of cultural awareness in New Zealand. Families/whanau are made to feel welcome and part of the Mt Richmond family. Information about our students' tribal affiliations is collected at the transition into school meeting and is recorded in ETAP and the students' Personal Learning Plan information folders which informs class planning for individual needs. Maori staff are encouraged to share their knowledge and skills and Makaton practice is accompanied by te reo translations. We decided that we need to revisit embedding the tikanga of students into the daily programme and conduct a learning walk in mid-2020 to review progress. A staff meeting was held for staff to learn to develop their own Pepeha. The school culture group will extend their repertoire of waiata. Whanau hui were held each month but generally the attendance is not great so in 2020 we will look to rotating these around the satellite classes. It would be good to contact a different provider to unpack the treaty in more detail as we have so many more new teachers or perhaps to arrange a Marae visit. We will encourage class teachers to include whanau engagement discussions in their weekly class team meetings and look at deliberate strategies to improve whanau engagement. We should also try to engage support for a staff meeting around Maori crafts /games and music in 2020 as all our new staff are from overseas. We will also include Maori Waiata and stories in our staff meetings.

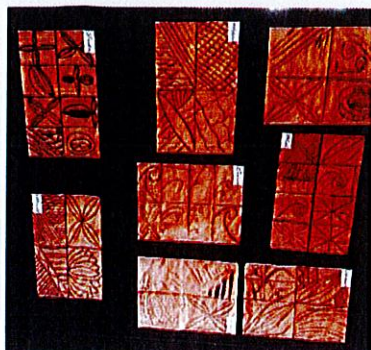


March Powhiri 2019

Every Powhiri is a great success and our visitors enjoy seeing our students perform. Parents, staff and students from our satellites have an opportunity to meet each other and if they are relatively new they get a chance to look around the base. In the near future the Wharenui will need to be extended because of the roll growth.

Tapasa Plans 2019

New staff were introduced to the concept of Tapasa as part of their Induction and all the systems we have are extending their understanding of the ethnicities of our students. A staff meeting was held to support the understanding of Tapasa and we welcomed the new resource provided by the Ministry.



Pasifika songs and dances are a regular part of our Arts programmes together with the visual arts. At our Performing Arts evenings on the 6th and 13th November we put up displays of the students' art and a visual display of the story of the development of Papa Takaro. Pasifika language weeks are observed across the school and our Pasifika staff play a major role in supporting these in the classrooms. We have planned a Teacher Only Day of training on Tapasa for 2020 as we will have more overseas teachers coming in January and during the year. Our satellite classes are often included in their host school's language weeks programmes and our learning assistants play a major role in supporting this development across the school.

Systems in Mt Richmond School support leaders, teachers, staff and whanau to help its Maori and Pasifika students

Cultural protocols continue to be included in staff induction programmes. The termly Powhiri supports the development of staff understanding of Tikanga Maori and an understanding of Pasifika peoples. Teachers continue to schedule regular whanau morning tea. All classes celebrated Maori language week and Matariki and students had the opportunity to experience and share aspects of the culture, language and identity. The sasa continues to be a central feature of the Powhiri and is being further developed. We have copied the book "New to New Zealand and given it out to staff. At the morning meeting teachers practice Makaton, using visuals on the core board and also state the word in Maori as well as the month, date and day. Corridor displays include Maori & Pasifika features. Areas in the playground have Maori names. Performance documents have tasks specifying actions for teachers to take to support their Maori & Pasifika students. Staff learned about the significance of the Pepeha and how to write their own Pepeha at a staff meeting.

Continuing the implementation of a School-wide Reggio Inspired Approach at Mt Richmond

Over the course of 2019 the principles of the Reggio Inspired Curriculum slowly began to take shape across the wider school. This was accomplished through the Board of Trustees approving funding for new furniture and classroom resources, using the 5YP property funding to refurbish four classrooms, the completion of the new satellite units at Te Uho o Te Nikau and Rongomai Primary as part of the MOE provision for Mt Richmond roll growth, and opportunities to attend professional development provided through the two Reggio Emilia organisations in Auckland, two teachers went to Italy to do the Study Tour at Reggio Emilia and the principal and two teachers went to the Biennial Reggio Emilia Conference in Perth, Western Australia. We would like to thank the 31 teachers, learning assistants, therapists and leadership who participated in these PLD experiences. The local workshops and short courses were voluntary, and we appreciate the interest shown by the staff who attended these on evenings and Saturday mornings. Implementation of a Reggio inspired pedagogy cannot be legislated for, or required, it must come from the hearts and minds of staff who evolve their understandings over time. It is a big challenge for teachers who change from the traditional structured test-based approach to a holistic approach that requires a deep knowledge and understanding of each student developed through close observation in the classroom, an understanding of the world view of the students' varying cultures, an ability to set up the classroom environment in a way that allows for student-directed learning through topic based provocations that stretch the individual's capacity to engage and respond, and ultimately develop new skills within their capacities. The emphasis on parents as learning partners is essential to this approach and we were pleased to see the staff's efforts to provide photos, videos and other information to parents through their class sites in our Seesaw online system. Some staff do not have a refurbished environment yet and they must be acknowledged for their efforts to begin to implement the Reggio principles in spite of the constraints, and to work together and share ideas with their colleagues.



Parents, staff and students making Xmas cup cakes together in Room 6 at the end of 2018, making the best use of the classroom environment at that time

Teachers and support staff slowly developed their Reggio inspired programmes in our new environments at Flatbush (late 2018), Te Nikau and Rongomai. The staff at the Bairds Satellite and Papatoetoe Intermediate satellites tried various ways to adapt to developing a more collaborative environment within the restrictions of their old prefabricated classrooms and we were very impressed with the learning opportunities they provided to their students after their visits to the Early Childhood workshops. We were able to refurbish our old Rooms 4 & 5 which were opened out and became called Te Awa, and just before the end of the year we refurbished Rooms 9 & 10 and we

would like to acknowledge our teacher Chipu Ngara and her staff who had to shift from one room to another and then back again.



The old classroom at Bairds Satellite with a new coat of paint.

A reading provocation at Rongomai satellite



By the end of 2019 our Waka room and Rooms 6,7 & 8 and Room 10 were implementing the Reggio inspired approach in their unmodified classrooms and working well together as a team. Gert van Zyl, Satpal Punj and Janel Panganiban spearheaded a project to transform the east playground into a Reggio style area called Papa Takaro and we were treated to an early breakfast and welcomed down there to celebrate the completion. The students participated in this project in various ways. Our new juniors began in Te Awa which started a process of collaboration for the staff and students as they learned to work together in the refurbished space.

The opening of Papa Takaro on the 15th November 2019. Staff being welcomed on to the wahi whenua.



The refurbishment of Rooms 4 & 5 now opened out as Te Awa

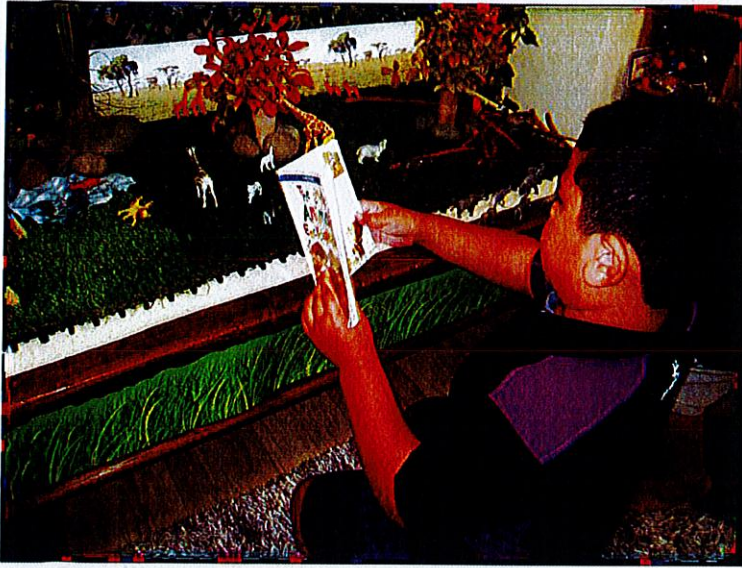


Mt Richmond School and the New Zealand National Curriculum.

The school follows the National Curriculum, which is adapted significantly to meet the special needs of our students.

We also use a number of specialised programmes that are developed for students with intellectual disabilities. The therapy team do initial assessments when students are enrolled at school, and these are followed up with programme support for those students with more complex problems that require specialist input. The NZ Curriculum subject areas are being covered through the holistic Reggio Inspired programmes and the Transition to Work Programme called SPEC. Teachers are expected to assess their students and observe them closely every day so that the smallest skill step is noted and activities to stretch that learning are included in the daily provocations. Students who develop reading skills and maths skills will be extended through intentional opportunities to read and to be read

to. The Remida room (Resource Library) was cleaned out of equipment that was not being borrowed. Students' picture books were divided into sets and shared around the classrooms on a rostered basis so that they can be better used. NZ readers were set up in one area for teacher access and then the room was set up for the storage of loose parts which can be used for learning in a Reggio Inspired programme



A book being used as part of a Provocation about wild animals. The provocations should involve all the key competencies presented at a level that allows the students to generalise their learning and and reinforce their successes.

We would like to thank the staff who had responsibilities for many aspects of our programmes over 2019.

Kay Roberts – RDA and Rainbow Reading,

Andrew Shiers – Physical Education Special Olympics & PMP, Sexuality Education and TCI,

John Hassall – School Camps, Rugby, Jump Jam and EOTC,

Satpal Kaur – Lead teacher for Base Complex Needs classes, Sunsmart & Healthy Eating, Fruit in schools, School Rosters and the Breakfast Programme,

Christelle Daniels – Assistant Principal, Intensive Interaction, CLDD, Reggio Facilitator

Carlos Celis- Intensive Interaction and Music

Lynn Clayton-Lead teacher Outreach service

Hella Hattingh- Lead Teacher Te Nikau Satellite, and ESOL

Tolia Wiltz- Lead Teacher Flatbush

Neelam Lalhall – Lead Teacher Rongomai Satellite,

John Hassall -Lead Teacher SEHC Satellite

Jasmeet Pahuja- Lead Teacher Papatoetoe Int Satellite Makaton,

Sarah Brooks, Aishwaryu Kumar, Rebecca Goodinson, Stacey Graham, Jane O'Connor-Speech Language Therapists

Catherine White-Physiotherapist

Kate Killick, Izabela Circa, Francesca Gosden -Occupational Therapists –SELF-CARE and Sensory Programmes,

Neil Furness –Beekeeping, Tim Snape-Woodwork & ICT,

Sue Elliott- Visual Arts & Lead teacher in Base Junior classes

Jeanine Devaroyan, Putula Jackson – Garden to Table Rachel Titchener -Transition Cooking Specialist



Pulling up the carrots , preparing them at cooking and then eating – a great way to encourage our students to extend the range of vegetables they eat

Work Experience and Transition from School to Adult Life

During 2019 the senior students participated in a number of interesting work placements and activities in the community. These are chosen to suit the abilities of each student in consultation with the families and the students are supervised by our teacher aides. Three students went to beekeeping each term on a weekly basis. This involved visiting the beehives, two students working at the Ceracell factory with beehive components, and six students separating and packing the honey and learning Beecraft. Six students worked at Attainable, eight students worked at Altus, four went to work at Manukau Memorial Gardens, four at Jetts, three at the Willows Rest home, seven at the Ambury Park Farm, two students at the base helping the caretaker with maintenance, various students working with the Trees for Survival. We are very grateful to these organisations who give our students work opportunities and appreciate the time and effort that our staff go to make everything happen. The students certainly get a lot out of it and in many cases, some of the providers are the organisations that they will be enrolled with in their adult life.



The beginning of the development of life skills-cooking at Te Nikau

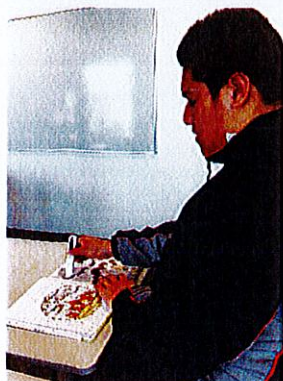
OTHER AREAS OF THE SCHOOL'S OPERATIONS

Student Council

Trish Le Roy took over the responsibility for the Student Council. They meet from time to time and have good ideas for consideration by the Leadership team and the Board of Trustees.

Outreach Service for ORS students enrolled in mainstream schools.

The Mt Richmond Outreach Service continued to grow over the 2019 school year led by Assistant Principal Trish Le Roy



An Outreach student using a reader pen to decode text, which helps the amygdala in the brain to regulate emotions

Lynn Clayton remained as Lead teacher and was joined by part-time teachers Clare Laing and Katie Saunoo. We ended the school year with 20 on the STOS roll and an additional two students being supported by our team with one under the umbrella of Te Kura and one attending a private school at Flatbush.

The Positive Behaviour Support (PBS) and Student Support Team (SST)

These two teams were led by Deputy Principal Pauline Long (Terms 1-3), with support from Senior Assistant Principal Joe Govender and Assistant Principals Christelle Daniels and Trish le Roy. The processes for attending to referrals from staff ran smoothly through the electronic system.

Our PBS goal for 2019 continued from 2018, being to further develop Positive Behaviour Support and Therapeutic Crisis Intervention programmes such that staff skill is increased and incidents are reduced, and students supported to use pro-social behaviours. Overall, our staff have shown an improvement in the use of Positive Behaviour Strategies and the supportive strategies of TCI. The understanding amongst staff of students' needs, relating to the Circle of Courage helps to guide staff responses to challenging behaviour as well as decisions about the purpose of the behaviour and informs the development of both IEP goals and Behaviour Support Plans for individual students. Critical incidents are reported to the BOT through the monthly Principal's report and to the MOE if they meet the criteria for restraint. These incidents may involve lockdowns, injury to staff or students or incidents requiring restraint. This gives the BOT a picture of the challenges the staff are facing frequently. OUR TCI trainers Joe Govender and Andrew Shiers did their update training in Australia in August and September and 110 staff participated in TCI training at Mt Richmond.

The PBS team continued to meet fortnightly with the therapy team being represented at each meeting to support the integration of all specialist programmes and PBS plans. The playground programme was reviewed regularly throughout the year and some activities were changed and further roles added to include general supervision and play facilitation. Early play skill development continued for new and / or fragile students in the junior playground area. The therapy team continued to take a lead role in supporting these students to engage in play activities. In addition the duty roster was reviewed to ensure that individual students needs were met and associated risks mitigated

In 2019 there were 229 instances of Physical Aggression (ranging from mild to severe) with 6 reported restraints. There were 10 debriefings held over the year. We enrolled a number of challenging students and many of these incidents related to the limited capacity of the students in social relationships and difficulties with social skills. Hopefully the use of the visuals in communication will be helpful. We have tried to add additional teacher aide hours to help with student support. We need to be continually mindful of ongoing staff stress and we do offer counselling through EAP and additional discretionary leave when necessary.

Circle of Courage training continues to be offered to staff termly. Whanau hui and the Whanau Hub have met regularly throughout terms 1 & 2 and this will continue over the rest of the year.

Our Specialist Support team also includes Annie Harrison who works as a Social Worker and Home and School Liaison Officer. Annie is much appreciated by school staff and parents for her efforts on their behalf. She has established a network of community supports that we can tap into in order to help our families and their children amongst her many other duties. Our therapists guide us with ideas for supporting the sensory needs of our students where these contribute to challenging behaviour. Some students have a Formal Assessment from our School Psychologist Prakash Grover prior to leaving school. Adult providers often contact us for updated assessments so we keep these in our archive files.

Staff Performance and Development

In 2019 staff meetings were held fortnightly, alternating with Syndicate meetings and lead teachers met once per month. PLD was harder to organise for our Learning Assistants due to the hours available and the need to support in the classrooms. Teacher strike days gave us an opportunity to do some basic training with the Teacher Aides. Teacher Aides did come to Reggio Workshops and also had critical training in the school holidays. Staff meetings continued to be PLD and are based on school objectives, and the training needs of the staff. Syndicate meetings are more related to specified curriculum and organisational matters relating to each syndicate.

Workshops and sessions held at school covered:

Taik-Link-PODD Training, TOD, Tomorrow's School today Review, Effective Classroom relationships, Visuals & Communication systems in schools, Introduction to Seesaw, Moving & Handling, Use of Robots, EAP, Health & Safety Act. Principles of the Treaty of Waitangi, Rolling with Resilience-Building Strengths with families.

External training covered :

Dysphagia Management, Numicon, First Aid, PECS, Introduction to the NZ Curriculum, Music, Autism, Middle Management, Inclusion, Lego, SPEC training, Administration, Paediatric Specialist training, Well-being & Mental Health, Manual Handling, Anxious students

Participating in personal development, followed up by reflection and coaching, upskills our staff. We are very lucky to have a Board of Trustees who encourage us with these opportunities.

Staff became more familiar with how Blue Sky Performance system works over the 2019 year. We developed a system to update staff with their Continuous Professional Learning (CPL) so that they could write some actions regarding the professional development that they had over the year. Staff became more skilled at writing their personal objectives in a SMART way. We are developing better systems with the help of a new office assistant in order to pull out reports and monitoring progress in the use of Blue Sky. The appraisers were able to complete most of the end of year Overview Statements. The ability to print off Progress Reviews will be very useful for teacher registration. Work started on adapting the Principal's and Deputy/Assistant principals documents to the NZ Education Council 6 Practising Teacher Criteria.

Health & Safety

Three emergency drills were held over the year. The EOTC Handbook and procedures were rewritten. We did a Health & Safety audit of the school property and there were some areas where we could improve though overall we were given a good rating. These will be attended to in the New Year.

Specialist Service Standards & Specialist Team

The Integrated Initial Assessment and the Integrated Service Delivery were implemented across the school. The therapy team provided a high standard of written assessments and programmes and all current programmes were added to each students' Green Information Folder to help inform the Reggio Inspired Planning and Students' Personal Learning Plans



Using Lego in maths

School Programmes, Events and Activities

Over the year, a number of students participated in Special Olympics Athletics, Basketball, and Football. Vijaya took 9 students from SEHC to the Otara Pools to train for the swimming gala on March 21st. Senior students went to regular Table Tennis sessions at the Auckland Table Tennis Association in Newmarket.



After the game at Blomfield Special School in Whangarei
A good time was had by all. The team also had a chance to visit the water falls as well.

Our Rugby team, coached by John Hassall, had a number of games with regular teams from other colleges and special schools. The team played Botany Downs Secondary School, Green Bay High, Papatoetoe High, Kristen School, Rosehill College, Rototuna High, Pukekohe High, Mahurangi College. These were great experiences for all who participated, and we must also thank the group of staff supporters who go along to assist John. We also acknowledge the time and effort that John puts in to enable our students to have these experiences. This sometimes involved an overnight stay which is also a great experience for our students. Andrew Shiers ensured that all classes participated in swimming for a term and we had two groups of students going to RDA each week supported by Kay Roberts and Jane Videtta. RDA is funded through the hard work of the Fundraising Committee led by Senior Assistant Principal

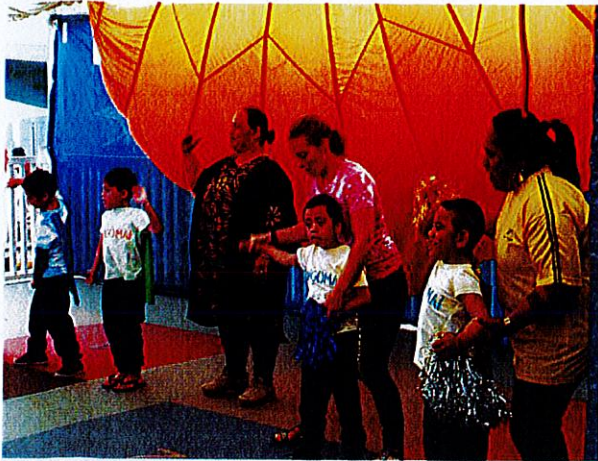
Joe Govender as well as BOT funds, when fund-raising is becoming more difficult. Papatoetoe Int went to rock climbing.

Each term we held a school Powhiri at the base, to welcome new students and their whanau to Mt Richmond and any visitors at the time. Positive complements always come from those who attend, and it is lovely to see all the students participating led by our Culture Group and Music and Performance staff. A large number of students were taken to the Interact disabilities event later in the year.

The Duffy assembly was timetabled for the November Powhiri and our BOT Chairperson attended and gave out the books. The students were very pleased to get their books.



As we were still developing our Arts team after some staff retired, we decided to have a Junior & Senior Performing Arts display at the base in November with a week's gap in between each performance. This worked very well and lots of whanau and friends of the school came along on the 6th November and the 13th November



Junior Group

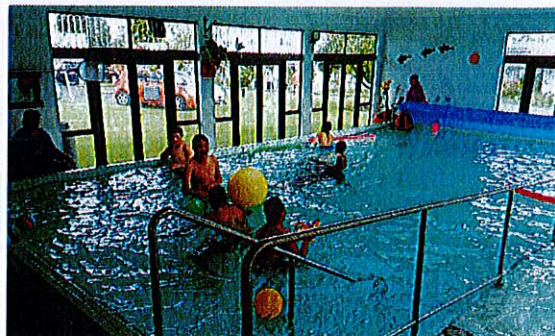


Senior Drumming Group

The Garden to Table Team, Jeanine Devaroyan and Putula Jackson continued their great job across most of the school. Rachel Titchener joined us as a kitchen specialist in the Transition Group which took some of the pressure off as our school is growing very fast. Every newsletter had healthy and economic recipes for the parents to try out.



Sir Edmund Hillary Satellite having cooking practice in their classroom following a visual recipe.



Swimming at the Rescare Pool in Weymouth

Andrew Shiers has provided excellent swimming sessions for many of our classes across the whole school. The students gain confidence and enjoy their sessions. This is also a chance to practice dressing and undressing skills.

Administration, Property, Finances and Personnel

Our Receptionist Soana Finau resigned in September and she was replaced by Zeenat Abdullah who also continues to manage the Access-It library system.

Pat Kadarmia continues in the Personnel role which has become more demanding with the influx of new teachers and the employment of teacher aides. Although we receive a lot of support from Education Personnel in employing our teachers from overseas there are still immigration requirements to be met which are very time consuming. Karla Smit came to assist the principal with the enormous task of archiving all our students information into electronic files. We cleaned out the Lundia in the office and will be able to store some hard copy documents until they are all scanned into the server as well. This means that we are emptying out a bay of Lundia upstairs which can be used for additional storage.

Khalid Rassool continues with his excellent work in keeping our accounts, providing financial information to the Board each month as well as supervising our caretaker Alan with his property maintenance and working with the 5 Year Property Plan by liaising with contractors and our MOE Property Team.

We had a number of meetings with the Ministry to finalise the 5YP for the first part of the next 10 years of property development and refurbishment at the base. By the end of the year the programme had been agreed with the Auckland Ministry of Education and from the remaining funding in the previous 5YP we had also managed to refurbish the Rm 4 & 5 windows and the two classrooms into an Innovative Learning Environment now known as Te Awa, as well as refurbish Rooms 9 and 10 into a similar style.



The rooms were remodelled with modern timber flooring and Autex lining the walls. These were the two original classrooms built in 1956 when Mt Richmond opened. The windows were repaired and new external doors were installed so these little students will be able to play outside in the Sensory garden which will also undergo a refurbishment over the 2020 winter. A set of glass sliding doors allow the rooms to be open most of the time with an ability to separate groups off if needed. The Reggio inspired approach can be supported in most rooms at the base as we start to look at the Reggio Principle around the "Environment as the Third Teacher" Our parents have been thrilled at the changes we are making.

Our Fundraising Committee led by Senior Assistant Principal Joe Govender and a staff team, spend many hours completing applications for funding for the extra activities that we provide for the students and also to help us purchase larger ICT equipment and other resources. We appreciate all the financial support from the following organisations in 2019 and the time that the Fundraising Committee spent in completing applications:

Organisation/Trust	Amount	Purpose
The Southern Trust	\$2,179.13	Camp Trip
Remuera Lions Club	\$4,881.60	Reggio Resources
Mt Wellington Foundation	\$11,400.00	Interactive Panels x 2
Tamaki Lions Club	\$3,000.00	RDA
Four Winds Foundation	\$3,913.00	RDA
Lion Foundation	\$9,377.00	Ipads x 20
Trillion Trust	\$663.00	Rugby Trophies
Akarana Community Trust	\$2,188.70	Camp Trip
TOTAL:	\$30,988.99	

Staffing Changes

Over the course of the year we had some staff changes which is inevitable with such a large staff and the lack of a cost of living increase in the ORS funding. This has an effect on the hours we can allocate to our Learning Assistants as we are unable to cover the wage creep and any increase won by the NZEI under the Support Staff Agreement negotiations. We have also been affected by the move of staff away from Auckland in order to find cheaper housing.

We welcomed the following Fixed term or Permanent staff in 2019:

Support Staff: Casey Newland, Geoffrey Niutua, Alessandra Zamoner, Hala Alsharkiwi Farhana Islam, Christine Takaaa, Kelly-Leigh Shaw, Christine Neilson, Cherry Enricoso, Jayleen Lafo, Sharifah Syed, Justin Schwarz, Gagandeep Kaur, Perri Paterson King, Rovine Tupulu, Dreena Farrar

Administration: Karla Smit, Zeenat Abdullah (reassigned), Pat Kadarmia (reassigned)

Nurse: Joanne O'Donnell, Nishi Rana

Teachers: Nicolette Randall, Tracey Venter, Grace Li, Selai Radrole, Mergran Naicker Deidre van Niekerk, Angenith Roche, Liz Skinner,

Therapists: Rebecca Goodinson, Francesca Gosden, Jane O'Connor, Rachel Allan

Assistant Principal: Christelle Daniels

Kitchen Specialist: Rachel Titchener

We said goodbye to the following staff in 2019:

Support Staff: Afa Afoa, Nan Monga, Sarid Anzures, Simone Bach, Aletta Kroon, Sheridan Clark, Judy Naisbett, Geoffrey Niutua, Christine Takaa

Teachers: Tanja Obradovic, Avic Mombay

Nurse: Joanne Longstaff

Deputy Principal: Pauline Long Deputy Principal

Administration: Soana Finau

Therapist: Aishwarya Kumar

CONCLUSION AND ACKNOWLEDGEMENTS

The 2019 school year brought more new students and new staff to Mt Richmond. The Board of Trustees Election was held in June and we welcomed new Board members Raea Paereanga, Jean Neru and staff trustee Pauline Long. Eoin Lawless, Raj Pahuja and Jane Young were re-elected and Eoin was happy to fill the role of Chairperson. We continued providing a venue for the Disability Connect Monthly meetings and thank Margaret Quinn for being the liaison person from Mt Richmond who supports the group. We advertise their meetings and quite a few parents come along as the topics and speakers are very relevant for our whanau/families. Staff have willingly participated in continual development over the school year and this is recorded in our online Blue Sky system so that they can monitor their progress using the skills they have learned about, and determine whether their actions have made a change in their programme delivery and the outcomes for their students. Some staff are regularly writing reflections in the journal session of the programme and uploading evidence to support their reflections. The therapy team have collaborated together and continued trialling a new way of working together in their service delivery as an Integrated Therapy Service.

As always, the school continues in its developments and the students continued to make progress. Our new Reggio initiative is gaining traction across the school as our staff become more confident and see the opportunities for greater student engagement and less restrictive planning for teachers. We would like to acknowledge the two Auckland Reggio associations; Reggio Emilia Provocations and the Auckland Reggio Emilia New Zealand who have made us all feel very welcome, and their provision of local workshops and seminars which have provided us with a lot of inspiration. Two teachers went to the Study Tour in Italy and the principal accompanied two teachers to the Australian Reggio Emilia Conference in Perth. As we walk around the Early Childhood centres and listen to their learning stories we begin to understand what we can achieve with our own students.



The Journey made by the staff and students in Rooms 6, 7 & 8 to make Papa Takaro

New initiatives sometimes slowed up a little due to our challenging circumstances, but everyone pulled together, and we kept on going such that we ended the year with a feeling of satisfaction for all that we had achieved. The staff had a lot to cope with, due to the building changes at the base, and getting everyone used to their new environments at Flatbush, Te Nikau and Rongomai satellites. Everyone worked very hard to make sure the students did well in all their programmes. We are fortunate to have such a dedicated team and collegial team. I wish to thank the Leadership Team Pauline Long (Terms 1-3) Joe Govender, Trish Le Roy and Christelle Daniels for their support in this increasingly complex special school.

My sincere thanks to the Board led by Chairperson Eoin Lawless, who have supported the staff, and students at all times. We are lucky to have a Board of Trustees who trust us to do our best, and who take such a deep interest in the progress and well-being of our students and consequently encourage staff development and resourcing which will benefit both teachers and learners.

CHAIRPERSON'S COMMENTS

I am proud to have been a part of the Mt Richmond Board again this year.

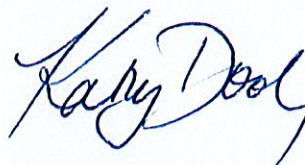
Kathy has continued to provide visionary leadership to the school and everyone has played their part. Of course, we have had our challenges but our people have risen to those challenges.

As housing growth in our area continues I am pleased that the needs of our students are being considered from the early planning stages of new schools.

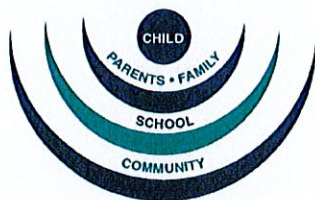
It is wonderful to see how our school community has embraced the Reggio inspired vision. Change is not always easy and I applaud the way our people have been willing to step outside their comfort zones.



Eoin Lawless
Chairperson



Kathy Dooley
Principal



MT RICHMOND SPECIAL SCHOOL

Our students will be all they can be

Year Ended 31 December 2019

Statement of Kiwisport Funding

During the 2019 financial year, Mt Richmond School received a total of \$3,199.81(excluding GST) in respect of Kiwisport Funding.

One of our core values is the development of culture of lifelong learning and this applies equally to sporting and academic endeavours.

The funding was spent on extra sporting equipment, swimming, travel to sporting events and stadium hire.

We estimate that 65% of students will have participated in a school related sporting activity during the 2019 calendar year.

Principal: Kathy Dooley

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