

# TE KUITI PRIMARY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 2008

**Principal:** Melissa Anderton

**School Address:** Rora Street

**School Postal Address:** P O Box 252, Te Kuiti, 3941

**School Phone:** 07 878 7746

**School Email:** admin@tekuiti.school.nz, finance@tekuiti.scho

#### Members of the Board of Trustees

| <b>Name</b>         | <b>Position</b> | <b>How<br/>Position<br/>Gained</b> | <b>Occupation</b> | <b>Term<br/>Expires/<br/>Expired</b> |
|---------------------|-----------------|------------------------------------|-------------------|--------------------------------------|
| Wendy Verry         | Chairperson     | Elected                            | Administer        | Apr 2022                             |
| Melissa Anderton    | Principal       | ex Officio                         |                   |                                      |
| Trent Dellow        | Parent Rep      | Elected                            | QA Manager        | Apr 2022                             |
| Alton Matthews      | Parent Rep      | Elected                            | Truck Driver      | Apr 2022                             |
| EuniceLeonard-Roger | Parent Rep      | Elected                            | Nurse             | Apr 2022                             |
| James Opie          | Parent Rep      | Co-opted                           | Farm Owner        | Apr 2022                             |
| Toni Thorn          | Parent Rep      | Elected                            | ECE Teacher       | Jun 2019                             |
| Paula Guilford      | Staff Rep       | Elected                            | Teacher           | Apr 2022                             |

**Accountant / Service Provider:** Education Services Ltd

# TE KUITI PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2019

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# Te Kuiti Primary 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.

Wendy Verry  
Full Name of Board Chairperson

Melissa Anderton  
Full Name of Principal

Werry  
Signature of Board Chairperson

M Anderton  
Signature of Principal

12/11/20  
Date:

30/10/2020  
Date:

**Te Kuiti Primary School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

|   | Notes | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>  |       |                      |                                     |                      |
| Government Grants   | 2     | 2,328,365            | 2,083,982                           | 2,352,650            |
| Locally Raised Funds  | 3     | 123,107              | 71,150                              | 112,670              |
| Interest income   |       | 11,755               | 8,500                               | 10,424               |
|   |       | <u>2,463,227</u>     | <u>2,163,632</u>                    | <u>2,475,744</u>     |
| <b>Expenses</b>   |       |                      |                                     |                      |
| Locally Raised Funds  | 3     | 108,474              | 60,100                              | 85,507               |
| Learning Resources  | 4     | 1,604,037            | 1,444,387                           | 1,533,710            |
| Administration  | 5     | 152,022              | 146,800                             | 152,732              |
| Finance   |       | 2,906                | 2,300                               | 4,234                |
| Property  | 6     | 531,072              | 538,384                             | 478,200              |
| Depreciation  | 7     | 44,104               | 38,935                              | 63,385               |
| Loss on Disposal of Property, Plant and Equipment           |       | -                    | -                                   | 44,190               |
|   |       | <u>2,442,615</u>     | <u>2,230,906</u>                    | <u>2,361,958</u>     |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | 20,612               | (67,274)                            | 113,786              |
| Other Comprehensive Revenue and Expenses                    |       | -                    | -                                   | -                    |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <u>20,612</u>        | <u>(67,274)</u>                     | <u>113,786</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.



**Te Kuiti Primary School**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

|   | Notes | Actual<br>2019<br>\$ | Budget<br>(Unaudited)<br>2019<br>\$ | Actual<br>2018<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Balance at 1 January</b>   |       | <u>779,103</u>       | <u>668,949</u>                      | <u>665,317</u>       |
| Total comprehensive revenue and expense for the year                    |       | 20,612               | (67,274)                            | 113,786              |
| Capital Contributions from the Ministry of Education                    |       |                      |                                     |                      |
| Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9 |       | -                    | -                                   | -                    |
| <b>Equity at 31 December</b>  | 24    | <u>799,715</u>       | <u>601,675</u>                      | <u>779,103</u>       |
| Retained Earnings   |       | 799,715              | 601,675                             | 779,103              |
| <b>Equity at 31 December</b>  |       | <u>799,715</u>       | <u>601,675</u>                      | <u>779,103</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.

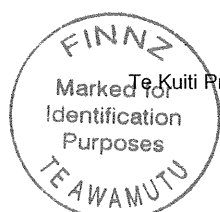


# Te Kuiti Primary School Statement of Financial Position

As at 31 December 2019

|   |       | 2019                  | 2019                  | 2018                  |
|---|-------|-----------------------|-----------------------|-----------------------|
|   | Notes | Actual                | Budget                | Actual                |
|   |       | \$                    | (Unaudited)           | \$                    |
|   |       |                       | \$                    |                       |
| <b>Current Assets</b>                     |       |                       |                       |                       |
| Cash and Cash Equivalents                 | 8     | 337,667               | 181,941               | 367,590               |
| Accounts Receivable                       | 9     | 118,162               | 106,272               | 80,045                |
| GST Receivable                            |       | 101,269               | 11,536                | 11,978                |
| Prepayments                               |       | 3,904                 | 1,250                 | 3,565                 |
| Inventories                               | 10    | 10,319                | 4,431                 | 13,049                |
| Investments                               | 11    | 400,000               | -                     | 150,000               |
| Funds owed for RT Lit Cluster             | 18    | 7,387                 | (4,537)               | 7,870                 |
| Share of Transport Network                |       | 4,123                 | 40,061                | 8,730                 |
|   |       | <u>982,831</u>        | <u>340,954</u>        | <u>642,827</u>        |
| <b>Current Liabilities</b>                |       |                       |                       |                       |
| Accounts Payable                          | 13    | 279,932               | 83,070                | 107,125               |
| Revenue Received in Advance               | 14    | 100,000               | 1,288                 | 22,891                |
| Provision for Cyclical Maintenance        | 15    | 64,900                | -                     | 63,000                |
| Finance Lease Liability - Current Portion | 16    | 20,928                | 23,400                | 20,324                |
| Funds held for Capital Works Projects     | 17    | 87,769                | -                     | -                     |
|   |       | <u>553,529</u>        | <u>107,758</u>        | <u>213,340</u>        |
| <b>Working Capital Surplus/(Deficit)</b>  |       | <b>429,302</b>        | <b>233,196</b>        | <b>429,487</b>        |
| <b>Non-current Assets</b>                 |       |                       |                       |                       |
| Investments (more than 12 months)         | 11    | -                     | 8,726                 | -                     |
| Property, Plant and Equipment             | 12    | 388,468               | 372,009               | 368,027               |
|   |       | <u>388,468</u>        | <u>380,735</u>        | <u>368,027</u>        |
| <b>Non-current Liabilities</b>            |       |                       |                       |                       |
| Provision for Cyclical Maintenance        | 15    | 1,100                 | -                     | 2,800                 |
| Finance Lease Liability                   | 16    | 16,955                | 12,256                | 15,611                |
|   |       | <u>18,055</u>         | <u>12,256</u>         | <u>18,411</u>         |
| <b>Net Assets</b>                         |       | <u><u>799,715</u></u> | <u><u>601,675</u></u> | <u><u>779,103</u></u> |
| <b>Equity</b>                             |       | <u><u>799,715</u></u> | <u><u>601,675</u></u> | <u><u>779,103</u></u> |

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



**Te Kuiti Primary School**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

|   | 2019             | 2019                        | 2018           |
|---|------------------|-----------------------------|----------------|
| Note  | Actual<br>\$     | Budget<br>(Unaudited)<br>\$ | Actual<br>\$   |
| <b>Cash flows from Operating Activities</b>                 |                  |                             |                |
| Government Grants   | 598,960          | 569,000                     | 672,006        |
| Locally Raised Funds  | 202,136          | 68,650                      | 133,641        |
| Goods and Services Tax (net)                                | (89,291)         | -                           | (442)          |
| Payments to Employees                                       | (391,192)        | (394,000)                   | (312,477)      |
| Payments to Suppliers                                       | (308,940)        | (338,255)                   | (258,398)      |
| Interest Paid   | (2,906)          | (2,300)                     | (4,234)        |
| Interest Received   | 11,964           | 8,500                       | 9,267          |
| Net cash from Operating Activities                          | 20,731           | (88,405)                    | 239,363        |
| <b>Cash flows from Investing Activities</b>                 |                  |                             |                |
| Purchase of PPE (and Intangibles)                           | (40,375)         | -                           | (21,510)       |
| Purchase of Investments                                     | (300,000)        | -                           | (150,000)      |
| Proceeds from Sale of Investments                           | 50,000           | -                           | -              |
| Net cash from Investing Activities                          | (290,375)        | -                           | (171,510)      |
| <b>Cash flows from Financing Activities</b>                 |                  |                             |                |
| Finance Lease Payments                                      | (16,844)         | (19,955)                    | (18,736)       |
| Funds Administered on Behalf of Third Parties               | (430)            | -                           | (3,624)        |
| Funds Held for Capital Works Projects                       | 256,995          | -                           | 31,796         |
| Net cash from Financing Activities                          | 239,721          | (19,955)                    | 9,436          |
| <b>Net increase/(decrease) in cash and cash equivalents</b> | <b>(29,923)</b>  | <b>(108,360)</b>            | <b>77,289</b>  |
| Cash and cash equivalents at the beginning of the year      | 8 367,590        | 290,301                     | 290,301        |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>8 337,667</b> | <b>181,941</b>              | <b>367,590</b> |

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

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



# Te Kuiti Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Te Kuiti Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *Standard early adopted*

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

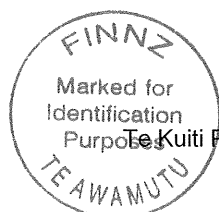
###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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





#### *Useful lives of property, plant and equipment*

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

#### *Cyclical Maintenance Provision*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 15.

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

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

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

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

##### **Other Grants**

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

##### **Donations, Gifts and Bequests**

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

##### **Interest Revenue**

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



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

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

#### **e) Operating Lease Payments**

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

#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

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

#### **Prior Year Policy**

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

#### **i) Inventories**

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

#### **j) Investments**

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

#### **Prior Year Policy**

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

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

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



## k) Property, Plant and Equipment

Land and buildings owned by the 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 \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

|                               |            |
|-------------------------------|------------|
| Building Improvements         | 40 Years   |
| Furniture and Equipment       | 5-10 Years |
| Information and Communication | 4 Years    |
| Library Resources             | 12.5 DV    |

Leased assets are depreciated over the life of the lease.

## l) Intangible Assets

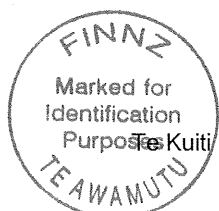
### *Software costs*

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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



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

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

*Non cash generating assets*

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

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

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

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

**n) Accounts Payable**

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

**o) Employee Entitlements**

*Short-term employee entitlements*

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

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

*Long-term employee entitlements*

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

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

**p) Revenue Received in Advance**

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

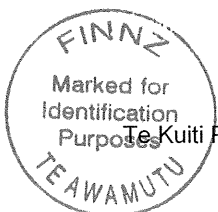
The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

**q) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**r) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of school control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.



#### **s) Provision for Cyclical Maintenance**

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

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

#### **t) Financial Assets and Liabilities**

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

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

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

#### **u) Borrowings**

Borrowings 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.

#### **v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

#### **w) Budget Figures**

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

#### **x) Services received in-kind**

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



## 2. Government Grants

|   | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Operational Grants                              | 545,007              | 528,000                             | 566,053              |
| Teachers' Salaries Grants                       | 1,296,344            | 1,151,987                           | 1,294,989            |
| Use of Land and Buildings Grants                | 396,966              | 362,995                             | 379,335              |
| Resource Teachers Learning and Behaviour Grants | 626                  | -                                   | 1,409                |
| Other MoE Grants                                | 67,665               | 31,000                              | 77,517               |
| Transport grants                                | 21,493               | -                                   | 21,680               |
| Other Government Grants                         | 264                  | 10,000                              | 11,667               |
|   | <u>2,328,365</u>     | <u>2,083,982</u>                    | <u>2,352,650</u>     |

## 3. Locally Raised Funds

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

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>                                   |                      |                                     |                      |
| Donations  | 4,844                | 3,000                               | 3,255                |
| Bequests & Grants                                | 35,217               | -                                   | -                    |
| Activities                                       | 53,241               | 55,650                              | 89,289               |
| Trading  | 28,716               | 2,500                               | 19,695               |
| Fundraising                                      | 1,089                | 10,000                              | 431                  |
|  | <u>123,107</u>       | <u>71,150</u>                       | <u>112,670</u>       |
| <b>Expenses</b>                                  |                      |                                     |                      |
| Activities                                       | 74,067               | 60,100                              | 63,438               |
| Trading  | 34,011               | -                                   | 21,899               |
| Fundraising (Costs of Raising Funds)             | 396                  | -                                   | 170                  |
|  | <u>108,474</u>       | <u>60,100</u>                       | <u>85,507</u>        |
| <i>Surplus for the year Locally raised funds</i> | <u>14,633</u>        | <u>11,050</u>                       | <u>27,163</u>        |

## 4. Learning Resources

|                              | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|------------------------------|----------------------|-------------------------------------|----------------------|
| Curricular                   | 32,674               | 50,400                              | 30,051               |
| Library Resources            | -                    | 1,000                               | 109                  |
| Employee Benefits - Salaries | 1,559,086            | 1,363,987                           | 1,484,372            |
| Staff Development            | 12,277               | 29,000                              | 19,178               |
|                              | <u>1,604,037</u>     | <u>1,444,387</u>                    | <u>1,533,710</u>     |



## 5. Administration

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Audit Fee                                      | 2,678                | 4,500                               | 6,000                |
| Board of Trustees Fees                         | 2,580                | 5,000                               | 3,925                |
| Board of Trustees Expenses                     | 4,572                | 2,250                               | 2,160                |
| Communication                                  | 3,405                | 4,100                               | 3,853                |
| Consumables                                    | 8,269                | 7,500                               | 9,672                |
| Other  | 22,189               | 17,950                              | 19,612               |
| Employee Benefits - Salaries                   | 97,126               | 91,000                              | 93,434               |
| Insurance                                      | 3,013                | 6,000                               | 6,226                |
| Service Providers, Contractors and Consultancy | 8,190                | 8,500                               | 7,850                |
|  | <u>152,022</u>       | <u>146,800</u>                      | <u>152,732</u>       |

## 6. Property

|                                     | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|-------------------------------------|----------------------|-------------------------------------|----------------------|
| Caretaking and Cleaning Consumables | 45,335               | 56,500                              | 51,608               |
| Cyclical Maintenance Expense        | 200                  | 16,789                              | (71,694)             |
| Grounds                             | 1,635                | 2,500                               | 2,025                |
| Heat, Light and Water               | 20,675               | 23,000                              | 19,179               |
| Rates                               | 9,657                | 9,400                               | 8,107                |
| Repairs and Maintenance             | 17,525               | 25,400                              | 53,611               |
| Use of Land and Buildings           | 396,966              | 362,995                             | 379,335              |
| Security                            | 8,538                | 3,800                               | 4,667                |
| Employee Benefits - Salaries        | 30,541               | 38,000                              | 31,362               |
|                                     | <u>531,072</u>       | <u>538,384</u>                      | <u>478,200</u>       |

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

## 7. Depreciation

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Buildings                                | 11,823               | 8,266                               | 13,457               |
| Building Improvements                    | 503                  | -                                   | -                    |
| Furniture and Equipment                  | 7,175                | 10,543                              | 17,163               |
| Information and Communication Technology | 3,231                | 6,816                               | 11,096               |
| Leased Assets                            | 20,577               | 12,751                              | 20,759               |
| Library Resources                        | 795                  | 559                                 | 910                  |
|  | <u>44,104</u>        | <u>38,935</u>                       | <u>63,385</u>        |



## 8. Cash and Cash Equivalents

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Bank Current Account                     | 54,228               | (74,259)                            | 4,387                |
| Bank Call Account                        | 283,439              | 256,200                             | 113,203              |
| Short-term Bank Deposits                 | -                    | -                                   | 250,000              |
| Cash equivalents for Cash Flow Statement | <u>337,667</u>       | <u>181,941</u>                      | <u>367,590</u>       |

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

Of the \$337,667 Cash and Cash Equivalents, \$87,769 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables                                | 26,612               | 582                                 | 1,920                |
| Banking Staffing Underuse                  | -                    | 47,517                              | -                    |
| Interest Receivable                        | 948                  | 2                                   | 1,157                |
| Teacher Salaries Grant Receivable          | 90,602               | 58,171                              | 76,968               |
|  | <u>118,162</u>       | <u>106,272</u>                      | <u>80,045</u>        |
| Receivables from Exchange Transactions     | 27,560               | 584                                 | 3,077                |
| Receivables from Non-Exchange Transactions | 90,602               | 105,688                             | 76,968               |
|  | <u>118,162</u>       | <u>106,272</u>                      | <u>80,045</u>        |

## 10. Inventories

|                 | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| Stationery      | 1,504                | 1,071                               | 796                  |
| Uniform Hats    | -                    | -                                   | 1,073                |
| Sports Uniforms | 8,815                | 3,360                               | 11,180               |
|                 | <u>10,319</u>        | <u>4,431</u>                        | <u>13,049</u>        |

## 11. Investments

The School's investment activities are classified as follows:

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Current Asset<br>Short-term Bank Deposits    | 400,000              | -                                   | 150,000              |
| Non-current Asset<br>Long-term Bank Deposits | -                    | 8,726                               | -                    |
| Total Investments                            | <u>400,000</u>       | <u>8,726</u>                        | <u>150,000</u>       |





## 12. Property, Plant and Equipment

|  | Opening<br>Balance (NBV) | Additions     | Disposals | Impairment | Depreciation    | Total (NBV)    |
|--|--------------------------|---------------|-----------|------------|-----------------|----------------|
| 2019                                     | \$                       | \$            | \$        | \$         | \$              | \$             |
| Buildings                                | 283,237                  | -             | -         | -          | (11,823)        | 271,414        |
| Building Improvements                    | -                        | 24,340        | -         | -          | (503)           | 23,837         |
| Furniture and Equipment                  | 44,064                   | 3,172         | -         | -          | (7,175)         | 40,061         |
| Information and Communication Technology | 1,722                    | 12,863        | -         | -          | (3,231)         | 11,354         |
| Leased Assets                            | 32,644                   | 24,169        | -         | -          | (20,577)        | 36,237         |
| Library Resources                        | 6,360                    | -             | -         | -          | (795)           | 5,565          |
| <b>Balance at 31 December 2019</b>       | <b>368,027</b>           | <b>64,544</b> | <b>-</b>  | <b>-</b>   | <b>(44,104)</b> | <b>388,468</b> |

|  | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|--|----------------------|-----------------------------|-------------------|
| 2019                                     | \$                   | \$                          | \$                |
| Buildings                                | 472,903              | (201,489)                   | 271,414           |
| Building Improvements                    | 24,340               | (503)                       | 23,837            |
| Furniture and Equipment                  | 443,791              | (403,730)                   | 40,061            |
| Information and Communication Technology | 142,416              | (131,062)                   | 11,354            |
| Leased Assets                            | 81,991               | (45,754)                    | 36,237            |
| Library Resources                        | 54,134               | (48,569)                    | 5,565             |
| <b>Balance at 31 December 2019</b>       | <b>1,219,575</b>     | <b>(831,107)</b>            | <b>388,468</b>    |

|  | Opening<br>Balance (NBV) | Additions     | Disposals       | Impairment | Depreciation    | Total (NBV)    |
|--|--------------------------|---------------|-----------------|------------|-----------------|----------------|
| 2018                                     | \$                       | \$            | \$              | \$         | \$              | \$             |
| Buildings                                | 340,155                  | -             | (43,460)        | -          | (13,457)        | 283,237        |
| Furniture and Equipment                  | 40,448                   | 21,510        | (730)           | -          | (17,163)        | 44,064         |
| Information and Communication Technology | 12,818                   | -             | -               | -          | (11,096)        | 1,722          |
| Leased Assets                            | 52,254                   | 1,149         | -               | -          | (20,759)        | 32,644         |
| Library Resources                        | 7,269                    | -             | -               | -          | (910)           | 6,360          |
| <b>Balance at 31 December 2018</b>       | <b>452,944</b>           | <b>22,659</b> | <b>(44,190)</b> | <b>-</b>   | <b>(63,385)</b> | <b>368,027</b> |

|  | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|--|----------------------|-----------------------------|-------------------|
| 2018                                     | \$                   | \$                          | \$                |
| Buildings                                | 472,903              | (189,666)                   | 283,237           |
| Furniture and Equipment                  | 452,021              | (407,957)                   | 44,064            |
| Information and Communication Technology | 129,553              | (127,831)                   | 1,722             |
| Leased Assets                            | 83,809               | (51,165)                    | 32,644            |
| Library Resources                        | 54,134               | (47,774)                    | 6,360             |
| <b>Balance at 31 December 2018</b>       | <b>1,192,420</b>     | <b>(824,393)</b>            | <b>368,027</b>    |



### 13. Accounts Payable

|   | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Operating Creditors   | 184,010              | 13,974                              | 23,606               |
| Accruals  | 4,403                | 4,070                               | 6,000                |
| Employee Entitlements - Salaries  | 90,602               | 58,171                              | 76,968               |
| Employee Entitlements - Leave Accrual                                   | 917                  | 6,855                               | 551                  |
|   | <u>279,932</u>       | <u>83,070</u>                       | <u>107,125</u>       |
| Payables for Exchange Transactions                                      | 279,932              | 83,070                              | 107,125              |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | -                    | -                                   | -                    |
| Payables for Non-exchange Transactions - Other                          | -                    | -                                   | -                    |
|   | <u>279,932</u>       | <u>83,070</u>                       | <u>107,125</u>       |

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

|                     | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---------------------|----------------------|-------------------------------------|----------------------|
| Income in Advance   | 100,000              | 711                                 | 22,000               |
| Student AP Clearing | -                    | 577                                 | 891                  |
|                     | <u>100,000</u>       | <u>1,288</u>                        | <u>22,891</u>        |

### 15. Provision for Cyclical Maintenance

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year                   | 65,800               | (16,789)                            | 137,494              |
| Increase/(decrease) to the Provision During the Year | 200                  | 16,789                              | (71,694)             |
| Provision at the End of the Year                     | <u>66,000</u>        | <u>-</u>                            | <u>65,800</u>        |
| Cyclical Maintenance - Current                       | 64,900               | -                                   | 63,000               |
| Cyclical Maintenance - Term                          | 1,100                | -                                   | 2,800                |
|  | <u>66,000</u>        | <u>-</u>                            | <u>65,800</u>        |

### 16. Finance Lease Liability

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

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year                           | 21,735               | 23,400                              | 22,137               |
| Later than One Year and no Later than Five Years | 16,955               | 12,256                              | 16,418               |
|  | <u>38,690</u>        | <u>35,656</u>                       | <u>38,555</u>        |



## 17. Funds Held (Owed) 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<br>\$ | Receipts from MoE<br>\$ | Payments<br>\$ | BOT Contribution/<br>(Write-off to R&M) | Closing Balances<br>\$ |
|------------------------|--------------------|------------------------|-------------------------|----------------|---|------------------------|
| Roof Replacement - 5YA | <i>in progress</i> | -                      | 917,579                 | (829,810)      | -                                       | 87,769                 |
| Totals                 |                    | -                      | 917,579                 | (829,810)      | -                                       | 87,769                 |

### Represented by:

|   |               |
|---|---------------|
| Funds Held on Behalf of the Ministry of Education | 87,769        |
| Funds Due from the Ministry of Education          | -             |
|   | <u>87,769</u> |

|                                 | 2018             | Opening Balances<br>\$ | Receipts from MoE<br>\$ | Payments<br>\$ | BOT Contribution/<br>(Write-off to R&M) | Closing Balances<br>\$ |
|---------------------------------|------------------|------------------------|-------------------------|----------------|---|------------------------|
| Upgrade Teach Spaces (Job 5352) | <i>completed</i> | (25,522)               | -                       | -              | 25,522                                  | -                      |
| A Block Wet Areas (Job 5678)    | <i>completed</i> | (6,274)                | -                       | -              | 6,274                                   | -                      |
| Roof Replacement - 5YA          | <i>completed</i> | -                      | 21,740                  | (21,290)       | 450                                     | -                      |
| Totals                          |                  | (31,796)               | 21,740                  | 21,290         | (31,346)                                | -                      |

## 18. Funds owed for RT Lit Cluster

Kiwi Park School is the lead school and holds funds on behalf of the Kiwi Park cluster, a group of schools funded by the Ministry of Education to share ICT professional development.

|                                      | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--------------------------------------|----------------------|-------------------------------------|----------------------|
| Funds Held at Beginning of the Year  | (7,870)              | -                                   | 4,537                |
| Funds Received from Cluster Members  | 15,401               | 4,537                               | -                    |
| Funds Spent on Behalf of the Cluster | 14,918               | -                                   | 12,407               |
| Funds Held at Year End               | <u>(7,387)</u>       | <u>4,537</u>                        | <u>(7,870)</u>       |

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

### Current Assets

Cash at bank - -

### Non Current Assets

Property Plant and Equipment - -

### Current Liabilities

Operating Creditors 7,387 7,870

### Non Current Liabilities

Borrowings - -

### Equity

7,387 7,870



## 19. 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.

## 20. 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<br>Actual<br>\$ | 2018<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <i>Board Members</i>                        |                      |                      |
| Remuneration                                | 2,580                | 3,925                |
| Full-time equivalent members                | 0.47                 | 0.46                 |
| <i>Leadership Team</i>                      |                      |                      |
| Remuneration                                | 441,005              | 507,151              |
| Full-time equivalent members                | 4.50                 | 6.00                 |
| Total key management personnel remuneration | 443,585              | 511,076              |
| Total full-time equivalent personnel        | 4.97                 | 6.46                 |

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<br>Actual<br>\$000 | 2018<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 130 - 140               | 130 - 140               |
| Benefits and Other Emoluments                    | 4 - 5                   | 3 - 4                   |
| Termination Benefits                             | -                       | -                       |

### Other Employees

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

| Remuneration<br>\$000 | 2019<br>FTE Number | 2018<br>FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110             | 1.00               | -                  |
|                       | 1.00               | 0.00               |

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



## 21. 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<br>Actual | 2018<br>Actual |
|------------------|----------------|----------------|
| Total            | -              | -              |
| Number of People | -              | -              |

## 22. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 23. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

### (b) Operating Commitments

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

(a) operating lease of photocopiers;

|  | 2019<br>Actual<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|----------------------|
| No later than One Year                           | -                    | 4,980                |
| Later than One Year and No Later than Five Years | -                    | -                    |
| Later than Five Years                            | -                    | -                    |
|  | <u>-</u>             | <u>4,980</u>         |

## 24. 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.



## 25. Financial Instruments

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

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

|   | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents                         | 337,667              | 181,941                             | 367,590              |
| Receivables                                       | 118,162              | 106,272                             | 80,045               |
| Investments - Term Deposits                       | 400,000              | 8,726                               | 150,000              |
| Total Financial assets measured at amortised cost | <u>855,829</u>       | <u>296,939</u>                      | <u>597,635</u>       |

### Financial liabilities measured at amortised cost

|  |                |                |                |
|--|----------------|----------------|----------------|
| Payables   | 279,932        | 83,070         | 107,125        |
| Borrowings - Loans                                     | -              | -              | -              |
| Finance Leases   | 37,883         | 35,656         | 35,935         |
| Painting Contract Liability                            | -              | -              | -              |
| Total Financial Liabilities Measured at Amortised Cost | <u>317,815</u> | <u>118,726</u> | <u>143,060</u> |

## 26. Events After Balance Date

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

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

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

## 27. Comparatives

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

## 28. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments:

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

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

## 29. Breach of Law - Statutory Reporting

The Board of Trustees has failed to comply with section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.



### 30. Restatement Funds held in Trust

During 2018, RTLIt funds were shown as expenses (\$7,870 credit) under learning resources, in the financial statements. The OAG have now advised that this should be shown as Funds held in Trust. The effect of the restatement of those financial statements is summarised below.

The 2018 financial statements have been restated to correct this error. The effect of the restatement on those financial statements is summarised below.

#### Statement of Financial Performance Effect of 2018

|                                       |                       |
|---------------------------------------|-----------------------|
| Increase in Curricular expenses       | <u>(7,870)</u>        |
| Increase in Comprehensive expenditure | <u><u>(7,870)</u></u> |

#### Statement of financial Position

|   |                      |
|---|----------------------|
| Increase in Funds held in trust/decrease in | (7,870)              |
| Increase in Statement of position           | <u><u>-7,870</u></u> |

#### Statement of changes in Equity

|                               |                      |
|-------------------------------|----------------------|
| Increase in Retained Earnings | <u><u>-7,870</u></u> |
|-------------------------------|----------------------|

The impacted notes have been restated to reflect the correction - note 4,17.

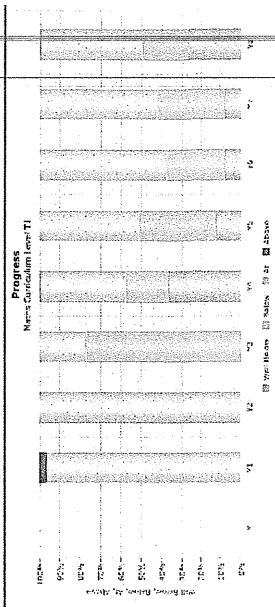




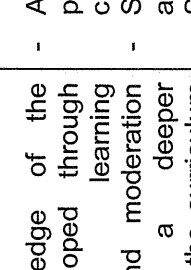
# Te Kuiti Primary School

## Analysis of Variance Reporting 2019

|                       |   |                       |      |
|-----------------------|---|-----------------------|------|
| <b>School Name:</b>   | Te Kuiti Primary School   | <b>School Number:</b> | 2008 |
| <b>Strategic Aim:</b> | Curriculum: A student centred, future focused, culturally responsive curriculum.  |                       |      |
| <b>Annual Aim:</b>    | Improve and enhance Literacy and Numeracy practices across the school.  |                       |      |
| <b>Target:</b>        | To increase the number of student's school wide who are achieving at or above their expected achievement level from 61% (178/293) to 89% (259/293) in Maths.  |                       |      |
| <b>Baseline Data:</b> | <p><u>Start of 2019 data shows:</u></p> <ul style="list-style-type: none"> <li>- 40% (120/301) students below the expected curriculum level in Maths.</li> <li>- 60% (180/301) students at the expected curriculum level in Maths.</li> <li>- 0% (1/301) students above the expected curriculum level in Maths.</li> <li>- 43% (73/168) Male students below the expected curriculum level in Maths.</li> <li>- 35% (47/133) Female students below the expected curriculum level in Maths.</li> <li>- 42% (77/180) Maori students below the expected curriculum level in Maths.</li> <li>- 45% (45/99) Maori male students below the expected curriculum level in Maths.</li> <li>- 39% (32/81) Maori female students below the expected curriculum level in Maths.</li> <li>- 77% (27/35) Year 3 students below the expected curriculum level in Maths.</li> <li>- 57% (22/38) Year 4 students below the expected curriculum level in Maths.</li> <li>- 51% (21/41) Year 5 students below the expected curriculum level in Maths.</li> <li>- 37% (14/37) Year 6 students below the expected curriculum level in Maths.</li> <li>- 42% (21/50) Year 7 students below the expected curriculum level in Maths.</li> <li>- 50% (15/30) Year 8 students below the expected curriculum level in Maths.</li> </ul> |                       |      |





| <b>Actions</b><br><i>What did we do?</i>   | <b>Outcomes</b><br><i>What happened?</i>  | <b>Reasons for the variance</b><br><i>Why did it happen?</i>   | <b>Evaluation</b><br><i>Where to next?</i>  |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>- Baseline data was collected.</li> <li>- One teacher participated in Accelerated Learning in Mathematics (ALiM) programme.</li> <li>- Teachers analysed data and set targets for students.</li> <li>- Maths curriculum reviewed and teaching expectations.</li> <li>- Teacher reflected on own practices.</li> <li>- Teachers were partnered with coaching partners to discuss effective practices.</li> <li>- Maths goals set for all students.</li> <li>- Moderation of Maths data carried out.</li> <li>- Student data monitored by Senior Leadership team.</li> <li>- Teachers explored mixed ability grouping v's same ability grouping.</li> <li>- Teacher provided opportunities for problem solving.</li> <li>- Target and explicit Maths teaching daily.</li> <li>- Teachers taught across the curriculum.</li> <li>- Front loading strategies and knowledge used.</li> <li>- Teachers developed student agency over own learning.</li> <li>- Shared drive developed for planning and support knowledge of curriculum.</li> <li>- Differentiated teaching and scaffolding where necessary.</li> <li>- Clear expectations and lessons to school values to develop determination and excellence.</li> </ul> |  <ul style="list-style-type: none"> <li>- 20% (63/325) students below the expected curriculum level in Maths.</li> <li>- 70% (229/325) students at the expected curriculum level in Maths.</li> <li>- 10% (33/325) students above the expected curriculum level in Maths.</li> <li>- 22% (39/172) Male students below the expected curriculum level in Maths.</li> <li>- 15% (24/153) Female students below the expected curriculum level in Maths.</li> <li>- 21% (40/187) Maori students below the expected curriculum level in Maths.</li> <li>- 25% (25/97) Maori male students below the expected curriculum level in Maths.</li> <li>- 16% (15/90) Maori female students below the expected curriculum level in Maths.</li> <li>- 47% (16/34) Year 3 students below the expected curriculum level in Maths.</li> <li>- 32% (12/37) Year 4 students below the expected curriculum level in Maths.</li> <li>- 37% (15/40) Year 5 students below the expected curriculum level in Maths.</li> <li>- 1% (4/40) Year 6 students below the expected curriculum level in Maths.</li> <li>- 24% (13/53) Year 7 students below the expected curriculum level in Maths.</li> <li>- 10% (3/28) Year 8 students below the expected curriculum level in Maths.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers knowledge of the curriculum developed through professional conversations and moderation which meant a deeper understanding of the curriculum and evidence when forming OTJ's.</li> <li>- Transient roll has caused a change of data. In 2019 there were 105 new admissions to the school.</li> <li>- There was a change of staffing across the school.</li> <li>- Due to staffing shortage and teacher experience this impacted on the school leadership being stretched.</li> <li>- Teachers developed positive relationships with their students.</li> <li>- High expectations were developed for students and teachers.</li> <li>- Tuakana teina implemented across the school.</li> <li>- 2018 data had many variables.</li> </ul> | <ul style="list-style-type: none"> <li>- Assessment for Learning practices embedded in every classroom.</li> <li>- Students driving their learning and next learning steps.</li> <li>- Students discussing their learning and moderating against shared exemplars.</li> <li>- Whanau engagement in learning workshops.</li> <li>- Continue in ALiM training and embedding practices across the school.</li> <li>- Set more specific targeted goals and actions across teams.</li> <li>- Data to be the foundation of team meetings.</li> <li>- Develop effective explicit teaching of Maths across the school.</li> <li>- Develop shared understanding of effective teaching practices and current research.</li> <li>- Continue collaborative working and learning across the school.</li> <li>- Teachers to analyse data closely, identifying patterns and trends.</li> </ul> |

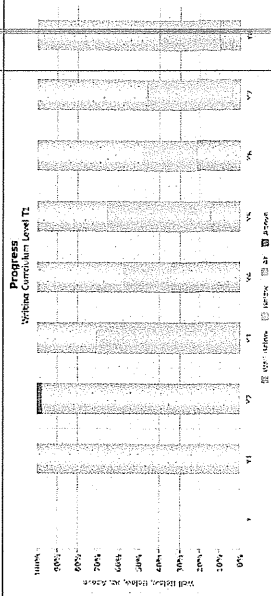
Planning for next year.

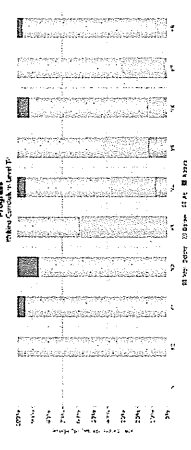
- Use student voice in Maths to inform teachers and grow their pedagogy.
- Target specific students and analyse impacted as a priority.
- Continue with Accelerated Learning in Mathematics.
- Appoint a Maths Leader with a management unit.
- Review internal expertise.
- Seek external expertise.
- Grow teacher knowledge and capability of effective maths practices.
- Monitor Maths progress across the school termly in teams, senior leadership and Board of Trustees.
- Develop greater engagement of parents/whanau in the teaching and learning of Maths.
- Teachers to reflect on previous years data and analyse next teaching steps.
- Leadership to continue monitoring student's progress on a monthly basis.



# Te Kuiti Primary School Analysis of Variance Reporting 2019

|                       |  |                       |      |
|-----------------------|--|-----------------------|------|
| <b>School Name:</b>   | Te Kuiti Primary School  | <b>School Number:</b> | 2008 |
| <b>Strategic Aim:</b> | Curriculum: A student centred, future focused, culturally responsive curriculum.   |                       |      |
| <b>Annual Aim:</b>    | Improve and enhance Literacy and Numeracy practices across the school.   |                       |      |
| <b>Target:</b>        | To increase the number of student's school wide who are achieving at or above their expected achievement level from 60% (167/277) to 88% (245/277).  |                       |      |
| <b>Baseline Data:</b> | <p>Start of 2019 data shows:</p> <ul style="list-style-type: none"> <li>- 42% (126/300) students below the expected curriculum level in Writing.</li> <li>- 57% (173/300) students at the expected curriculum level in Writing.</li> <li>- 1% (1/300) students above the expected curriculum level in Writing.</li> <li>- 50% (84/167) male students below the expected curriculum level in Writing.</li> <li>- 31% (42/133) female students below the expected curriculum level in Writing.</li> <li>- 44% (80/180) Maori students below the expected curriculum level in Writing.</li> <li>- 52% (52/99) Maori male students below the expected curriculum level in Writing.</li> <li>- 34% (28/81) Maori female students below the expected curriculum level in Writing.</li> <li>- 70% (24/34) Year 3 students below the expected curriculum level in Writing.</li> <li>- 57% (22/38) Year 4 students below the expected curriculum level in Writing.</li> <li>- 78% (32/41) Year 5 students below the expected curriculum level in Writing.</li> <li>- 48% (18/37) Year 6 students below the expected curriculum level in Writing.</li> <li>- 46% (23/50) Year 7 students below the expected curriculum level in Writing.</li> <li>- 40% (12/30) Year 8 students below the expected curriculum level in Writing.</li> </ul> |                       |      |



| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>   | <b>Reasons for the variance</b><br><i>Why did it happen?</i>  | <b>Evaluation</b><br><i>Where to next?</i>  |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>- Two teachers training in Accelerated Learning in Literacy (ALL).</li> <li>- Mixed ability grouping in Writing.</li> <li>- Mini targeted Writing lessons.</li> <li>- Explicit teaching of Writing features.</li> <li>- Emphasis on Language and Surface features.</li> <li>- Provided opportunities to write across the curriculum.</li> <li>- Used visual prompts to support students writing.</li> <li>- Shared and celebrated students writing.</li> <li>- Provided independent writing opportunities.</li> <li>- Had clear success criteria for students.</li> <li>- Used peer and self-evaluation practices.</li> <li>- Developed individual spelling programmes to meet the needs of the students.</li> </ul> |  <ul style="list-style-type: none"> <li>- 22% (74/325) students below the expected curriculum level in Writing.</li> <li>- 73% (238/325) students at the expected curriculum level in Writing.</li> <li>- 5% (13/325) students above the expected curriculum level in Writing.</li> <li>- 30% (54/172) male students below the expected curriculum level in Writing.</li> <li>- 13% (20/153) female students below the expected curriculum level in Writing.</li> <li>- 24% (45/187) Maori students below the expected curriculum level in Writing.</li> <li>- 32% (32/97) Maori male students below the expected curriculum level in Writing.</li> <li>- 14% (13/90) Maori female students below the expected curriculum level in Writing.</li> <li>- 58% (20/34) Year 3 students below the expected curriculum level in Writing.</li> <li>- 37% (14/37) Year 4 students below the expected curriculum level in Writing.</li> <li>- 42% (17/40) Year 5 students below the expected curriculum level in Writing.</li> <li>- 12% (5/40) Year 6 students below the expected curriculum level in Writing.</li> <li>- 30% (16/53) Year 7 students below the expected curriculum level in Writing.</li> <li>- 7% (2/28) Year 8 students below the expected curriculum level in Writing.</li> </ul> | <ul style="list-style-type: none"> <li>- Change of staffing and knowledge of previously trained teachers in Gail Loane practices.</li> <li>- Internal processes of analysing data have grown.</li> <li>- Teachers knowledge of the curriculum developed through professional learning conversations and moderation which meant a deeper understanding of the curriculum and evidence when forming OTJ's.</li> <li>- Transient roll has caused a change of data. In 2019 there were 105 new admissions to the school.</li> <li>- There was a change of staffing across the school.</li> <li>- Due to staffing shortage and teacher experience this impacted on the school leadership team being overloaded.</li> <li>- Teachers developed positive relationships with their students.</li> <li>- High expectations were developed for students and teachers.</li> <li>- Tuakana teina implemented across the school.</li> <li>- 2018 data had many variables.</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher observations and feedback.</li> <li>- Student ownership of next learning steps.</li> <li>- Develop teacher's knowledge and pedagogy of writing.</li> <li>- Effective use of Literacy progressions.</li> <li>- Reflect regularly on Professional readings.</li> <li>- Provide students with opportunities to write a range of genres.</li> <li>- Assessment for Learning practices embedded in every classroom.</li> <li>- Students driving their learning and next learning steps.</li> <li>- Students discussing their learning and moderating against shared exemplars.</li> <li>- Whanau engagement in learning workshops.</li> <li>- Continue in ALL training and embedding practices across the school.</li> <li>- Set more specific targeted goals and actions across teams.</li> <li>- Data to be the foundation of team meetings. Teachers to analyse data closely, identifying patterns and trends.</li> <li>- Develop effective explicit teaching of Writing across the school.</li> <li>- Develop shared understanding of effective teaching practices and current research.</li> <li>- Continue collaborative working and learning across the school.</li> </ul> |

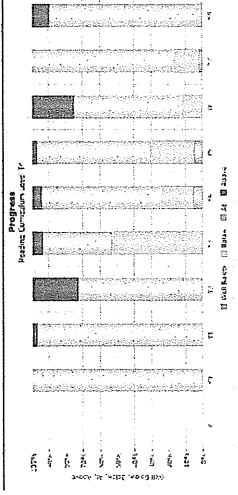
Planning for next year.

- Teacher to share their successes of the Maori students who have made progress in their learning in Writing.
- Teachers to review student achievement data regularly.
- Build teacher capabilities of teaching writing through trained Gail Loane staff sharing their expertise.
- Cohorts of students identified, and targeted action planned.
- Teaching as Inquiry with a writing focus.



# Te Kuiti Primary School Analysis of Variance Reporting 2019

|                       |   |                            |
|-----------------------|---|----------------------------|
| <b>School Name:</b>   | Te Kuiti Primary School   | <b>School Number:</b> 2008 |
| <b>Strategic Aim:</b> | Curriculum: A student centred, future focused, culturally responsive curriculum.  |                            |
| <b>Annual Aim:</b>    | Improve and enhance Literacy and Numeracy practices across the school.  |                            |
| <b>Target:</b>        | To increase the number of student's school wide who are achieving at or above their expected achievement level from 67% (201/301) to 86% (261/301) in Reading.  |                            |
| <b>Baseline Data:</b> | <p>Start of 2019 data shows:</p> <ul style="list-style-type: none"> <li>- 33% (100/301) students below the expected curriculum level in Reading.</li> <li>- 67% (201/301) students at the expected curriculum level in Reading.</li> <li>- 38% (64/168) male students below the expected curriculum level in Reading.</li> <li>- 27% (36/133) female students below the expected curriculum level in Reading.</li> <li>- 38% (69/180) Maori students below the expected curriculum level in Reading.</li> <li>- 45% (45/99) Maori male students below the expected curriculum level in Reading.</li> <li>- 29% (24/81) Maori female students below the expected curriculum level in Reading.</li> <li>- 57% (20/35) Year 3 students below the expected curriculum level in Reading.</li> <li>- 50% (19/38) Year 4 students below the expected curriculum level in Reading.</li> <li>- 43% (18/41) Year 5 students below the expected curriculum level in Reading.</li> <li>- 36% (18/50) Year 6 students below the expected curriculum level in Reading.</li> <li>- 30% (9/30) Year 7 students below the expected curriculum level in Reading.</li> <li>- 30% (9/30) Year 8 students below the expected curriculum level in Reading.</li> </ul> |                            |
|                       |   |                            |

| <b>Actions</b><br><i>What did we do?</i>  | <b>Outcomes</b><br><i>What happened?</i>  | <b>Reasons for the variance</b><br><i>Why did it happen?</i>  | <b>Evaluation</b><br><i>Where to next?</i>  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>- Reviewed assessment data with staff and determined the particular learning needs of target students.</li> <li>- Provided professional development opportunities to develop teacher's knowledge. Eg: Running record workshop, Tree Talk workshop.</li> <li>- Provide opportunities for lots of reading to develop reading mileage.</li> <li>- Teachers observed other teachers teaching reading.</li> <li>- Teachers targeted all students.</li> <li>- Mixed ability grouping for reading.</li> <li>- Teachers used audio files for students to listen to themselves and others reading for self reflection.</li> <li>- Explicit teaching of reading strategies.</li> <li>- Developed student's vocabulary.</li> <li>- Teachers made links between reading and writing.</li> <li>- Teachers shared learning intentions with the students.</li> <li>- Reciprocal reading in senior school implemented.</li> <li>- Novels and text read to students.</li> </ul> |  <ul style="list-style-type: none"> <li>- 17% (54/325) students below the expected curriculum level in Reading.</li> <li>- 74% (242/325) students at the expected curriculum level in Reading.</li> <li>- 9% (29/325) students above the expected curriculum level in Reading.</li> <li>- 20% (36/172) Male students below the expected curriculum level in Reading.</li> <li>- 11% (18/153) Female students below the expected curriculum level in Reading.</li> <li>- 18% (35/187) Maori students below the expected curriculum level in Reading.</li> <li>- 22% (22/97) Maori male students below the expected curriculum level in Reading.</li> <li>- 14% (13/90) Maori female students below the expected curriculum level in Reading.</li> <li>- 52% (18/34) Year 3 students below the expected curriculum level in Reading.</li> <li>- 24% (9/37) Year 4 students below the expected curriculum level in Reading.</li> <li>- 3% (12/41) Year 5 students below the expected curriculum level in Reading.</li> <li>- 12% (5/40) Year 6 students below the expected curriculum level in Reading.</li> <li>- 16% (9/53) Year 7 students below the expected curriculum level in Reading.</li> <li>- 0% (1/28) Year 8 students below the expected curriculum level in Reading.</li> </ul> | <ul style="list-style-type: none"> <li>- Teachers knowledge of the curriculum developed through professional conversations and deeper understanding of the curriculum and evidence when forming OTJ's.</li> <li>- Transient roll has caused a change of data. In 2019 there were 105 new admissions to the school.</li> <li>- There was a change of staffing across the school.</li> <li>- Due to staffing shortage and teacher experience this impacted on the school leadership being stretched.</li> <li>- Teachers developed positive relationships with their students.</li> <li>- High expectations were developed for students and teachers.</li> <li>- Tuakana teina implemented across the school.</li> <li>- 2018 data had many variables.</li> </ul> | <ul style="list-style-type: none"> <li>- Individual students clearly identified, with teachers using the data in a more defined way.</li> <li>- Fostering the wider use of student voice in learning programmes across the school.</li> <li>- School-wide professional development for teachers on culturally responsive teaching practice.</li> <li>- Student voice used in selecting reading topics and materials.</li> <li>- Assessment for Learning practices embedded in every classroom.</li> <li>- Students driving their learning and next learning steps.</li> <li>- Students discussing their learning and moderating against shared exemplars.</li> <li>- Whanau engagement in learning workshops. Eg: Reading Together.</li> <li>- Continue in ALL training and embedding practices across the school.</li> <li>- Set more specific targeted goals and actions across teams.</li> <li>- Data to be the foundation of team meetings.</li> <li>- Develop effective explicit teaching of Reading across the school.</li> <li>- Develop shared understanding of effective teaching practices and current research.</li> <li>- Continue collaborative working and learning across the school.</li> </ul> |

Planning for next year:

- Teachers to review student achievement data in Reading and set reading targets.
- Teachers to analyse which students need to make accelerated progress in their learning.
- Teachers to review their reading programmes and build on their success.
- Teachers to share successful gains in their reading programme and data.
- Leadership to investigate ways to improve boys reading to decrease the achievement disparity between male and female students.



# **Te Kuiti Primary School**

## **KiwiSport Funding for the year ended 31 December 2019**

Kiwisport is a Government funding initiative to support student's participation in organised sport.  
The school received total Kiwisport funding of \$4330.00  
The whole school benefited from participation in organised sport.

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF TE KUITI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Te Kuiti School (the School). The Auditor-General has appointed me, Jonathan Hurst, using the staff and resources of Finnz 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 21 that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue & expense, statement of changes in net assets/equity, and statement of cashflows 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
  - financial performance and cashflows for the year then ended; and
  -
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity (PBE) Standards, Reduced Disclosure Regime.

Our audit was completed on 18<sup>th</sup> November 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. 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 notes 26 and 29 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic and the breach of section 87 of the Education Act 1989 relating to the inability to file by the statutory reporting date, due to the disruption caused by Covid-19 restrictions.

#### **Basis for our opinion**

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

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

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

#### **Responsibilities of the Board of Trustees for the financial statements**

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

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

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

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance Report, Kiwisport Note, and Trustee list, but does not include the financial statements, and our auditor's report thereon.

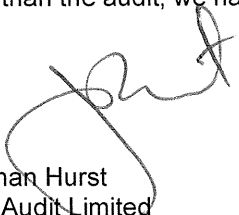
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Jonathan Hurst  
Finnz Audit Limited  
On behalf of the Auditor-General  
Te Awamutu, New Zealand