

# TE KUITI PRIMARY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

<b>Ministry Number:</b>	2008
<b>Principal:</b>	Melissa Anderton
<b>School Address:</b>	Rora Street
<b>School Postal Address:</b>	P O Box 252, Te Kuiti, 3941
<b>School Phone:</b>	07 878 7746
<b>School Email:</b>	finance@tekuiti.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Wendy Verry	Chairperson	Elected	Apr 2022
Melissa Anderton	Principal	ex Officio	
Trent Dellow	Parent Rep	Elected	Apr 2022
Alton Matthews	Parent Rep	Elected	Apr 2022
Eunice Leonard-Rogers	Parent Rep	Elected	Apr 2022
James Opie	Parent Rep	Elected	Apr 2022
Paula Guilford	Staff Rep	Elected	Apr 2022

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

# TE KUITI PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2020

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# Te Kuiti Primary School

## Statement of Responsibility

For the year ended 31 December 2020

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 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Wendy Kerry  
Full Name of Board Chairperson

Melissa Anderton  
Full Name of Principal

Wendy Kerry  
Signature of Board Chairperson

Melissa Anderton  
Signature of Principal

31/05/2021  
Date:

28/05/2021  
Date:

**Te Kuiti Primary School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	2,687,371	2,311,308	2,328,365
Locally Raised Funds	3	212,332	57,900	123,107
Interest income		5,956	7,500	11,755
		<u>2,905,659</u>	<u>2,376,708</u>	<u>2,463,227</u>
<b>Expenses</b>				
Locally Raised Funds	3	55,842	60,600	108,474
Learning Resources	4	1,928,208	1,592,552	1,604,037
Administration	5	170,588	163,840	152,022
Finance		2,730	151	2,906
Property	6	625,756	540,518	531,072
Depreciation	7	58,175	36,060	44,104
		<u>2,841,299</u>	<u>2,393,721</u>	<u>2,442,615</u>
<b>Net Surplus / (Deficit) for the year</b>		64,360	(17,013)	20,612
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>64,360</u>	<u>(17,013)</u>	<u>20,612</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 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		<u>799,715</u>	<u>711,829</u>	<u>779,103</u>
Total comprehensive revenue and expense for the year		64,360	(17,013)	20,612
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		6,236	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	24	<u>870,311</u>	<u>694,816</u>	<u>799,715</u>
Retained Earnings		870,311	694,816	799,715
<b>Equity at 31 December</b>		<u>870,311</u>	<u>694,816</u>	<u>799,715</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 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	125,705	310,287	337,667
Accounts Receivable	9	125,090	80,045	118,162
GST Receivable		22,643	11,978	101,269
Prepayments		11,100	3,565	3,904
Inventories	10	5,860	13,049	10,319
Investments	11	350,000	150,000	400,000
Funds owed for Capital Works Projects	17	76,620	-	-
Share of Transport Network		30,916	8,730	4,123
		<u>747,934</u>	<u>577,654</u>	<u>975,444</u>
<b>Current Liabilities</b>				
Accounts Payable	13	276,781	107,125	279,933
Revenue Received in Advance	14	63,251	22,891	100,000
Provision for Cyclical Maintenance	15	-	17,789	64,900
Finance Lease Liability - Current Portion	16	12,213	20,324	20,928
Funds held for Capital Works Projects	17	-	-	87,769
Funds held for Teen Parent Unit	18	(3,328)	(7,870)	(7,388)
		<u>348,917</u>	<u>160,259</u>	<u>546,142</u>
<b>Working Capital Surplus/(Deficit)</b>		399,017	417,395	429,302
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	482,759	293,032	388,468
		<u>482,759</u>	<u>293,032</u>	<u>388,468</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	2,000	-	1,100
Finance Lease Liability	16	9,465	15,611	16,955
		<u>11,465</u>	<u>15,611</u>	<u>18,055</u>
<b>Net Assets</b>		<u>870,311</u>	<u>694,816</u>	<u>799,715</u>
<b>Equity</b>		<u>870,311</u>	<u>694,816</u>	<u>799,715</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 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		815,429	636,984	598,960
Locally Raised Funds		175,583	57,900	202,136
Goods and Services Tax (net)		78,626	-	(89,291)
Funds Administered on Behalf of Third Parties		5,684	-	(430)
Payments to Employees		(548,917)	(440,290)	(391,192)
Payments to Suppliers		(252,957)	(317,246)	(308,940)
Cyclical Maintenance Payments in the year		(55,540)	(2,000)	-
Interest Paid		(2,730)	(151)	(2,906)
Interest Received		6,748	7,500	11,964
Net cash from/(to) Operating Activities		221,926	(57,303)	20,301
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(144,728)	-	(40,375)
Purchase of Investments		(50,000)	-	(300,000)
Proceeds from Sale of Investments		100,000	-	50,000
Net cash from/(to) Investing Activities		(94,728)	-	(290,375)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		6,236	-	-
Finance Lease Payments		(16,059)	-	(16,844)
Funds Held for Capital Works Projects		(329,337)	-	256,995
Net cash from/(to) Financing Activities		(339,160)	-	240,151
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(211,962)</b>	<b>(57,303)</b>	<b>(29,923)</b>
Cash and cash equivalents at the beginning of the year	8	337,667	367,590	367,590
<b>Cash and cash equivalents at the end of the year</b>	8	<b>125,705</b>	<b>310,287</b>	<b>337,667</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 Statement of Cash Flows 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 2020

#### 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 and Training Act 2020. 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 2020 to 31 December 2020 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 and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

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

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

###### *Measurement Base*

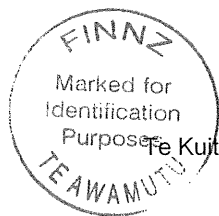
The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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





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

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

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

#### *Cyclical maintenance*

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.

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

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

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

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

## **c) Revenue Recognition**

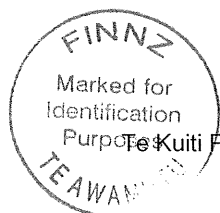
### **Government Grants**

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

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

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

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



**Other Grants**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

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

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 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 (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

**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.

**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.

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 held under a Finance Lease	Term of 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 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, and also annual leave earned, by non teaching staff, 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 the School's 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 Instruments**

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 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' 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.

Borrowings include but are 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.

**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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	668,255	589,884	545,007
Teachers' Salaries Grants	1,464,515	1,294,989	1,296,344
Use of Land and Buildings Grants	423,428	379,335	396,966
Resource Teachers Learning and Behaviour Grants	130	16,000	626
Other MoE Grants	100,592	31,100	67,665
Transport grants	26,793	-	21,493
Other Government Grants	3,658	-	264
	<u>2,687,371</u>	<u>2,311,308</u>	<u>2,328,365</u>

The school has opted in to the donations scheme for this year. Total amount received was \$47,850.

## 3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>			
Donations	17,381	1,000	4,844
Bequests & Grants	150,077	-	35,217
Activities	21,399	30,900	53,241
Trading	23,475	-	28,716
Fundraising	-	26,000	1,089
	<u>212,332</u>	<u>57,900</u>	<u>123,107</u>
<b>Expenses</b>			
Activities	23,535	60,600	74,067
Trading	31,807	-	34,011
Fundraising (Costs of Raising Funds)	-	-	396
Other Locally Raised Funds Expenditure	500	-	-
	<u>55,842</u>	<u>60,600</u>	<u>108,474</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>156,490</u>	<u>(2,700)</u>	<u>14,633</u>

## 4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	42,965	47,773	32,674
Library Resources	-	500	-
Employee Benefits - Salaries	1,877,122	1,527,279	1,559,086
Staff Development	8,121	17,000	12,277
	<u>1,928,208</u>	<u>1,592,552</u>	<u>1,604,037</u>



## 5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	4,535	4,535	2,678
Board of Trustees Fees	2,635	4,050	2,580
Board of Trustees Expenses	1,742	3,050	4,572
Communication	3,689	4,000	3,405
Consumables	16,904	8,500	8,269
Other	17,702	20,950	22,189
Employee Benefits - Salaries	108,362	104,000	97,126
Insurance	4,819	6,000	3,013
Service Providers, Contractors and Consultancy	10,200	8,755	8,190
	<u>170,588</u>	<u>163,840</u>	<u>152,022</u>

## 6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	49,805	54,280	45,335
Cyclical Maintenance Expense	39,540	7,200	200
Grounds	463	-	1,635
Heat, Light and Water	19,566	23,000	20,675
Rates	10,370	9,600	9,657
Repairs and Maintenance	24,026	12,103	17,525
Use of Land and Buildings	423,428	379,335	396,966
Security	7,492	5,000	8,538
Employee Benefits - Salaries	51,066	50,000	30,541
	<u>625,756</u>	<u>540,518</u>	<u>531,072</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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings	11,823	9,667	11,823
Building Improvements	609	411	503
Furniture and Equipment	19,849	5,866	7,175
Information and Communication Technology	4,547	2,642	3,231
Leased Assets	20,652	16,824	20,577
Library Resources	695	650	795
	<u>58,175</u>	<u>36,060</u>	<u>44,104</u>





### 8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	113,660	197,084	54,228
Bank Call Account	12,045	113,203	283,439
Cash and cash equivalents for Statement of Cash Flows	<u>125,705</u>	<u>310,287</u>	<u>337,667</u>

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

### 9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	280	1,920	26,612
Interest Receivable	156	1,157	948
Teacher Salaries Grant Receivable	124,654	76,968	90,602
	<u>125,090</u>	<u>80,045</u>	<u>118,162</u>
Receivables from Exchange Transactions	436	3,077	27,560
Receivables from Non-Exchange Transactions	124,654	76,968	90,602
	<u>125,090</u>	<u>80,045</u>	<u>118,162</u>

### 10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	995	796	1,504
Uniform Hats	358	1,073	-
Sports Uniforms	4,507	11,180	8,815
	<u>5,860</u>	<u>13,049</u>	<u>10,319</u>

### 11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset Short-term Bank Deposits	350,000	150,000	400,000
Total Investments	<u>350,000</u>	<u>150,000</u>	<u>400,000</u>



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	271,414	-	-	-	(11,823)	259,592
Building Improvements	23,837	-	-	-	(609)	23,229
Furniture and Equipment	40,061	144,728	-	-	(19,849)	164,940
Information and Communication Technology	11,354	2,156	-	-	(4,547)	8,963
Leased Assets	36,237	5,582	-	-	(20,652)	21,167
Library Resources	5,565	-	-	-	(695)	4,868
<b>Balance at 31 December 2020</b>	<b>388,468</b>	<b>152,466</b>	<b>-</b>	<b>-</b>	<b>(58,175)</b>	<b>482,759</b>

The net carrying value of equipment held under a finance lease is \$21,167 (2019: \$36,237)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	472,903	(213,311)	259,592
Building Improvements	24,340	(1,111)	23,229
Furniture and Equipment	588,519	(423,579)	164,940
Information and Communication Technology	144,572	(135,609)	8,963
Leased Assets	87,573	(66,406)	21,167
Library Resources	54,134	(49,266)	4,868
<b>Balance at 31 December 2020</b>	<b>1,372,041</b>	<b>(889,282)</b>	<b>482,759</b>

	Opening 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>

The net carrying value of equipment held under a finance lease is \$36,237 (2018: \$32,644)

	Cost or Valuation	Accumulated Depreciation	Net Book 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>



### 13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	123,554	23,606	184,011
Accruals	4,535	6,000	4,403
Banking Staffing Overuse	20,459	-	-
Employee Entitlements - Salaries	124,654	76,968	90,602
Employee Entitlements - Leave Accrual	3,579	551	917
	<u>276,781</u>	<u>107,125</u>	<u>279,933</u>
Payables for Exchange Transactions	276,781	107,125	279,933
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>276,781</u>	<u>107,125</u>	<u>279,933</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Income in Advance	60,000	22,000	100,000
Student AP Clearing	3,251	891	-
	<u>63,251</u>	<u>22,891</u>	<u>100,000</u>

### 15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	66,000	10,589	65,800
Increase to the Provision During the Year	7,200	7,200	200
Adjustment to the Provision	32,340	-	-
Use of the Provision During the Year	(103,540)	-	-
Provision at the End of the Year	<u>2,000</u>	<u>17,789</u>	<u>66,000</u>
Cyclical Maintenance - Current	-	17,789	64,900
Cyclical Maintenance - Term	2,000	-	1,100
	<u>2,000</u>	<u>17,789</u>	<u>66,000</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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	13,580	20,324	21,735
Later than One Year and no Later than Five Years	9,965	15,611	16,955
	<u>23,545</u>	<u>35,935</u>	<u>38,690</u>

### 17. Funds Owed (Held) for Capital Works Projects

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

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Roof Replacement - 5YA <i>in progress</i>	(87,769)	-	(160,309)	-	72,540
SIP Works <i>in progress</i>	-	-	(4,080)	-	4,080
Sliding Doors Project <i>completed</i>	-	23,916	(23,916)	-	-
Boiler Removal <i>completed</i>	-	15,325	(15,325)	-	-
Totals	<u>(87,769)</u>	<u>39,241</u>	<u>(203,630)</u>	<u>-</u>	<u>76,620</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	76,620
	<u>76,620</u>

2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Roof Replacement - 5YA <i>in progress</i>	-	917,579	(829,810)	-	(87,769)
Totals	<u>-</u>	<u>917,579</u>	<u>(829,810)</u>	<u>-</u>	<u>(87,769)</u>

### 18. Funds Held for Teen Parent Unit

The school's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the school's Statement of Revenue and Expense. During the year the funds were spent on employee benefit expenses, administration and property management expenses.



## 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.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,635	2,580
Full-time equivalent members	0.47	0.47
<i>Leadership Team</i>		
Remuneration	582,733	441,005
Full-time equivalent members	6.00	4.50
Total key management personnel remuneration	585,368	443,585
Total full-time equivalent personnel	6.47	4.97

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:

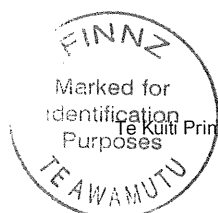
	2020 Actual \$000	2019 Actual \$000
<i>Salaries and Other Short-term Employee Benefits:</i>		
Salary and Other Payments	150 - 160	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	2.00	1.00
	2.00	1.00

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:

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

## 22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2020, a contingent liability for the school may exist.

## 23. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2020 (Capital commitments at 31 December 2019: nil).

### (b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

## 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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	125,705	310,287	337,667
Receivables	125,090	80,045	118,162
Investments - Term Deposits	350,000	150,000	400,000
Total Financial assets measured at amortised cost	<u>600,795</u>	<u>540,332</u>	<u>855,829</u>

### Financial liabilities measured at amortised cost

Payables	276,781	107,125	279,933
Borrowings - Loans	-	-	-
Finance Leases	21,678	35,935	37,883
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>298,459</u>	<u>143,060</u>	<u>317,816</u>

## 26. Events After Balance Date

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

## 27. Comparatives

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

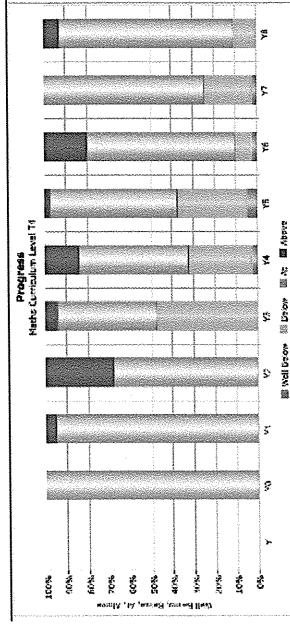




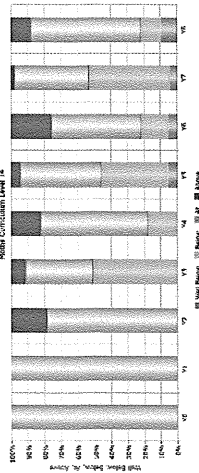
# Te Kuiti Primary School

## Analysis of Variance Reporting 2020

School Name: <b>Te Kuiti Primary School</b>	School Number: <b>2008</b>
<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 achieving at or above the expected curriculum level in <b>Maths</b> from 80% (262/325) students to 87% (283/325) at or above the expected curriculum level in <b>Maths</b> .
<b>Baseline Data:</b>	<p>End of 2019 data shows:</p> <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>





<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <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 until they resigned.</li> <li>- Teachers analysed data and set targets for students.</li> <li>- Maths curriculum reviewed and teaching expectations shared with staff.</li> <li>- Teachers reflect 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>- Student data monitored by Senior Leadership team.</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> <li>- Students used peer tutoring.</li> <li>- Teachers use PAT data for next teaching steps.</li> <li>- Use TKP curriculum document to track student's progress.</li> <li>- Clear expectations established.</li> </ul>	<p>End of 2020 data shows:</p> <ul style="list-style-type: none"> <li>- 24% (83/336) students below the expected curriculum level in Maths.</li> <li>- 64% (216/336) students at the expected curriculum level in Maths.</li> <li>- 11% (37/336) students above the expected curriculum level in Maths.</li> <li>- 27% (45/169) Male students below the expected curriculum level in Maths.</li> <li>- 23% (38/167) Female students below the expected curriculum level in Maths.</li> <li>- 30% (59/195) Maori students below the expected curriculum level in Maths.</li> <li>- 33% (32/97) Maori male students below the expected curriculum level in Maths.</li> <li>- 28% (27/97) Maori female students below the expected curriculum level in Maths.</li> <li>- 51% (18/35) Year 3 students below the expected curriculum level in Maths.</li> <li>- 18% (6/35) Year 4 students below the expected curriculum level in Maths.</li> <li>- 46% (16/35) Year 5 students below the expected curriculum level in Maths.</li> <li>- 22% (8/37) Year 6 students below the expected curriculum level in Maths.</li> <li>- 53% (24/45) Year 7 students below the expected curriculum level in Maths.</li> <li>- 21% (11/51) Year 8 students below the expected curriculum level in Maths.</li> </ul>  <p>The chart displays the percentage of students who met or did not meet the expected curriculum level across different year levels (Y1 to Y8) and gender groups (Male, Female, Total). The Y-axis represents the percentage from 0% to 100%. The X-axis lists the groups: Y1, Y2, Y3, Y4, Y5, Y6, Y7, Y8, Male, Female, Total. The legend indicates that the dark grey portion of each bar represents 'Met' and the light grey portion represents 'Not Met'.</p>	<ul style="list-style-type: none"> <li>- Covid-19.</li> <li>- Student's attendance.</li> <li>- Transient roll has caused a change of data.</li> <li>- Staff absences impacted on teaching consistency.</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>- School L.E.G.E.N.D. trackers to track students implemented.</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>

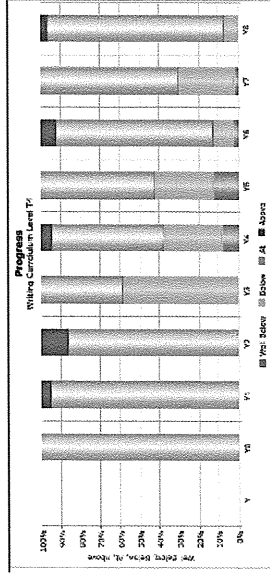
## Planning for next year:

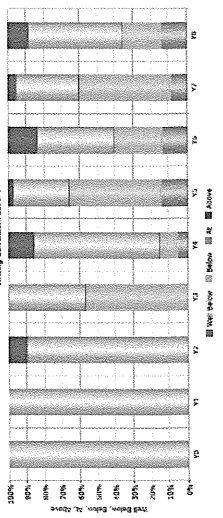
- Use student voice in Maths to inform teachers and grow their pedagogy.
- Target specific students and analyse impacted as a priority.
- Continue with Accelerated Learning in Mathematics.
- Appoint a Maths Leader with a management unit.
- Review internal expertise.
- Grow teacher knowledge and capability 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 2020

School Name:	Te Kuiti Primary School
	School Number: 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 writing at or above the expected curriculum level in <b>writing</b> from 78% (251/325) students to 89% (292/325) at or above the expected curriculum level in <b>writing</b> .
<b>Baseline Data:</b>	<p>End of 2019 data shows:</p> <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>



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> <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> <li>- Writing goals developed for each year level.</li> <li>- Used standardised assessment (eAsttle) to assess the students.</li> <li>- Two teachers trained in Accelerated Literacy Learning (ALL)</li> </ul>	<p><u>End of 2020 data shows:</u></p> <ul style="list-style-type: none"> <li>- 32% (108/336) students below the expected curriculum level in Writing.</li> <li>- 60% (203/336) students at the expected curriculum level in Writing.</li> <li>- 8% (25/336) students above the expected curriculum level in Writing.</li> <li>- 40% (68/169) male students below the expected curriculum level in Writing.</li> <li>- 23% (40/167) female students below the expected curriculum level in Writing.</li> <li>- 37% (75/195) Maori students below the expected curriculum level in Writing.</li> <li>- 40% (40/98) Maori male students below the expected curriculum level in Writing.</li> <li>- 30% (29/97) Maori female students below the expected curriculum level in Writing.</li> <li>- 57% (20/35) Year 3 students below the expected curriculum level in Writing.</li> <li>- 15% (5/34) Year 4 students below the expected curriculum level in Writing.</li> <li>- 66% (23/35) Year 5 students below the expected curriculum level in Writing.</li> <li>- 40% (15/37) Year 6 students below the expected curriculum level in Writing.</li> <li>- 60% (27/45) Year 7 students below the expected curriculum level in Writing.</li> <li>- 35% (18/51) Year 8 students below the expected curriculum level in Writing.</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.</li> <li>- Staff absences impacted on consistency across the school.</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> </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.
- Develop staff knowledge of LSSA / Scope and sequence.



# Te Kuiti Primary School Analysis of Variance Reporting 2020

<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 reading at or above the expected curriculum level in reading from 83% (271/325) students to 87% (283/325) at or above the expected curriculum level in reading.		
<b>Baseline Data:</b>	<p><u>End of 2019 data shows:</u></p> <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>		



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <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.</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> <li>- Teachers in junior school implemented word works.</li> <li>- Reading recovery programme delivered.</li> </ul>	<p>End of 2020 data shows:</p> <ul style="list-style-type: none"> <li>- 25% (83/336) students below the expected curriculum level in Reading.</li> <li>- 64% (215/336) students at the expected curriculum level in Reading.</li> <li>- 11% (38/336) students above the expected curriculum level in Reading.</li> <li>- 29% (49/169) Male students below the expected curriculum level in Reading.</li> <li>- 20% (34/167) Female students below the expected curriculum level in Reading.</li> <li>- 32% (63/195) Maori students below the expected curriculum level in Reading.</li> <li>- 39% (38/98) Maori male students below the expected curriculum level in Reading.</li> <li>- 26% (25/97) 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>- 35% (12/34) Year 4 students below the expected curriculum level in Reading.</li> <li>- 43% (15/35) Year 5 students below the expected curriculum level in Reading.</li> <li>- 21% (18/37) Year 6 students below the expected curriculum level in Reading.</li> <li>- 42% (19/45) Year 7 students below the expected curriculum level in Reading.</li> <li>- 18% (9/51) Year 8 students below the expected curriculum level in Reading.</li> </ul>	<ul style="list-style-type: none"> <li>- Covid – 19.</li> <li>- Teachers knowledge of the curriculum developed through professional learning and conversations which meant a deeper understanding of the curriculum and evidence when forming OTJ's.</li> <li>- Transient roll.</li> <li>- Staff absences impacted on consistency of teaching.</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> </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>																																																		
	<p>Progress Reading Curriculum Level 12</p> <table border="1"> <caption>Approximate data from the Progress Reading Curriculum Level 12 chart</caption> <thead> <tr> <th>Year</th> <th>at or above</th> <th>2-3 years below</th> <th>4-5 years below</th> <th>6+ years below</th> </tr> </thead> <tbody> <tr><td>10</td><td>75%</td><td>20%</td><td>5%</td><td>0%</td></tr> <tr><td>11</td><td>70%</td><td>25%</td><td>5%</td><td>0%</td></tr> <tr><td>12</td><td>65%</td><td>30%</td><td>5%</td><td>0%</td></tr> <tr><td>13</td><td>60%</td><td>35%</td><td>5%</td><td>0%</td></tr> <tr><td>14</td><td>55%</td><td>40%</td><td>5%</td><td>0%</td></tr> <tr><td>15</td><td>50%</td><td>45%</td><td>5%</td><td>0%</td></tr> <tr><td>16</td><td>45%</td><td>50%</td><td>5%</td><td>0%</td></tr> <tr><td>17</td><td>40%</td><td>55%</td><td>5%</td><td>0%</td></tr> <tr><td>18</td><td>35%</td><td>60%</td><td>5%</td><td>0%</td></tr> </tbody> </table>	Year	at or above	2-3 years below	4-5 years below	6+ years below	10	75%	20%	5%	0%	11	70%	25%	5%	0%	12	65%	30%	5%	0%	13	60%	35%	5%	0%	14	55%	40%	5%	0%	15	50%	45%	5%	0%	16	45%	50%	5%	0%	17	40%	55%	5%	0%	18	35%	60%	5%	0%		
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### 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.
- Develop school wide scope and sequence across the school.
- Source funding for new readers.



## **Te Kuiti Primary School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$4,698 (excluding GST). The funding was spent on sporting endeavours.

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF TE KUITI PRIMARY SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Te Kuiti Primary School (the School). The Auditor-General has appointed me, Jonathan Hurst, using the staff and resources of Finnz Audit 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 2020, 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 2020; 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 31<sup>st</sup> May 2021. This is the date at which our opinion is expressed.

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

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

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

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

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

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

The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board 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's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of 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.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board 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 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: *International 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