

TE RANGA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:

2019

Principal:

Brendan Wilson

School Address:

1492 Te Matai Road, R D 8, Te Puke

School Postal Address:

1492 Te Matai Road, R D 8, Te Puke

School Phone:

07 573 8032

School Email:office@teranga.school.nz**Members of the Board of Trustees**

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
David Pugh	Chair Person	Elected	Engineer	May-22
Brendan Wilson	Principal	Gained	Principal	
Jared Lee	Parent Rep	Elected	Consultant	May-22
Fiona Edwards	Parent Rep	Elected	Consultant	May-22
Tony Tamatea	Parent Rep	Elected	Police	May-22
Brendan Grylls	Parent Rep	Elected	Firefighter	May-22
Bridie Holland	Staff Rep	Elected	Teacher	May-22

Accountant / Service Provider:

Barker Brown Limited

TE RANGA SCHOOL

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
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	Financial Statements
--	-----------------------------

3	Statement of Responsibility
-------------------	-----------------------------

4	Statement of Comprehensive Revenue and Expense
-------------------	--

5	Statement of Changes in Net Assets/Equity
-------------------	---

6	Statement of Financial Position
-------------------	---------------------------------

7	Statement of Cash Flows
-------------------	-------------------------

8 - 12	Statement of Accounting Policies
------------------------	----------------------------------

13 - 21	Notes to the Financial Statements
-------------------------	-----------------------------------

	Other Information
--	--------------------------

	Analysis of Variance
--	----------------------

	Kiwisport
--	-----------

Te Ranga 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.

Tared Lee

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

28/3/22

Date:

Brendan Keith Gibson

Full Name of Principal

[Signature]

Signature of Principal

27/3/22

Date:

Te Ranga School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,355,521	1,051,172	1,178,311
Locally Raised Funds	3	63,350	56,700	101,101
Interest income		188	700	752
Gain on Sale of Property, Plant and Equipment		-	-	1,059
Other Revenue		-	-	-
		<u>1,419,059</u>	<u>1,108,572</u>	<u>1,281,223</u>
Expenses				
Locally Raised Funds	3	39,079	400	46,683
Learning Resources	4	878,812	758,010	846,224
Administration	5	84,099	93,170	91,022
Property	6	398,246	288,570	291,943
Depreciation	7	38,070	-	39,387
Loss on Disposal of Property, Plant and Equipment		43	-	-
		<u>1,438,349</u>	<u>1,140,150</u>	<u>1,315,260</u>
Net Surplus / (Deficit) for the year		(19,290)	(31,578)	(34,037)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(19,290)</u>	<u>(31,578)</u>	<u>(34,037)</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 Ranga School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		224,687	224,687	258,724
Total comprehensive revenue and expense for the year		(19,290)	(31,578)	(34,037)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	-
Equity at 31 December	22	205,397	193,109	224,687
Retained Earnings		205,397	193,109	224,687
Reserves		-	-	-
Equity at 31 December		205,397	193,109	224,687

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 Ranga School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	95,909	64,203	95,781
Accounts Receivable	9	50,566	48,740	48,740
GST Receivable		2,526	305	305
Prepayments		6,424	6,291	6,291
Inventories	10	7,233	4,963	4,963
		162,658	124,502	156,080
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	12	72,461	68,672	68,672
Revenue Received in Advance	13	2,880	132	132
Provision for Cyclical Maintenance	14	10,353	5,385	5,385
Finance Lease Liability - Current Portion	15	3,209	2,696	2,696
Funds held for Capital Works Projects	16	24,653	33,240	33,240
		113,556	110,125	110,125
Working Capital Surplus/(Deficit)		49,102	14,377	45,955
Non-current Assets				
Property, Plant and Equipment	11	204,319	201,998	201,998
		204,319	201,998	201,998
Non-current Liabilities				
Provision for Cyclical Maintenance	14	46,001	20,775	20,775
Finance Lease Liability	15	2,023	2,492	2,492
		48,024	23,267	23,267
Net Assets		205,397	193,108	224,687
Equity	22	205,397	193,109	224,687

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

Te Ranga School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		360,160	286,900	302,799
Locally Raised Funds		66,098	56,700	101,404
Goods and Services Tax (net)		(2,221)	-	3,891
Funds Administered on Behalf of Third Parties		-	-	-
Payments to Employees		(194,333)	(175,250)	(175,439)
Payments to Suppliers		(178,775)	(197,198)	(197,377)
Cyclical Maintenance Payments in the year		-	(3,430)	-
Interest Paid		-	-	(618)
Interest Received		188	700	758
Net cash from/(to) Operating Activities		51,117	(31,578)	35,419
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	1,169
Purchase of Property Plant & Equipment (and Intangibles)		(41,048)	-	(26,205)
Net cash from/(to) Investing Activities		(41,048)	-	(25,036)
Cash flows from Financing Activities				
Finance Lease Payments		(1,354)	-	(3,488)
Funds Held for Capital Works Projects		(8,587)	-	32,820
Net cash from/(to) Financing Activities		(9,941)	-	29,332
Net increase/(decrease) in cash and cash equivalents		128	(31,578)	39,715
Cash and cash equivalents at the beginning of the year	8	95,781	95,781	56,066
Cash and cash equivalents at the end of the year	8	95,909	64,203	95,781

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 Ranga School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Te Ranga 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 14.

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 11.

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.

Grants for the use of land and buildings are also not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the 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

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 comprised 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 to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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. Its 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

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 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	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational Grants	281,705	227,322	242,630
Teachers' Salaries Grants	724,680	617,460	701,043
Use of Land and Buildings Grants	268,344	178,390	181,807
Other MoE Grants	79,645	28,000	52,829
Transport grants	1,147	-	-
	1,355,521	1,051,172	1,178,309

3. Locally Raised Funds

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

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	1,225	25,000	8,589
Activities	26,542	(6,000)	28,301
Trading	5,615	1,000	5,353
Fundraising	6,096	7,000	26,596
Other Revenue	23,872	29,700	32,263
	63,350	56,700	101,101
Expenses			
Activities	31,382	-	32,802
Trading	6,041	-	8,205
Fundraising (Costs of Raising Funds)	1,656	400	5,676
	39,079	400	46,683
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	24,271	56,300	54,418

4. Learning Resources

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Curricular	37,674	42,300	33,807
Library Resources	1,776	2,000	250
Employee Benefits - Salaries	834,907	704,710	802,481
Staff Development	4,455	9,000	9,686
	878,812	758,010	846,224

5. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	4,913	5,000	4,770
Board of Trustees Fees	3,030	5,000	3,500
Board of Trustees Expenses	-	2,000	718

Communication	1,376	1,300	1,222
Consumables	4,843	5,500	5,621
Operating Lease	300	1,700	-
Other	30,458	28,170	25,475
Employee Benefits - Salaries	31,948	38,000	42,551
Insurance	7,231	6,500	7,164
Service Providers, Contractors and Consultancy	-	-	-

84,099	93,170	91,022
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6. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	4,400	4,250	3,678
Consultancy and Contract Services	-	-	4,913
Cyclical Maintenance Provision	30,196	3,430	5,552
Grounds	1,339	2,000	2,054
Heat, Light and Water	8,953	11,500	9,886
Repairs and Maintenance	28,506	39,000	39,904
Use of Land and Buildings	268,344	178,390	181,809
Employee Benefits - Salaries	56,508	50,000	44,147
	398,246	288,570	291,943

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	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Buildings - School	10,751	-	11,012
Furniture and Equipment	9,237	-	8,266
Information and Communication Technology	11,054	-	4,121
Motor Vehicles	3,222	-	3,222
Leased Assets	3,180	-	3,533
Library Resources	626	-	9,233
	38,070	-	39,387

8. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Current Account	95,909	64,203	95,781
Cash and cash equivalents for Statement of Cash Flows	95,909	64,203	95,781

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

9. Accounts Receivable

2020	2020 Budget	2019
Actual	(Unaudited)	Actual

	\$	\$	\$
Receivables	1,482	-	2,741
Receivables from the Ministry of Education	2,384	-	4,058
Teacher Salaries Grant Receivable	46,700	-	41,941
	<u>50,566</u>	<u>-</u>	<u>48,740</u>
Receivables from Exchange Transactions	1,482	-	2,741
Receivables from Non-Exchange Transactions	49,084	-	45,999
	<u>50,566</u>	<u>-</u>	<u>48,740</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	1,480	-	933
School Uniforms	5,753	-	4,030
	<u>7,233</u>	<u>-</u>	<u>4,963</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Buildings	84,435	7,744			(10,751)	81,428
Furniture and Equipment	47,396	16,681			(9,237)	54,840
Information and Communication Technology	34,065	12,760			(11,054)	35,771
Motor Vehicles	26,149				(3,222)	22,927
Leased Assets	4,942	3,863	(612)	(43)	(3,180)	4,970
Library Resources	5,011				(626)	4,385
Balance at 31 December 2020	<u>201,998</u>	<u>41,048</u>	<u>(612)</u>	<u>(43)</u>	<u>(38,070)</u>	<u>204,321</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Buildings	228,872	(147,444)	81,428
Furniture and Equipment	242,589	(187,749)	54,840
Information and Communication Technology	146,911	(111,139)	35,772
Motor Vehicles	68,818	(45,892)	22,926
Leased Assets	16,562	(11,593)	4,969
Library Resources	13,019	(8,635)	4,384
Balance at 31 December 2020	<u>716,771</u>	<u>(512,452)</u>	<u>204,319</u>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						

Buildings	92,225	3,222		(11,012)	84,435
Furniture and Equipment	46,251	9,521	(110)	(8,266)	47,396
Information and Communication Technology	33,657	13,046		(4,121)	42,582
Motor Vehicles	29,371	-		(3,222)	26,149
Leased Assets	5,430	3,045		(3,533)	4,942
Library Resources	5,312	415		(9,233)	(3,506)
Balance at 31 December 2019	212,246	29,249	(110)	-	201,998

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Buildings	221,128	(136,692)	84,435
Furniture and Equipment	225,908	(178,512)	47,396
Information and Communication Technology	134,151	(100,085)	34,065
Motor Vehicles	68,818	(42,670)	26,149
Leased Assets	14,003	(9,061)	4,942
Library Resources	13,019	(8,008)	5,011
Balance at 31 December 2019	677,027	(475,029)	201,998

12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	14,756	-	19,248
Accruals	-	-	-
Employee Entitlements - Salaries	57,705	-	49,424
Employee Entitlements - Leave Accrual	-	-	-
	72,461	-	68,672
Payables for Exchange Transactions	1,050	-	-
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other	71,411		68,672
	72,461	-	68,672

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	2,880	-	132
	2,880	-	132

14. Provision for Cyclical Maintenance

	2020	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
Provision at the Start of the Year	26,160	-	20,608
Increase/ (decrease) to the Provision During the Year	30,194	-	5,552
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	56,354	-	26,160
Cyclical Maintenance - Current	10,353	-	5,385
Cyclical Maintenance - Term	46,001	-	20,775
	56,354	-	26,160

15. 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	2020 Budget (Unaudited)	2019
	Actual \$	\$	Actual \$
No Later than One Year	3,209		3,084
Later than One Year and no Later than Five Years	2,023		2,651
Later than Five Years			
	5,232	-	5,735

16. Funds 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 Contributions \$	Closing Balances \$
Block K Alterations	<i>in progress</i>	33,240	3,835	(12,422)	-	24,653
Totals		33,240	3,835	(12,422)	-	24,653

Represented by:

Funds Held on Behalf of the Ministry of Education
Funds Due from the Ministry of Education

24,653

-

24,653

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block K Alterations	<i>in progress</i>	420	34,620	(1,800)	-	33,240
Totals		420	34,620	(1,800)	-	33,240

17. Related Party Transactions

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

length.

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

18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,030	3,500
Full-time equivalent members	0.46	0
<i>Leadership Team</i>		
Remuneration	310,784	295,998
Full-time equivalent members	3	3
Total key management personnel remuneration	313,814	299,498
Total full-time equivalent personnel	3.46	3.46

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:

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	120 - 130
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	0	0

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
0	0.00	0.00
	0.00	0.00

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

19. 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	-	-

20. 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.

21. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

(a) \$70,495 contract for Block K to be completed in **2021**, which will be fully funded by the Ministry of Education. \$70,495 has been received of which \$45,842 has been spent on the project to date.

(Capital commitments at 31 December 2019: \$71,200)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

(a) operating lease of laptops;

	2020 Actual \$	2019 Actual \$
No later than One Year	300	-
	<u>300</u>	<u>-</u>

22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	95,909	64,203	95,781
Receivables	50,566	-	48,740
Total Financial assets measured at amortised cost	146,475	64,203	144,521

Financial liabilities measured at amortised cost

Payables	72,461	-	68,672
Finance Leases	5,232	5,188	5,188
Total Financial Liabilities Measured at Amortised Cost	77,693	5,188	73,860

24. Events After Balance Date

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

25. Comparatives

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

26. Failure to meet statutory reporting deadline

The Board of Trustees did not comply with section 87A(1) of the Education Act 1989, which requires the board to provide its audited financial statements to the Ministry of Education by 31 May 2021 and section 87C(1) of the Education Act 1989, which requires the Board to provide its unaudited financial statements to the Auditor-General by 31 March 2021. The Board was unable to meet the statutory deadlines because of delays caused by the response to the COVID-19 pandemic.

Analysis of Variance Reporting



School Name:	Te Ranga School	School Number:	2019
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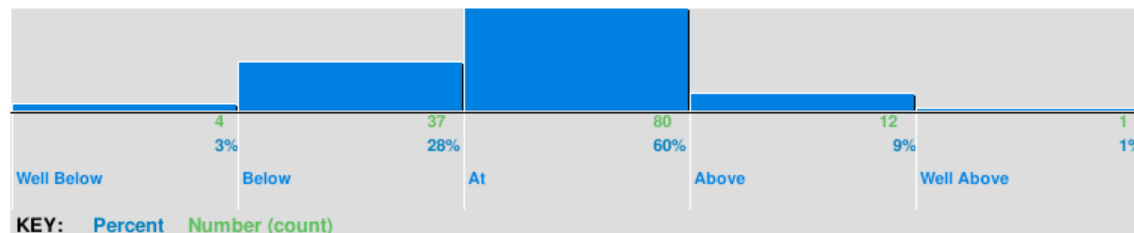
Strategic Aim:	All students are able to access <i>The New Zealand Curriculum</i> as evidenced by achievement in relation to the expectation outlined in New Zealand Curriculum.
Annual Aim:	<p>Te Ranga School has aimed to focus on the rate of progress of target students over a year. The NZC and our own set of curriculum progressions guides us to what should be achieved in a school year.</p> <p>For example-attaining Level 1 by the end of Year 2</p> <ul style="list-style-type: none"> - Level 2 End of Year 4 -Level 3 end of Year 6 etc.
Target:	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • 50% of students below the curriculum expectation will achieve at least 15 months accelerated progress. All target students will be tracked on digital data walls and be the focus of teacher inquiries. • 100% of all students who are securely At and Above Curriculum Expectation will achieve at least one year's progress. • 20% of students At or Above Curriculum Expectation will progress to above (1 year ahead of expectation) or Well above (2 years ahead of expectation) • At the end of 2019 there was a 24% between girls and boys. We aim to reduce this gap to less than 10%

Baseline Data:

March 2020 Data for Writing at Te Ranga School

Beginning Year All Students

70% are achieving at or above the Expectation in writing for their year group.
30% are 'developing' towards meeting the Expectation by the end of the year.

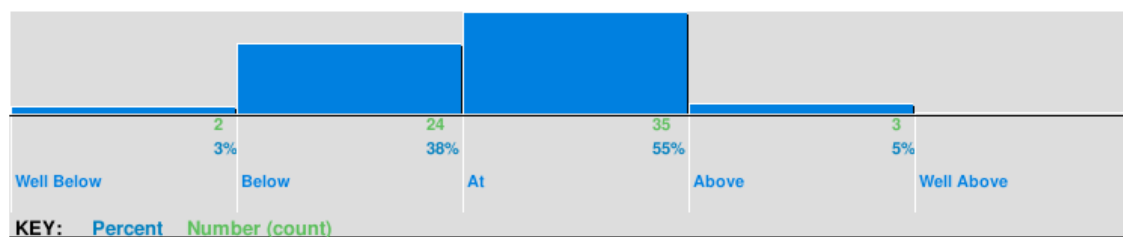


Achievement at year level

Year level	1	2	3	4	5	6	7	8
% achieving	64%	78%	71%	63%	77%	64%	45%	80%

Gender data for Writing March 2020

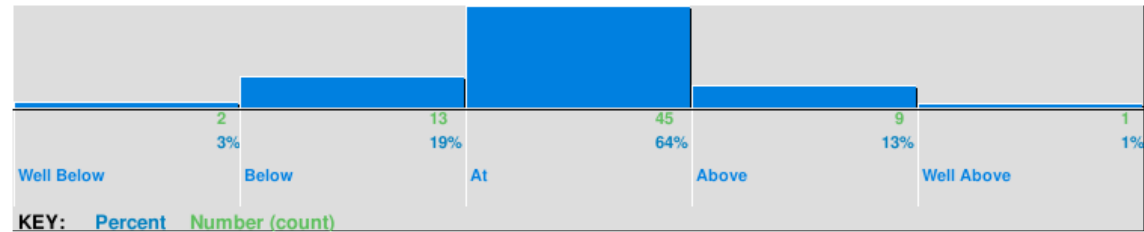
Males (Beginning year)



60% are working 'at' or 'above' the end of year Expectation for writing.

40% are below or 'developing' towards meeting the Expectation by the end of the year.

Females (Beginning year)



78% are working 'at' or 'above' the end of year Expectation for writing.

22% are below or 'developing' towards meeting the expected Expectation

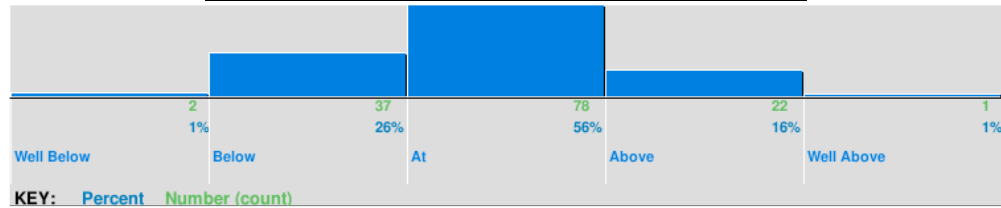
Beginning Year Ethnicity

By Ethnicity	Below	Developing	At	Above	Well Above
Maori (44 pupils)	% (2)	36% (16)	48% (21)	9% (4)	2% (1)
NZ European (78 pupils)	3% (2)	24% (19)	66% (52)	8% (6)	
Pacific Island (2 pupils)			100% (2)		
Other (9 pupils)		22 % (2)	55% (5)	22% (2)	
TOTAL (134 pupils)	3% (4)	28% (37)	60% (80)	9% (12)	1% (1)
Ethnicity	Maori	NZ Euro.	Pacific Isl.	Other	
% achieving	59%	74%	100%	78%	

Outcomes what happened

End of Year Overall

Year 1-8 End Year Whole School Students



- 27% are BELOW the end of year expectation for writing. NOV
- 56% are AT the end of the year expectation for writing. NOV
- 16% are ABOVE the end of year expectation for writing. NOV
- 1% are WELL ABOVE the end of year expectation for writing. NOV

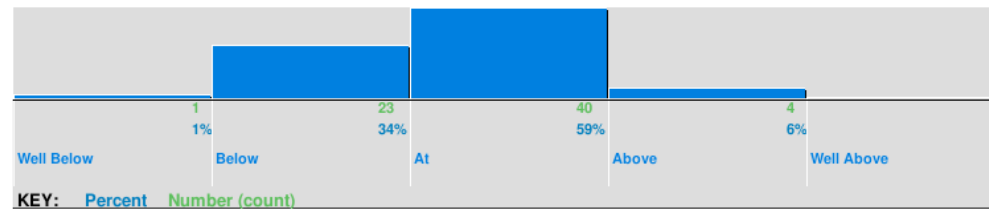
End Year

Year Level	1	2	3	4	5	6	7	8
% Achieving	75%	86%	73%	55%	80%	76%	55%	79%

End Year Ethnicity

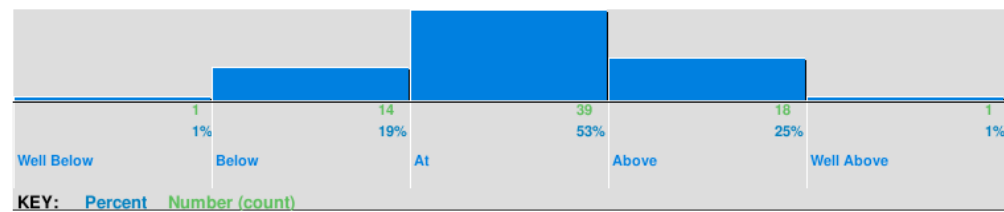
By Ethnicity	Well Below	Below	At	Above	Well Above
Maori (44 pupils)	5% (2)	3% (16)	48% (21)	9% (4)	2% (1)
NZ European (85 pupils)		22% (19)	61% (52)	16% (14)	
Pacific Island (2 pupils)				100% (2)	
Other (9 pupils)		22% (2)	56% (5)	22% (2)	
TOTAL (140 pupils)	1% (2)	26% (37)	56% (78)	16% (22)	1% (1)

Males (End Year)



- 35% are BELOW/WELL BELOW the end of year expectation for writing. NOV
 - 59% are working AT the end of year expectation for writing. NOV
 - 6% are achieving ABOVE the end of year expectation for writing. NOV

Females (End Year)



- 20% are BELOW or WELL BELOW the end of year expectation for writing. NOV
 - 53% are AT the end of year expectation for writing. NOV
- 26% are ABOVE or WELL ABOVE the end of year expectation for writing. NOV

TARGET 1:

At least 50% of students who are Well Below (2 years) or Below (at least 1 year) the curriculum expectation, will achieve at least 15 months accelerated progress.

We tracked the 36 students from the start of the year, who we identified through OTJ's as being at least 1 year or more below the curriculum expectation.

Did not make 12 months progress.	Made normal progress of 12 months progress.	Achieved the target of at least 15 months accelerated progress.
0 students (0%)	24 students (67%)	12 students (33%)

33% of our below and well below students achieved our goal and made accelerated progress that exceeded 15 months' achievement. 67% of students made accelerated progress in excess of 12 months achievements. It was pleasing to see that no student below the expectation slipped further behind.

TARGET 2:

100% of students who are At and Above curriculum expectation will achieve at least one year's progress. There were 72 students operating at and above curriculum expectation at the start of the year.

Did not make 12 months progress.	Made normal progress of around 12 months progress	Achieved that least 15 months accelerated progress.
3 students (4%)	57 students (79%)	12 students (17%)

4% of students did not make 12 months progress. Our target was that 100% of at or above expectation students make at least 12 months' progress. 96% of our Target 2 students achieved this goal.

Improvement context: Writing

Target Group 1:

At the start of 2020, there were **36** students below in Writing. By the end of the year our target is that at least **18** of those students will have made at least 15 months' accelerated progress.

12/36 made 15months accelerated progress. Our target was 50%, we achieved 33% improvement.

Target Group 2:

At the start of 2020, there were **84** at or above students at expectation in Writing. By the end of the year our target is that all **84** have made 12 months progress and no student has dropped.

81/84 students made 12 months progress. Our target was 100%, we achieved 96%.

At the start of 2020, there were **84** students at or above expectation in Writing. By the end of the year our target is that at least **17** of those students will have made at least 15 months' accelerated progress and be above or well above expectation.

23/84 students made accelerated progress. Our target was 20%, we achieved 27%

Boys Writing

At the start of 2020, there were 25 boys (40%) that were below curriculum expectation in writing. By the end of the year our target was that 12 (at least 50%) will have made accelerated progress.

4/12 boys below the expectation made accelerated progress. Our target was 50% we made 33%

At the end of 2019 there was a 24% gap between girls and boys. We aim to reduce this gap to less than 10%

At the end of 2020 80% of girls were at or above and 65% of boys were at or above.

There is now a 15% gap between boys and girls. Unfortunately that was mostly due to the fact that girls results fell more than the boys improved

Analysis of Digital Data Board Writing 2020



Goal One

W.B to B	Below to Insecure At	Below to At	Below to Above
3	2	6	

Goal Two

Insecure At to At	At to Above	Above to Well above
	8	4

Goal Three

Insecure At to Below	At to below	At to Insecure At	Above to at
3		1	

Of these 5 students, who did not make 12 months progress- 2 were from a family that attended less 70% of the year because of an injury and not returning following Covid

Actions <i>What did we do?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>We have created Digital Data Walls to track progress. All the data is inputted at the start of the year following the testing regimen. At meetings, teachers collaboratively analysed the progress of students, reviewing the programmes and practices in class and supported colleagues with ideas and insights. The digital data boards track live progress of student achievement. Previously, we had physical data boards with photos, however, having the data in digital form makes it easier to manipulate</p> <p>We changed from 15 minutes of silent sustained reading every day, to alternating between reading and writing.</p> <p>We have been deliberate in establishing and articulating a “safe” classroom environment so that students could feel comfortable taking risks, being creative and attempting to experiment with new genre and vocabulary. As a school we have been intentional in endorsing the value of “having a go,” being different and creative in our learning.</p> <p>To improve Boys writing we:</p> <ul style="list-style-type: none"> • undertook a workshop with Zebong with unmotivated boy writers • created a repository of resources that support boys writing including, stimulating prompts from pictures or videos and shared at staff meetings • we deliberately scaffolded our writing with hands on experiences and visual stimulus <p>We worked with Etap to create graphs that track the long term progress of students. We can now observe patterns over time including the impact of school holidays and learning programmes including reading recovery and acceleration groups</p> <p>We continued the learning and practices cultivated during our time on A.L.L. programme. This year we continued to identify needs, we created a CAAP plan, and undertook supplementary programmes to support student progress. Students were</p>	<p>Target 1</p> <p>50% of below students to make at least 15 months accelerated progress.</p> <p>Result</p> <p>12/36 of below students made at least 15 months accelerated progress. We achieved 33% not 50%</p> <p>Why ??</p> <p>Boys writing remains a weakness. 65% of our male students are not meeting the curriculum expectation, while 80% of girls are. Until we address this disparity and develop effective programmes for boys, we will struggle to meet our targets in writing.</p> <p>At the end of last year, we received a large group of students from other schools who were below expectation (including ESOL students). Although they made accelerated progress, it will take more than a year for them to transition into our school and for our intervention programmes to bear fruit.</p> <p>Many of our students below curriculum expectation have diagnosed learning or behavioural difficulties. We didn’t take into account the huge barrier and the radical change in practice required to shift these students.</p> <p>We observed that many junior students were able to obtain our 18 months growth target, while very few senior</p>	<p>We are investigating a “structured literacy approach across the school which will strengthen practices to support students with dyslexic tendencies including decodable readers, phonics etc. Charlotte from RTLB will run an overview of structured literacy at a teacher only day in January. We will be undertaking a staff only day on structured literacy with Lisa from Seed Education</p> <p>We have created learning progressions in “student friendly” language so pupils could easily identify what they can do in writing and their next learning steps. We believe this will be an effective tool to help develop student agency, assessment literacy and motivate and engage the learners. However, the implementation of the progressions was inconsistent across the school. The feedback from teachers indicated there was some poor wording and duplication of progressions, and that some teachers required more guidance to administer this tool effectively. In 2021, we are refining the progressions’ and an expectation of use has been created so that there is a clear timeline and implementation plan. We have also added learning dispositions to the progression so that learning attitude and behaviours can be assessed.</p> <p>All students across the school have been set up with a Seesaw account. Their writing will be accessible to their parents on their phones through this application. We are hoping there will be greater opportunity for feedback and an authentic purpose for writing. We believe this collaborative approach will create an improved teacher/parent partnership and glean successful outcomes. In 2020 and 2021 we are assessing the value of the paid version so we can archive all of the student’s posts.</p>

<p>accelerated through both in-class teaching and were withdrawn for instruction.</p> <p>Strengthened Formative Assessment practices. A real focus was made on making students learning visible, co-constructing WALTs and Success Criteria. Self and peer assessment processed were strengthened across the school.</p> <p>We are implementing Joy Allcock's "Spelling Under Scrutiny" programme. This is a school-wide programme and creates cohesion so there is a shared language, understanding and approach throughout the school. This was initiated because self-review identified that although our students writing had excellent elements of deep features, more shallow aspects like punctuation and spelling needed improving</p> <p>Used Sunshine online in the Junior School and Google Classroom in Senior School to support and enhance writing programmes</p> <p>We based our teaching as inquiry practices around the learning of writing. All teachers identified change of teacher practice in writing. A group of priority students were tracked more closely to identify the effectiveness of the intervention.</p> <p>Engaged in professional teacher conversations within and across other schools so that we could effectively moderate students writing and accurately ascertain the accuracy of OTJ's</p>	<p>aged students did. As the student reaches Year 6 and beyond, the curriculum content widens markedly and 18 months progress becomes far more difficult to obtain as the demands of the curriculum increase. It is also harder to adjust some of the mindset and entrenched behaviours of older students.</p> <p>Target 2</p> <p>100% of students achieving at or above curriculum expectation are to make at least 12 months progress</p> <p>Result</p> <p>96% of at or above students made at least 12 months progress</p> <p>The students who did not make 12 months progress had very poor attendance. One had a broken leg and a following Covid a number of students only attended sporadically.</p>	<p>We will continue to analyse our teaching of writing to boys. To address the disparity between male and female, we will review the resources we employ, our writing prompts and the use of technology to make them more engaging for boys. We will source support from Colleen and other "experts" to find ways to better motivate and engage our male students.</p> <p>Although we are shifting into Mathematics as our PLD focus, we will continue to embed good teaching practices throughout our writing programme. We have 4 new staff members so have ensured everyone has access to "The Writing Book."</p> <p>We will continue to have all staff members share examples of good writing or lessons at our weekly PD meetings.</p>
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Planning for next year:

We have shifted our focus to the teaching of Mathematics.

OUR TARGETS:

-80% of Well Below, Below and insecure At students will achieve at least 12 months accelerated progress. All target students will be tracked on digital data walls, be a focus of teacher inquiries and staff PLD.

-100% of students who are securely At and Above standard will achieve at least one year's progress.

-20% of our At and Above expectation students to make at least 15 months accelerated progress.

- In 2020 we trailed Prime Mathematics in 3 classes. It was successful in 2 of the 3 classes. We will roll this out across the school so that we have a consistent programme with a shared language and understanding across the school. We are utilising Sandy Haddock to help implement this programme and to grow teacher capability.
- As part of the Te Puke Kahui Ako, we are focussing on culturally responsive relations and practices. Through Poutama Pounamu all teachers are undertaking an e-blended course of reading and discussions to inform our teaching practice and challenge our current mindset.
- Continue to run a Curriculum and Knowledge Evening (CAKE Night). Students bake cakes during the day and then invite their parents to share at school in the evening at school. While sharing cake, the teachers introducing ways they can help at home. Many supporting elements like cards, games list of ICT applications, Maori Dictionary and maths manipulatives etc are placed in a kete for the parents to take home.
- Our Teacher Inquires are based on our target students and form the first agenda item of every team meeting.
- As part of the C.O.L we will appoint an in-school teacher to work with staff on culturally responsive practice and implementation of the PACT tool
- Use the objectives in the PRIME placement test as earning progressions so pupils can easily identify what they can do and their next learning steps. This will help them develop student agency, assessment literacy. Literature is consistent that this should motivate and engage the learners.

Kiwisport:

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2020 Te Ranga School received total Kiwisport funding of \$1,962.07 (excluding GST). The funding contributed to running the Go 4 It programme in our school which introduces and builds on a range of sporting skills to the students. The funding also helped to purchase more PE gear for the students to use.

School No: 2019
School Name: Te Ranga School

School Year: 2020
Calculation Date: 23-Mar-2020

Initial Calculation

Component	Category / Roll	Entitlement Value
Base Funding	A	24,072.15
Total Roll	142	N/A
Y1 - Y6 Roll	106	86,077.53
Y7 - Y8 Roll	36	32,657.63
Relieving Teachers	7.10 FTTE, Rate 6	24,491.91
Vandalism	Low Risk	485.27
Targeted Funding	Decile 5 Rate M	15,126.09
Special Educ Grant	Decile 5	9,025.39
ICT Funding	142	10,251.30
Kiwisport Y1 - Y8	142	1,962.07
Targeted At Risk Funding	12	1,198.43
Property Maintenance		10,875.65
Heat, Light, Water		9,966.96
CoL Maintenance Allowance	per annum	1,000.00
CoL Induct & Network within School		132.00

Independent Auditor's Report

To the Readers of Te Ranga School's Financial Statements

For the Year Ended 31 December 2020

The Auditor-General is the auditor of Te Ranga School. The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) 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 4 to 20, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 30 March 2022. 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.

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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 is responsible for the other information. The other information comprises the information included on page 3 and on pages 21 to 32, 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.



Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand