

Turaki Primary School

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	2040
Principal:	Robyn Pulu
School Address:	Tumoana Street Taumarunui
School Postal Address:	Tumoana Street Taumarunui
School Phone:	07 895 7651
School Email:	robyn@turakiprimary.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Charlie Burton	Chair Person	Elected	May-22
Robyn Pulu	Principal	ex Officio	
Christy Keystone	Parent Rep	Elected	May-22
Warrick Street	Parent Rep	Elected	May-22
Laal Bhullar	Parent Rep	Elected	May-22
Toria Arahanga	Parent Rep	Elected	May-22
Rose Clark	Staff Rep	Elected	May-22

Accountant / Service Provider: Peak Chartered Accountants Ltd

Turaki Primary School

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
	Financial Statements
<u>1</u>	Statement of Responsibility
<u>2</u>	Statement of Comprehensive Revenue and Expense
<u>3</u>	Statement of Changes in Net Assets/Equity
<u>4</u>	Statement of Financial Position
<u>5</u>	Statement of Cash Flows
<u>6 - 18</u>	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Turaki 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.

David William Burton
Full Name of Board Chairperson


Signature of Board Chairperson

28 May 2021
Date:

Robyn Theresa Pulu
Full Name of Principal


Signature of Principal

28 May 2021
Date:

Turaki Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	1,808,250	1,684,736	1,555,421
Locally Raised Funds	3	63,788	72,000	97,255
Interest income		5,793	9,000	8,336
Other Revenue		183	900	938
		<u>1,878,014</u>	<u>1,766,636</u>	<u>1,661,950</u>
Expenses				
Locally Raised Funds	3	40,186	35,050	54,462
Learning Resources	4	1,158,783	1,171,605	1,019,331
Administration	5	113,171	114,339	119,942
Finance		986	3,130	(220)
Property	6	433,627	433,035	436,189
Depreciation	7	20,200	20,836	21,251
Loss on Disposal of Property, Plant and Equipment		795	-	1,820
		<u>1,767,748</u>	<u>1,777,995</u>	<u>1,652,776</u>
Net Surplus / (Deficit) for the year		110,266	(11,359)	9,173
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>110,266</u></u>	<u><u>(11,359)</u></u>	<u><u>9,173</u></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.



Turaki Primary 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		<u>274,792</u>	<u>274,793</u>	<u>265,619</u>
Total comprehensive revenue and expense for the year		110,266	(11,359)	9,173
Capital Contributions from the Ministry of Education				
Equity at 31 December	24	<u>385,058</u>	<u>263,434</u>	<u>274,792</u>
Retained Earnings		385,058	263,434	274,792
Equity at 31 December		<u>385,058</u>	<u>263,434</u>	<u>274,792</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.



Turaki Primary 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	450,009	40,000	27,456
Accounts Receivable	9	121,264	92,900	91,796
GST Receivable		-	5,000	4,547
Prepayments		10,808	-	-
Inventories	10	384	500	580
Investments	11	279,215	250,000	275,409
		<hr/>	<hr/>	<hr/>
		861,680	388,400	399,788
Current Liabilities				
GST Payable		24,865	-	-
Accounts Payable	13	110,140	91,600	87,551
Revenue Received in Advance	14	434	-	-
Finance Lease Liability - Current Portion	16	5,798	5,000	4,308
Funds held for Capital Works Projects	17	300,568	-	-
Funds held on behalf of RT Lit Cluster	18	21,658	20,804	19,198
		<hr/>	<hr/>	<hr/>
		463,463	117,404	111,056
Working Capital Surplus/(Deficit)		398,217	270,996	288,731
Non-current Assets				
Property, Plant and Equipment	12	59,134	63,092	45,522
Intangible Assets		-	-	-
		<hr/>	<hr/>	<hr/>
		59,134	63,092	45,522
Non-current Liabilities				
Provision for Cyclical Maintenance	15	66,653	66,654	55,553
Finance Lease Liability	16	5,641	4,000	3,908
		<hr/>	<hr/>	<hr/>
		72,294	70,654	59,461
Net Assets		<hr/>	<hr/>	<hr/>
		385,058	263,434	274,792
Equity	24	<hr/>	<hr/>	<hr/>
		385,058	263,434	274,792

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



Turaki Primary School

Statement of Cash Flows

For the year ended 31 December 2020

	Note	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash flows from Operating Activities				
Government Grants		538,510	424,169	368,140
Locally Raised Funds		70,450	76,601	82,692
Goods and Services Tax (net)		29,412	(453)	(2,307)
Funds Administered on Behalf of Third Parties		2,460	1,606	897
Payments to Employees		(227,747)	(227,216)	(167,310)
Payments to Suppliers		(261,288)	(256,204)	(279,813)
Interest Paid		(986)	(3,130)	220
Interest Received		6,361	9,382	9,374
Net cash from/(to) Operating Activities		157,172	24,755	11,894
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		(795)	-	1,437
Purchase of Property Plant & Equipment (and Intangibles)		(37,120)	(38,001)	(29,804)
Purchase of Investments		(3,806)	-	(6,033)
Proceeds from Sale of Investments		-	25,409	-
Net cash from/(to) Investing Activities		(41,721)	(12,592)	(34,400)
Cash flows from Financing Activities				
Finance Lease Payments		6,533	381	8,811
Funds Held for Capital Works Projects		300,568	-	19,061
Net cash from/(to) Financing Activities		307,101	381	27,872
Net increase/(decrease) in cash and cash equivalents		422,552	12,544	5,365
Cash and cash equivalents at the beginning of the year	8	27,456	27,456	22,092
Cash and cash equivalents at the end of the year	8	450,008	40,000	27,457

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.



Turaki Primary School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Turaki Primary 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.

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 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 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:

Buildings	4% Prime
Building improvements to Crown Owned Assets	10% – 40% Prime
Classroom Furniture and equipment	10% – 67% Prime
Office Furniture & Equipment	10% – 40% Prime
Other Equipment & Plant	10% – 40% Prime
Textbooks	10% Prime
Leased assets held under a Finance Lease	3 years
Library resources	10% Prime

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 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 [international, hostel students and grants received] (delete as appropriate) 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.

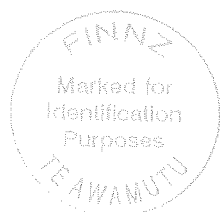
q) Funds Held in Trust

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.

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	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	427,448	333,996	323,774
Teachers' Salaries Grants	973,605	973,605	870,898
Use of Land and Buildings Grants	296,135	296,135	291,042
Other MoE Grants	109,935	81,000	69,707
Other Government Grants	1,127	-	-
	<u>1,808,250</u>	<u>1,684,736</u>	<u>1,555,421</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$8826 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	2,268	3,000	18,142
Bequests & Grants	5,000	-	5,615
Activities	19,582	40,000	32,158
Trading	34,408	28,000	38,274
Fundraising	2,295	-	52
Other Revenue	235	1,000	3,014
	<u>63,788</u>	<u>72,000</u>	<u>97,255</u>
Expenses			
Activities	8,398	9,550	10,614
Trading	31,401	25,500	43,849
Fundraising (Costs of Raising Funds)	387	-	-
	-	-	-
OSCAR Expenses	-	-	-
	<u>40,186</u>	<u>35,050</u>	<u>54,463</u>
	<u>23,602</u>	<u>36,950</u>	<u>42,792</u>

Surplus/ (Deficit) for the year Locally raised funds

A \$5615 grant from NZCT was received in September 2019, which was earmarked for EOTC (Year & 8 Raglan Trip) in future years.

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	50,748	59,900	52,423
Information and Communication Technology	4,525	6,500	6,333
Library Resources	311	700	44
Employee Benefits - Salaries	1,100,405	1,101,005	953,788
Staff Development	2,794	3,500	6,743
	<u>1,158,783</u>	<u>1,171,605</u>	<u>1,019,331</u>



5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,413	4,285	4,410
Board of Trustees Fees	1,475	4,100	3,480
Board of Trustees Expenses	2,378	1,000	4,772
Communication	895	1,000	846
Consumables	10,393	11,000	8,417
Operating Lease	-	8,500	-
Other	27,051	19,150	17,974
Employee Benefits - Salaries	52,522	51,204	65,877
Insurance	1,948	2,100	2,039
Service Providers, Contractors and Consultancy	12,096	12,000	12,127
	<u>113,171</u>	<u>114,339</u>	<u>119,942</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,343	5,000	4,381
Consultancy and Contract Services	35,500	35,000	35,500
Cyclical Maintenance Provision	11,100	11,100	11,111
Grounds	4,975	7,000	9,333
Heat, Light and Water	22,739	28,000	28,028
Rates	3,150	3,500	2,962
Repairs and Maintenance	14,035	8,300	15,016
Use of Land and Buildings	296,135	296,135	291,042
Security	678	1,000	1,285
Employee Benefits - Salaries	38,972	38,000	37,531
	<u>433,627</u>	<u>433,035</u>	<u>436,189</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	2,336	2,336	2,336
Building Improvements - Crown	2,280	1,800	2,288
Furniture and Equipment	9,941	5,000	7,363
Leased Assets	5,435	11,500	8,922
Library Resources	208	200	342
	<u>20,200</u>	<u>20,836</u>	<u>21,251</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	82,075	20,000	5,211
Bank Call Account	367,934	20,000	22,245
Cash and cash equivalents for Statement of Cash Flows	<u>450,009</u>	<u>40,000</u>	<u>27,456</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	9,655	12,000	15,701
Interest Receivable	713	900	1,282
Banking Staffing Underuse	28,552	20,000	19,489
Teacher Salaries Grant Receivable	82,344	60,000	55,324
	<u>121,264</u>	<u>92,900</u>	<u>91,796</u>
Receivables from Exchange Transactions	10,368	12,900	16,983
Receivables from Non-Exchange Transactions	110,896	80,000	74,813
	<u>121,264</u>	<u>92,900</u>	<u>91,796</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	384	300	392
Canteen	-	200	188
	<u>384</u>	<u>500</u>	<u>580</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	279,215	250,000	275,409
Total Investments	<u>279,215</u>	<u>250,000</u>	<u>275,409</u>

12. Property, Plant and Equipment

2020	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	14,647	-			(2,335)	12,312
Building Improvements	4,610	2,930			(2,280)	5,260
Furniture and Equipment	19,169	22,702	(795)		(9,941)	31,135
Leased Assets	6,874	8,973			(5,434)	10,413
Library Resources	223	-			(209)	14
Balance at 31 December 2020	<u>45,523</u>	<u>34,605</u>	<u>(795)</u>	<u>-</u>	<u>(20,199)</u>	<u>59,134</u>

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of equipment held under a finance lease is \$ 10 412 (2019: \$ 6 875)



	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Land	-	-	-
Buildings	58,399	(46,087)	12,312
Building Improvements	127,855	(122,595)	5,260
Furniture and Equipment	458,055	(426,920)	31,135
Textbooks	11,904	(11,904)	-
Leased Assets	17,288	(6,875)	10,413
Library Resources	82,845	(82,831)	14
Balance at 31 December 2020	756,346	(697,212)	59,134

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Buildings	16,983				(2,336)	14,647
Building Improvements	6,898				(2,288)	4,610
Furniture and Equipment	18,665	7,867			(7,363)	19,169
Leased Assets	29,167	3,590	(16,960)		(8,922)	6,875
Library Resources	564				(342)	222
Balance at 31 December 2019	72,277	11,457	(16,960)	-	(21,251)	45,523

The following note can be used for each class of asset that are held under a finance lease:

The net carrying value of equipment held under a finance lease is \$ 10 413 (2019: \$ 6 875)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Land	-	-	-
Buildings	58,399	(43,752)	14,647
Building Improvements	126,470	(121,860)	4,610
Furniture and Equipment	499,805	(480,636)	19,169
Textbooks	11,904	(11,904)	-
Leased Assets	20,597	(13,723)	6,874
Library Resources	82,845	(82,622)	223
Balance at 31 December 2019	800,020	(754,497)	45,523

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	6,843	11,000	11,014
Accruals	4,413	4,600	4,285
Employee Entitlements - Salaries	92,290	70,000	67,015
Employee Entitlements - Leave Accrual	6,594	6,000	5,237
	110,140	91,600	87,551
Payables for Exchange Transactions	110,140	91,600	87,551
	110,140	91,600	87,551

The carrying value of payables approximates their fair value.



14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	434	-	-
	434	-	-

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	55,553	55,553	44,442
Increase/ (decrease) to the Provision During the Year	11,100	11,100	11,111
Provision at the End of the Year	66,653	66,653	55,553
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	66,653	66,654	55,553
	66,653	66,654	55,553

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	6,589	5,000	4,308
Later than One Year and no Later than Five Years	6,036	4,000	3,908
Later than Five Years	-	-	-
	12,625	9,000	8,216

17. 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 \$
Reroof Block	<i>in progress</i>	-	122,168	-	-	122,168
Plumbing & Drainage	<i>in progress</i>	-	35,820	-	-	35,820
Electrical & Lighting Upgrade	<i>in progress</i>	-	34,812	(15,920)	-	18,892
New Shade Structure	<i>in progress</i>	-	97,687	-	-	97,688
AMS Classroom Modernisation	<i>in progress</i>	-	26,000	-	-	26,000
Totals		-	316,487	(15,920)	-	300,568

Represented by:

Funds Held on Behalf of the Ministry of Education	300,568
Funds Due from the Ministry of Education	-
	300,568

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block B Refurbishment	<i>completed</i>	(19,061)	17,587	(1,000)	2,475	-
Totals		(19,061)	17,587	(1,000)	2,475	-



18. Funds Held on Behalf of RT Lit Cluster

Turaki Primary School is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held at Beginning of the Year	19,198		18,301
Funds Received from MoE	12,954		12,724
Funds Spent on Behalf of the Cluster	(10,495)		(11,827)
Funds Held at Year End	<u>21,658</u>	<u>20,804</u>	<u>19,198</u>

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

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	1,475	3,480
Full-time equivalent members	0.05	0.05
<i>Leadership Team</i>		
Remuneration	323,271	313,341
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>324,746</u>	<u>316,821</u>
Total full-time equivalent personnel	<u>3.05</u>	<u>3.05</u>

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 1

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	130 - 140
Benefits and Other Emoluments	4 - 5	3 - 4
Termination Benefits	-	-



Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	1.00	0.00
	<u>1.00</u>	<u>0.00</u>

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

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

(Capital commitments at 31 December 2019: \$0)

(b) Operating Commitments

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

(a) operating lease of a Photocopier Machine;

	2020 Actual \$	2019 Actual \$
No later than One Year	11,045	11,045
Later than One Year and No Later than Five Years	44,180	44,180
Later than Five Years	35,325	46,370
	<u>90,550</u>	<u>101,595</u>



24. Managing Capital

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

25. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	450,009	40,000	27,456
Receivables	121,264	92,900	91,796
Investments - Term Deposits	279,215	250,000	275,409
Total Financial assets measured at amortised cost	<u>850,488</u>	<u>382,900</u>	<u>394,661</u>

Financial liabilities measured at amortised cost

Payables	110,140	91,600	87,551
Finance Leases	11,439	9,000	8,216
Total Financial Liabilities Measured at Amortised Cost	<u>121,579</u>	<u>100,600</u>	<u>95,767</u>

26. Events After Balance Date

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

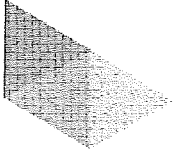
27. Comparatives

There have been no prior period comparatives which have been reclassified to make disclosure consistent with the current year.



Analysis of Variance Reporting

School Name: Turaki School	School Number: 2040	
Strategic Aim:	<p>Strategic Goal 1: To improve teaching and learning, and raise student achievement in Reading, Writing and Math</p> <p>Strategic Goal 2: To raise Maori students achievement by ensuring Maori students are enjoying academic success as Maori</p> <p>Strategic Goal 3: To raise student achievement through having effective teaching in all classrooms</p> <p>Strategic Goal 4: To embed consistent school wide PB4L strategies and processes to enhance student learning and behaviour</p>	
Annual Aim:	<ul style="list-style-type: none"> o To see continued positive progress from our students who are working below and well below expected curriculum level. o To raise student achievement through maintaining positive professional relationships with whanau and community. o To improve student achievement through the embedding of our PB4L consistency across teams and across school. o To develop and implement a Peer Mediation programme. o To embed Learning Through Play across Team Teina. o To introduce Seesaw to whanau and use this as a viable form of communicating with whanau. 	
Target:	<p>Reading</p> <ol style="list-style-type: none"> 1. Our 33 students working WELL BELOW expected curriculum level, will make SOME progress throughout the year, using their reading age and/or reading level as an indicator of progress. 2. Our 65 students working BELOW expected curriculum level will make accelerated progress, using their reading age and/or reading level as an indicator of progress <p>Writing</p> <ol style="list-style-type: none"> 1. Our 44 students working WELL BELOW expected curriculum level, will make SOME progress throughout the year, using their Term 4 2020 and Term 4 2021 e-asTTle results as an indicator of progress 2. Our 66 students working BELOW expected curriculum level will make accelerated progress, using their Term 4 2020 and Term 4 2021 e-asTTle results as an indicator of progress. 	



Analysis of Variance Reporting

	<p>Mathematics</p> <ol style="list-style-type: none">1. Our 33 students working WELL BELOW expected curriculum level, will make SOME progress, using their Term 4 2020 and Term 4 2021 GLOSS/JaM results as an indicator of progress2. Our 71 students working BELOW expected curriculum level will make accelerated progress, using their Term 4 2019 and Term 4 2020 GLOSS/JaM results as an indicator of progress.
<p>Baseline Data:</p>	<p>Our end of 2020 data shows</p> <p>Reading</p> <ul style="list-style-type: none">o 125 students working AT or ABOVE expected curriculum level - 76 of these are Maorio 98 students working BELOW or WELL BELOW expected curriculum level - 78 of these are Maori <p>Writing</p> <ul style="list-style-type: none">o 113 students working AT or ABOVE expected curriculum level - 70 of these are Maorio 110 students working BELOW or WELL BELOW expected curriculum level - 84 of these are Maori <p>Math</p> <ul style="list-style-type: none">o 119 students working AT or ABOVE expected curriculum level - 77 of these are Maorio 104 students working BELOW or WELL BELOW expected curriculum level - 77 of these are Maori <p>Writing and Math remain our areas of concern. In writing we have 49% of our tamariki writing below or well below expected curriculum level (84 Maori and 26 non Maori). In math we have 46% of our tamariki working below or well below expected curriculum level (77 Maori and 27 non Maori).</p>



Analysis of Variance Reporting

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the Variance <i>Why did it happen?</i>	Evaluation <i>What's to next?</i>
Reading: <ul style="list-style-type: none"> ◦ Integrating Literacy and Inquiry Learning - allowing for more literacy learning and practice. ◦ Team Teina teachers began the Science of Reading journey. ◦ Created a "foundations" classroom for Year 0-1 students. ◦ In Term 4 Team Tukana has a class specifically catering to priority learners. ◦ Observation of students' reading behaviours and choices of texts ◦ Tracking and monitoring of student progress to inform interventions ◦ Rt:Lit referrals, use of specialist knowledge with specific students, working with small groups, supporting teachers ◦ Team meetings included a specific Target Student progress component ◦ Explicit teaching of comprehension, inferencing, and evaluating strategies ◦ Teaching of very specific comprehension strategies ◦ 1 to 1 reading with teacher and teacher aide ◦ Used a wide variety of texts to engage and challenge students ◦ Topic-based (interest based) learning 	Reading: <ul style="list-style-type: none"> ◦ From the 111 students identified as reading priority learners, 46 are Maori ◦ 32 of these students were new to Turoki School in 2020 ◦ 42 of these students made ACCELERATED progress in 12 months - 34 of these are Maori students ◦ 44 students made SOME progress - 28 of these are Maori ◦ 11 students made NO progress - 7 of these are Maori ◦ 124 new enrolments - 44 of these students arrived as Reading priority learners ◦ 14 students do not have comparative data to make judgement 	Reading: <ul style="list-style-type: none"> ◦ All student data in Reading, Writing and Math has been analysed and tracked at 6 monthly intervals. Trends have been identified and targets set from the data. ◦ Teachers referring to and using school wide Reading progressions. ◦ "Pre" school class allows for explicit teaching of basic necessary Reading skills. ◦ Explicit focussed teaching in Team Tuakana Priority learners classroom ◦ Collaborative planning happening within teams. ◦ Senior leadership team spent numerous hours effectively tracking and analysing target student data - we can now clearly see ANY progress made by these students regardless of how small it may be. ◦ Continued Reading Recovery programme throughout 2020. ◦ Team Teina teachers put Structured Literacy (Science of Reading) professional development into practice in their classrooms. ◦ Specialist teacher worked with groups of priority learners every day. 	Reading: <ul style="list-style-type: none"> ◦ Embedding of school wide Reading progressions and overviews ◦ Te Pihinga (Years 4-6) teachers to embark on Science of Reading professional development. ◦ Te Kakano (Years 0-3) teachers to continue on the Science of Reading professional development journey. ◦ Science of Reading practice to be out into action throughout Te Kakano and Te Pihinga. ◦ Collaborative teaching and learning will allow for explicit teaching and learning to happen in small groups ◦ Specialised transition time for new entrants ◦ Continue to gauge and listen to student voice in learning programmes across the school. ◦ Referrals to outside agencies being made early ◦ Teachers to work directly with target students ◦ Team planning to occur every term to ensure consistency and progress across the school ◦ Target Student reflections and discussion at all Team meetings

Analysis of Variance Reporting

<ul style="list-style-type: none"> Use of targeted strategies to build confidence to enjoy reading and stay motivated Digital modelling book Linking reading and writing tasks. Discussions using questioning. Identifying language and visual features in a variety of text types and using information to write a response using information from the reading task. Using the Elaborations from the Literacy Progressions to guide selection of tasks to give students an opportunity to show understanding 		<ul style="list-style-type: none"> Team meetings with a Target student component provided regular support and feedback for teachers and learning programmes. Support from RTLB, RTLit and teacher aides with small groups Teachers using target student data to teach specific areas of need. This had a significant impact on the success of individual teachers reading programmes and student achievement levels. Listening to student voice in regards to material selection, which resulted in them showing significantly more enthusiasm and being engaged in their learning. Self reflection process involving sharing of successes and failures with colleagues, resulting in better classroom practice. 	<ul style="list-style-type: none"> Continuation of teachers feeding back at staff meetings – sharing of evidence-based strategies that are having a positive effect on student learning OTJ moderation across the school Continued and improved use of Seesaw programme in all classrooms Implementation of "Learn It, Practice It, Prove It, Improve It" programme in all classrooms
---	--	---	---



Analysis of Variance Reporting

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>
<p>Writing:</p> <ul style="list-style-type: none"> Integrating Literacy and Inquiry Learning - allowing for more Literacy learning and practice. Team Teina teachers began the Science of Reading journey. Created a "pre" school classroom for Year 0-1 students. In Term 4 Team Tukana has a class specifically catering to priority learners. Years 5-8 students started to use Write That Essay tool. Templates with how to write different genres How to help writing booklets Story maps Student choice writing Teacher aide one to one/group time Small group teaching of writing strategies Writing linked to inquiry topics rather than genre Specific teaching of how to plan for writing Writing circles Daily scribe time 	<p>Writing:</p> <ul style="list-style-type: none"> From the 120 students identified as writing priority learners, 83 are Maori 36 of these students were new to Turaki School in 2020. 56 of these students made ACCELERATED progress in 12 months - 36 of these are Maori students 23 students made SOME progress - 15 of these are Maori 25 students made NO progress - 21 of these are Maori 16 students do not have comparative data to make judgement Writing remains one of our focus areas in 2021. 	<p>Writing:</p> <ul style="list-style-type: none"> All student data in Reading, Writing and Math has been analysed and tracked at 6 monthly intervals. Trends have been identified and targets set from the data. Senior leadership team spent numerous hours effectively tracking and analysing target student data - we can now clearly see ANY progress made by these students regardless of how small it may be. Staff and team meetings with a target student component provided regular support and feedback for teachers and learning programmes. Support from RTLB, RTLit and teacher aides with small groups. Teachers effectively using target student data to teach specific areas of need. Teachers using target student data to teach specific areas of need. This had a significant impact on the success of individual teachers writing programmes and student achievement levels. Listening to student voice in regards to motivating writers. 	<p>Writing:</p> <ul style="list-style-type: none"> School wide learning improvement goal to be Writing focussed for 2021 Participation in Write That Essay professional development - teacher Years 4-8. Te Pihinga (Years 4-6) teachers to embark on Science of Reading professional development. Te Kakana (Years 0-3) teachers to continue on Science of Reading professional development journey. Science of Reading practice to be out into action throughout Te Kakana and Te Pihinga. Embedding of school wide Writing progressions. Specialist teaching time with priority learners every day Teacher Aide resourcing allocated to Target Students (Teachers working with Target students) Whole school planning to continue to occur every term to ensure consistency and progress across the school PB4L strategies linked to learning and used consistently throughout the school

Analysis of Variance Reporting

<ul style="list-style-type: none"> Use of motivations that students find appealing (pictures, videos, current issues) Choice of recording using digital technologies or paper Tracking and monitoring of student progress to inform interventions T/A resource time allocated for students through classroom timetabling Sentence construction explicitly taught Modelling of planning, language features, sentence structures - a back to the basics approach Editing and proofreading skills explicitly taught Praise used to motivate and celebrate success Team meetings included a Target Student monitoring component Feedback in staff meetings on Target Student progress 	<ul style="list-style-type: none"> Self reflection process involving sharing of successes and failures with colleagues, resulting in better classroom practice. Use of technology to increase writing mileage and better engage our male students. 	<ul style="list-style-type: none"> Robust monitoring of Target Students' progress by Team Leaders and the Senior Leadership Team. Continued regular time allocation at Team meetings for Literacy and Numeracy re: Target Students Continuation of teachers feeding back to colleagues on evidence-based strategies that are having a positive effect on student learning OTJ moderation across the school Continued and improved use of Seesaw and Learn It, Practice It, Prove It, Improve It programme in all classrooms
---	--	--



MINISTRY OF EDUCATION
TE TAHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

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>
<p>Math:</p> <ul style="list-style-type: none"> Teacher tools videos Small workshops Prove it videos Reteaching lower levelled strategies Digital modelling book Using student profiles to track progress Focus on increasing number knowledge as well as strategy Repeated practise of tasks Practical tasks using materials Introduction of online materials Use of NZ Maths planning, assessment and resources Tracking and monitoring of student progress to inform interventions Team meetings with a Target Student component Feedback in staff meetings on evidence-based Target Student progress Professional Learning in Numeracy Online Teacher Tools shared with parents 	<p>Math:</p> <ul style="list-style-type: none"> From the 97 students identified as math priority learners, 85 are Maori 26 of these students were new to Turaki School in 2020. 38 of these students made ACCELERATED progress in 12 months - 26 of these are Maori students 17 students made SOME progress - 15 of these are Maori 20 students made NO progress - 16 of these are Maori 22 students do not have comparative data to make judgement 	<p>Math:</p> <ul style="list-style-type: none"> All student data in Reading, Writing and Math has been analysed and tracked at 6 monthly intervals. Trends have been identified and targets set from the data. Senior leadership team have spent numerous hours effectively tracking and analysing target student data - we can now clearly see ANY progress made by these students regardless of how small it may be. Team meetings with a target student component provided regular support and feedback for teachers and learning programmes. Support from teacher aides with small groups. Teachers using target student data to teach specific areas of need. This had a significant impact on the success of individual teachers writing programmes and student achievement levels. Use of technology to support and strengthen learning (instructional videos etc). 	<p>Math:</p> <ul style="list-style-type: none"> Continued centrally funded PD facilitated by Bruce Moody Seed Math used across school Basic knowledge to be taught ahead of strategy Profile booklets used to support learners Continued work of Numeracy Leader to guide Math teaching and learning for staff as well as students PB4L strategies linked to learning and used consistently throughout the school Continuation of teachers feeding back to colleagues on evidence-based strategies that are having a positive effect on student learning Maintenance and continuation of robust and valuable appraisal model focussed on student progress and teacher knowledge of the learning process OTJ moderation across the school Continued and improved use of Seesaw programme in all classrooms

Analysis of Variance Reporting

			<ul style="list-style-type: none"> • Implementation of "Learn It, Practice It, Prove It, Improve It" programme in all classrooms • Robust monitoring of Target Students' progress by Team Leaders and the Senior Leadership Team.
--	--	--	---

Planning for next year

- Distribution of students into 3 teams - Te Kakano (Years 0-3), Te Pihinga (Years 4-6) and Te Mahuri (Years 7 & 8)
- Centrally funded Math PD facilitated by Bruce Moody to continue in Term 2.
- Centrally funded Writing PD by Write That Essay in Terms 1 and 2.
- Implementation of Science of Reading in Te Kakano.
- Te Pihinga teachers begin their Science of Reading Professional Development.
- Application made for Better Start to Literacy professional development for Te Kakano teachers.
- Implementation of school wide use of Seesaw and Learn It, Practise It, Prove It and Improve It programmes.
- Implementation of Professional Growth Cycle.
- Continued monitoring of priority learners from last year who have now reached "AT".
- Accelerate learning for all students in literacy and numeracy with a particular emphasis on Maori learners and others at risk of not achieving equitable outcomes by building teacher knowledge and effective use of high interest literacy and numeracy programmes targeted to meet individual needs.
- RTLB and RTLit support for high learning needs.
- Speech and language therapist support.
- Learning through Play embedded in Te Kakano.

Turaki School

KiwiSport Funding for the year ended 31 December 2020

Kiwisport is a Government funding initiative to support student's participation in organised sport.
The school received total Kiwisport funding of \$2,984.55 excl gst.
The whole school benefited from participation in organised sport.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TURAKI SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Turaki 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 18 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 28th 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