

TAITOKO SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	3032
Principal:	Rachel King
School Address:	Kinross Street, Levin
School Postal Address:	P O Box 1011, Levin, 5540
School Phone:	06 368 7658
School Email:	office@taitoko.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Alana Buckland	Chairperson	Elected	Jun 2022
Rachel King	Principal	ex Officio	
Mele Meaofa	Parent Rep	Elected	May 2022
Alicia August	Parent Rep	Elected	Jun 2022
Jody Taplin	Parent Rep	Elected	Jun 2022
Cilla McCormack	Parent Rep	Elected	Jun 2022
Lizzie Kiriona	Staff Rep	Elected	Jun 2022

Accountant / Service Provider: Education Services Ltd



TAITOKO SCHOOL

Annual Report - For the year ended 31 December 2020

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Taitoko School

Statement of Responsibility

For the year ended 31 December 2020

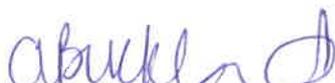
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

Alana Buckland.
Full Name of Board Chairperson


Signature of Board Chairperson

19 May 2021
Date:

Rachel King.
Full Name of Principal


Signature of Principal

19 May 2021
Date:



Taitoko 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	2,111,279	1,734,271	1,841,754
Locally Raised Funds	3	4,093	18,800	8,301
Interest income		2,833	-	2,692
Gain on Sale of Property, Plant and Equipment		2,443	-	-
		<u>2,120,648</u>	<u>1,753,071</u>	<u>1,852,747</u>
Expenses				
Locally Raised Funds	3	3,620	19,500	13,202
Learning Resources	4	1,536,475	1,254,679	1,308,194
Administration	5	166,145	171,850	161,291
Finance		7,690	5,115	5,513
Property	6	264,931	270,053	262,645
Depreciation	7	52,814	41,308	45,386
		<u>2,031,675</u>	<u>1,762,505</u>	<u>1,796,231</u>
Net Surplus / (Deficit) for the year		88,973	(9,434)	56,516
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>88,973</u>	<u>(9,434)</u>	<u>56,516</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.

Taitoko 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		654,334	594,463	594,401
Total comprehensive revenue and expense for the year		88,973	(9,434)	56,516
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		8,805	-	3,417
Equity at 31 December	21	752,112	585,029	654,334
Retained Earnings		752,112	585,029	654,334
Equity at 31 December		752,112	585,029	654,334

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.

Taitoko School
Statement of Financial Position
As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	647,721	516,370	563,514
Accounts Receivable	9	139,146	77,041	102,964
GST Receivable		4,047	11,033	10,305
Prepayments		7,559	5,867	8,053
		<u>798,473</u>	<u>610,311</u>	<u>684,836</u>
Current Liabilities				
Accounts Payable	11	101,049	88,272	82,135
Provision for Cyclical Maintenance	12	4,545	14,118	1,800
Finance Lease Liability - Current Portion	13	19,084	16,450	26,928
Funds held in Trust	14	34,264	27,325	30,851
Funds held for Capital Works Projects	15	-	-	1,128
		<u>158,942</u>	<u>146,165</u>	<u>142,842</u>
Working Capital Surplus/(Deficit)		639,531	464,146	541,994
Non-current Assets				
Property, Plant and Equipment	10	198,085	190,941	189,258
		<u>198,085</u>	<u>190,941</u>	<u>189,258</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	12	64,347	54,788	57,300
Finance Lease Liability	13	21,157	15,270	19,618
		<u>85,504</u>	<u>70,058</u>	<u>76,918</u>
Net Assets		<u><u>752,112</u></u>	<u><u>585,029</u></u>	<u><u>654,334</u></u>
Equity		<u><u>752,112</u></u>	<u><u>585,029</u></u>	<u><u>654,334</u></u>

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

Taitoko 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		724,906	578,241	579,760
Locally Raised Funds		1,729	3,800	8,301
Goods and Services Tax (net)		6,258	-	728
Funds Administered on Behalf of Third Parties		3,413	-	3,516
Payments to Employees		(432,529)	(302,500)	(333,337)
Payments to Suppliers		(157,476)	(213,040)	(185,503)
Cyclical Maintenance Payments in the year		-	(2,000)	(3,654)
Interest Paid		(7,690)	(5,115)	(5,513)
Interest Received		2,833	-	2,692
Net cash from/(to) Operating Activities		141,444	59,386	66,990
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(37,543)	(78,500)	(38,482)
Net cash from/(to) Investing Activities		(37,543)	(78,500)	(38,482)
Cash flows from Financing Activities				
Furniture and Equipment Grant		8,805	-	3,417
Finance Lease Payments		(27,371)	(33,965)	(21,849)
Funds Held for Capital Works Projects		(1,128)	-	(16,011)
Net cash from/(to) Financing Activities		(19,694)	(33,965)	(34,443)
Net increase/(decrease) in cash and cash equivalents		84,207	(53,079)	(5,935)
Cash and cash equivalents at the beginning of the year	8	563,514	569,449	569,449
Cash and cash equivalents at the end of the year	8	647,721	516,370	563,514

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.



Taitoko School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Taitoko 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 12.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 10.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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



Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

i) Inventories

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



j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	10 to 75 years
Furniture and Equipment	5 to 20 years
Information and Communication	3 to 5 years
Motor Vehicles	8 to 10 years
Textbooks	3 years
Leased Assets	3 to 5 years
Library Resources	8 years (DV)
Leased assets held under a Finance Lease	Term of Lease



l) Intangible Assets

Software costs

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

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

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. 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 students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial 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	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	595,226	542,884	505,228
Teachers' Salaries Grants	1,144,132	963,579	1,058,475
Use of Land and Buildings Grants	210,647	192,451	203,709
Resource Teachers Learning and Behaviour Grants	452	2,000	1,385
Other MoE Grants	151,871	33,357	72,957
Other Government Grants	8,951	-	-
	<u>2,111,279</u>	<u>1,734,271</u>	<u>1,841,754</u>

The school has opted in to the donations scheme for this year. Total amount received was \$33,450.

Other MOE Grants total includes additional COVID-19 funding totalling \$7,364 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	90	-	-
Bequests & Grants	2,000	-	-
Activities	1,865	17,800	8,301
Fundraising	138	1,000	-
	<u>4,093</u>	<u>18,800</u>	<u>8,301</u>
Expenses			
Activities	3,620	18,500	13,202
Fundraising (Costs of Raising Funds)	-	1,000	-
	<u>3,620</u>	<u>19,500</u>	<u>13,202</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>473</u>	<u>(700)</u>	<u>(4,901)</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	32,972	58,400	22,211
Library Resources	680	4,200	1,071
Employee Benefits - Salaries	1,491,823	1,176,079	1,278,462
Staff Development	10,911	15,500	6,450
Text Books	89	500	-
	<u>1,536,475</u>	<u>1,254,679</u>	<u>1,308,194</u>



5. Administration

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Audit Fee	3,708	3,800	3,600
Board of Trustees Fees	2,670	6,000	3,505
Board of Trustees Expenses	6,841	5,500	9,961
Communication	4,684	6,200	4,686
Consumables	19,472	27,500	27,549
Operating Lease	87	4,000	-
Other	13,757	15,050	15,920
Employee Benefits - Salaries	100,286	90,000	81,466
Insurance	5,640	6,000	6,084
Service Providers, Contractors and Consultancy	9,000	7,800	8,520
	<u>166,145</u>	<u>171,850</u>	<u>161,291</u>

6. Property

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning Consumables	10,259	14,000	10,500
Cyclical Maintenance Expense	9,792	13,002	1,658
Grounds	6,915	16,500	10,630
Heat, Light and Water	9,852	9,200	10,862
Rates	927	900	1,017
Repairs and Maintenance	14,104	21,000	21,472
Use of Land and Buildings	210,647	192,451	203,709
Security	2,435	3,000	2,797
	<u>264,931</u>	<u>270,053</u>	<u>262,645</u>

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

7. Depreciation

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements	6,537	4,650	5,109
Furniture and Equipment	10,600	7,344	8,069
Information and Communication Technology	2,603	2,001	2,199
Motor Vehicles	4,022	3,661	4,022
Leased Assets	28,942	23,354	25,660
Library Resources	110	298	327
	<u>52,814</u>	<u>41,308</u>	<u>45,386</u>

8. Cash and Cash Equivalents

	2020	2020 Budget	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	100	-	100
Bank Current Account	473,786	342,767	389,666
Bank Call Account	173,835	173,603	173,748
Cash and cash equivalents for Statement of Cash Flows	<u>647,721</u>	<u>516,370</u>	<u>563,514</u>

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

The school holds a Westpac Business Mastercard Facility with a limit of \$3,000.



9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	6,941	6,611	6,611
Receivables from the Ministry of Education	366	-	-
Banking Staffing Underuse	43,909	3,892	33,129
Teacher Salaries Grant Receivable	87,930	66,538	63,224
	<u>139,146</u>	<u>77,041</u>	<u>102,964</u>
Receivables from Exchange Transactions	7,307	6,611	6,611
Receivables from Non-Exchange Transactions	131,839	70,430	96,353
	<u>139,146</u>	<u>77,041</u>	<u>102,964</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Building Improvements	64,354	15,439	-	-	(6,537)	73,256
Furniture and Equipment	54,783	20,794	-	-	(10,600)	64,977
Information and Communication Tech	8,113	1,231	-	-	(2,603)	6,741
Motor Vehicles	17,339	-	-	-	(4,022)	13,317
Leased Assets	43,826	24,097	-	-	(28,942)	38,981
Library Resources	843	80	-	-	(110)	813
Balance at 31 December 2020	<u>189,258</u>	<u>61,641</u>	<u>-</u>	<u>-</u>	<u>(52,814)</u>	<u>198,085</u>

The net carrying value of equipment held under a finance lease is \$38,981 (2019: \$43,826)

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Building Improvements	124,764	(51,508)	73,256
Furniture and Equipment	304,451	(239,474)	64,977
Information and Communication	87,557	(80,816)	6,741
Motor Vehicles	32,174	(18,857)	13,317
Textbooks	40,151	(40,151)	-
Leased Assets	99,759	(60,778)	38,981
Library Resources	54,723	(53,910)	813
Balance at 31 December 2020	<u>743,579</u>	<u>(545,494)</u>	<u>198,085</u>

10. Property, Plant and Equipment - continued

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	68,473	990	-	-	(5,109)	64,354
Furniture and Equipment	34,720	28,132	-	-	(8,069)	54,783
Information and Communication Tech	1,401	8,911	-	-	(2,199)	8,113
Motor Vehicles	21,361	-	-	-	(4,022)	17,339
Leased Assets	29,887	39,599	-	-	(25,660)	43,826
Library Resources	721	449	-	-	(327)	843
Balance at 31 December 2019	156,563	78,081	-	-	(45,386)	189,258

The net carrying value of equipment held under a finance lease is \$43,826 (2018: \$29,887)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	109,325	(44,971)	64,354
Furniture and Equipment	282,695	(227,912)	54,783
Information and Communication	86,326	(78,213)	8,113
Motor Vehicles	32,174	(14,835)	17,339
Textbooks	40,151	(40,151)	-
Leased Assets	105,424	(61,598)	43,826
Library Resources	54,643	(53,800)	843
Balance at 31 December 2019	710,738	(521,480)	189,258

11. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	4,629	13,594	9,430
Accruals	3,152	2,971	3,060
Employee Entitlements - Salaries	87,930	66,538	63,224
Employee Entitlements - Leave Accrual	5,338	5,169	6,421
	101,049	88,272	82,135
Payables for Exchange Transactions	101,049	88,272	82,135
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	101,049	88,272	82,135

The carrying value of payables approximates their fair value.

12. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	59,100	55,904	61,096
Increase to the Provision During the Year	13,334	13,002	1,658
Adjustment to the Provision	(3,542)	-	-
Use of the Provision During the Year	-	-	(3,654)
Provision at the End of the Year	68,892	68,906	59,100
Cyclical Maintenance - Current	4,545	14,118	1,800
Cyclical Maintenance - Term	64,347	54,788	57,300
	68,892	68,906	59,100



13. 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	23,897	16,450	32,197
Later than One Year and no Later than Five Years	24,868	15,270	23,486
	48,765	31,720	55,683

14. Funds held in Trust

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	34,264	27,325	30,851
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	34,264	27,325	30,851

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

15. Funds Held (Owed) for Capital Works Projects

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

2020	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	\$	\$	\$		\$
Block C -Hall and Kitchen <i>completed</i>	1,128	772	(1,900)	-	-
Totals	1,128	772	(1,900)	-	-

Represented by:

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

2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
	\$	\$	\$		\$
Various Works <i>completed</i>	17,139	(68)	(17,071)	-	-
Block C -Hall and Kitchen <i>in progress</i>	-	17,097	(15,969)	-	1,128
Totals	17,139	17,029	(33,040)	-	1,128



16. Related Party Transactions

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

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

17. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,670	3,505
Full-time equivalent members	0.08	0.10
<i>Leadership Team</i>		
Remuneration	482,450	406,366
Full-time equivalent members	5.00	3.89
Total key management personnel remuneration	485,120	409,871
Total full-time equivalent personnel	5.08	3.99

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	140 - 150	130 - 140
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	1.00	-
	1.00	0.00

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



18. Compensation and Other Benefits Upon Leaving

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

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

19. 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.

20. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2020 (Capital commitments at 31 December 2019: \$1,128).

(b) Operating Commitments

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

21. Managing Capital

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



22. Financial Instruments

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

Financial assets measured at amortised cost

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	647,721	516,370	563,514
Receivables	139,146	77,041	102,964
Total Financial assets measured at amortised cost	<u>786,867</u>	<u>593,411</u>	<u>666,478</u>

Financial liabilities measured at amortised cost

Payables	101,049	88,272	82,135
Finance Leases	40,241	31,720	46,546
Total Financial Liabilities Measured at Amortised Cost	<u>141,290</u>	<u>119,992</u>	<u>128,681</u>

23. Events After Balance Date

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

24. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Taitoko School (the School). The Auditor-General has appointed me, Talia Anderson-Town, using the staff and resources of Silks Audit Chartered Accountants Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 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 Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 19th 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.



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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.



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- 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 arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Board of Trustees schedule included under the School Directory page, Analysis of Variance and Kiwisport Statement, included as appendices 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.



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Other than the audit, we have no relationship with or interests in the School.



Talia Anderson-Town
Silks Audit Chartered Accountants Ltd
Whanganui, New Zealand

Date: 19th May 2021



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TAITOKO SCHOOL

Cultural, Creative, Connected Learners

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23rd February 2021

Kiwi Sport Funding

Unfortunately, due to Covid-19 causing disruptions or cancellations in 2020, our students were not able to participate in as many community sporting activities as they would normally be able to. However, they were able to be involved in some Miniball and Rugby and along with our own within school activities like Cross Country and the Inter-school Cross Country. These opportunities enable both our students and staff, to interact with each other on a different level, outside of the classroom.

At Taitoko School, we encourage all students participate in sporting activities across the curriculum in a positive and inclusive manner, as we believe these activities help to stimulate fundamental motor skills and develop an understanding of what it means to be healthy and active. It enhances essential life skills such as co-operation, sportsmanship and being organised. Kiwi Sport Funding enables us to support our students in these areas.

Rachel King
Principal

Analysis of Variance Reporting

School Name:	Taitoko School	School Number:	3032
Strategic Aim:	Improve Student Learning and Achievement through Targeted Actions		
Annual Aim:	<p>Improve Student Learning and Achievement through Targeted Actions:</p> <p>Curriculum Development Reading/Writing focus on supporting teachers to 'dig deeper into raising achievement, Maths focus is to identify Deliberate Acts of Teaching to raise achievement. AliM intervention. Assessment Kahui Ako -all teachers working with COL.</p>		
Target:	<p>Writing: The curriculum area of focus for 2020 was 'writing'. Data shows a steady improvement from 2018 to 2020. It was agreed that a continual focus into writing practices across the school would continue to identify areas for improvement. The PaCT tool was implemented for consistency of judgements. Signposts within the aspects were used to inform teaching.</p>		
Baseline Data:	<p>Writing (Boys)There are 120 boys, of these 70 students are 'At and 20 Above' curriculum level. 25 'Below' and 5 'Well Below' Writing (Girls)There are 97 girls, of these 62 students are 'At and 21 Above' curriculum level. 13 'Below' and 1 'Well Below'. School wide 132 students are 'At and 41 'Above' curriculum level.</p> <p>Writing we met our target to have 80% 'at' or above' the curriculum</p>		

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>With the aim of moving as many students as possible from the 'under-achieving band to the achieving bands, there is a need for teachers to:</p> <p>To be very clear about what expectations for each year level looked like for writing and to share those expectations with students, as appropriate to age and level.</p> <p>To identify every student at the beginning of 2020 who were not working at the appropriate curriculum level, looking at Etap data. Select Targeted students.</p> <p>Set Learning Goals for each student (what specific learning does the student need to reach their achievement target?) Use the PaCT tool signposts to inform teaching.</p> <p>To discuss and analyse the progress of these students regularly at Hub and Staff Meetings.</p> <p>Appraisal and observations of teachers to inform next steps. Supported professional discussions in place.</p>	<p>Writing:</p> <p>Across the school 173 students out of 217 students are either 'At or Above' the curriculum.</p> <p>There has been an increase with students moving from 'At to Above the curriculum.</p> <p>44 students are either 'Below or Well Below the curriculum. Of these group 2 students are Orr's funded and a significant group of students with learning needs, of this group the majority receive funding and extra support within class.</p> <p>We noticed a drop in the percentage of students achieving curriculum level at midpoint of the year due to students who have not attended school for a year automatically placed "At 'curriculum level. The total number of these students were 14.</p>	<p>Targeted students were chosen from our data analysis carried out by the leaders. Data was also given to teachers to discuss and look at which students would be chosen to target. Teachers involved in regular data analysis discussions.</p> <p>Teacher Inquiry supported this with the Junior Hub looking at not teaching 'words in isolation to writing. The team started to reflect on students writing and looking at spelling words within the writing, rather than just teach essential words, without linking to the writing process.</p> <p>Reflection from professional reading-Deepen Teacher Inquiry supported the teachers to think about their teaching.</p> <p>All Junior teachers and the principal attended professional development for Yolanda Soryl early literacy development.</p>	<p>Play based learning was integrated into both Whare Manaaki and room 1. Both teachers agreed that there was an increase in oral language with some students who were reluctant to communicate, now sharing their learning journey.</p> <p>Our evaluation of the Junior literacy program showed evidence that there were variables in each year level. As a collaborative team it was decided that for 2021 an agreed set of expectations for teaching literacy would be implemented for consistency. The same alphabet cards and literacy program would be implemented.</p> <p>Set an achievement target using the PaCT tool for each student (what curriculum level-sub level does the student need to reach by the end of 2021)</p> <p>Set learning goals that are specific-deliberate acts of teaching. Yolanda Soryl Literacy programme to be implemented into the Junior School.</p> <p>Discuss and analyse the progress of these students regularly at weekly hub meetings.</p> <p>Continue to use knowledge of literacy team as a critical friend Reading Recovery teacher and RTLit.</p> <p>Reading Recovery students tracked.</p>

Planning for next year:

All students 'well below or below' the curriculum will be identified. Discussions with all teachers to look at each student and analyse what is missing, using the PaCt Tool signposts to inform teaching. Hub discussions where evidence is collated to strengthen teacher capability and track student progress.

Each student will know their learning goals.

Teachers and students will have a clear expectation of what writing/reading and maths looks like for each curriculum level.

Include whanau in the school community, seeking their voice.

Analyse data and feedback regularly given.

Ex reading recovery students and present students will be tracked, this will form the basis for discussions around the learner.

Professional Growth Cycle in place to support teachers to be the best practitioners.