

# Annual Report

## Ashgrove School

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

**Ministry Number:** 3284  
**Principal:** Leon Van't Veen-Gibbon  
**School Address:** 48 Seddon Street, Rangiora 7400  
**School Phone:** (03) 313 8552  
**School Email:** admin@ashgrove.school.nz

#### Members of the Board of Trustees

| Name                   | Position    | How Position Gained | Term Expired/<br>Expires |
|------------------------|-------------|---------------------|--------------------------|
| Megan McNay            | Chairperson | Elected             | 2022                     |
| Gary Stevenson         | Chairperson | Elected             | Nov 2020                 |
| Leanne Speirs          | Parent Rep  | Elected             | 2023                     |
| Matthew van Tuinen     | Parent Rep  | Elected             | 2020                     |
| Jason King             | Parent Rep  | Elected             | 2022                     |
| Shaun Fauth            | Parent Rep  | Elected             | 2022                     |
| Andrew Woolford        | Staff Rep   | Elected             | 2022                     |
| Sera Woods             | Parent Rep  | Elected             | 2023                     |
| Steve Benney           | Parent Rep  | Elected             | 2023                     |
| Christine Chadwick     | Principal   | Terms 1-3           |                          |
| Leon Van't Veen-Gibbon | Principal   | Term 4              |                          |

Canterbury Education Services  
89 Nazareth Avenue  
Middleton  
Christchurch

# ASHGROVE SCHOOL

Annual Report - For the year ended 31 December 2020

## Index

| <b>Page</b> | <b>Statement</b>                               |
|-------------|--|
|             | <b>Financial Statements</b>                    |
| 2           | Statement of Responsibility                    |
| 3           | Statement of Comprehensive Revenue and Expense |
| 4           | Statement of Changes in Net Assets/Equity      |
| 5           | Statement of Financial Position                |
| 6           | Statement of Cash Flows                        |
| 7 - 12      | Statement of Accounting Policies               |
| 13- 21      | Notes to the Financial Statements              |
|             | <b>Other Information</b>                       |
|             | Analysis of Variance                           |
|             | Kiwisport                                      |

## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Ashgrove School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, 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 3 to 21, 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 Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 20 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 arises from the Public Audit Act 2001.

#### **Other information**

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

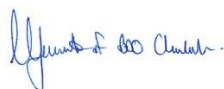
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone  
BDO Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand

# Ashgrove 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.

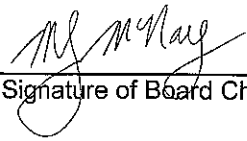
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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.

Megan Tessa McNay

Full Name of Board Chairperson




Signature of Board Chairperson

20 May 2021

Date:

Leon Van't Veen-Gibbon

Full Name of Principal



Signature of Principal

20/5/2021

Date:

## Ashgrove School Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

|   | Notes | 2020<br>Actual<br>\$ | 2020<br>Budget<br>(Unaudited)<br>\$ | 2019<br>Actual<br>\$   |
|---|-------|----------------------|-------------------------------------|------------------------|
| <b>Revenue</b>  |       |                      |                                     |                        |
| Government Grants   | 2     | 3,819,547            | 3,644,520                           | 3,699,751              |
| Locally Raised Funds  | 3     | 96,760               | 42,000                              | 101,434                |
| Interest income   |       | 2,150                | 11,000                              | 5,678                  |
|   |       | <u>3,918,458</u>     | <u>3,697,520</u>                    | <u>3,806,863</u>       |
| <b>Expenses</b>   |       |                      |                                     |                        |
| Locally Raised Funds  | 3     | 47,518               | -                                   | 53,097                 |
| Learning Resources  | 4     | 2,526,961            | 2,369,920                           | 2,371,575              |
| Administration  | 5     | 239,955              | 286,250                             | 235,308                |
| Finance   |       | 2,496                | -                                   | (2)                    |
| Property  | 6     | 1,002,292            | 1,021,800                           | 1,088,794              |
| Depreciation  | 7     | 92,620               | 60,000                              | 86,144                 |
|   |       | <u>3,911,841</u>     | <u>3,737,970</u>                    | <u>3,834,916</u>       |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | 6,617                | (40,450)                            | (28,052)               |
| Other Comprehensive Revenue and Expenses                    |       | -                    | -                                   | -                      |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <u><u>6,617</u></u>  | <u><u>(40,450)</u></u>              | <u><u>(28,052)</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.

## Ashgrove School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

|  | Notes | Actual<br>2020<br>\$ | Budget<br>(Unaudited)<br>2020<br>\$ | Actual<br>2019<br>\$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| <b>Balance at 1 January</b>                          |       | 371,343              | 371,343                             | 399,395              |
| Total comprehensive revenue and expense for the year |       | 6,617                | (40,450)                            | (28,052)             |
| Capital Contributions from the Ministry of Education |       |                      |                                     |                      |
| Contribution - Furniture and Equipment Grant         |       | -                    | -                                   | -                    |
| <b>Equity at 31 December</b>                         | 22    | 377,960              | 330,893                             | 371,343              |
| Retained Earnings                                    |       | 377,960              | 330,893                             | 371,343              |
| Reserves   |       | -                    | -                                   | -                    |
| <b>Equity at 31 December</b>                         |       | 377,960              | 330,893                             | 371,343              |

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.



# Ashgrove School Statement of Financial Position

As at 31 December 2020

|   | Notes | 2020<br>Actual<br>\$ | 2020<br>Budget<br>(Unaudited)<br>\$ | 2019<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Current Assets</b>                         |       |                      |                                     |                      |
| Cash and Cash Equivalents                     | 8     | 297,033              | 296,329                             | 645,138              |
| Accounts Receivable                           | 9     | 170,322              | 140,000                             | 139,114              |
| GST Receivable                                |       | 12,554               | -                                   | -                    |
| Prepayments                                   |       | 1,069                | 10,000                              | 9,829                |
|   |       | <u>480,978</u>       | <u>446,329</u>                      | <u>794,081</u>       |
| <b>Current Liabilities</b>                    |       |                      |                                     |                      |
| GST Payable                                   |       | -                    | -                                   | 65,208               |
| Accounts Payable                              | 11    | 209,652              | 155,000                             | 155,317              |
| Revenue Received in Advance                   | 12    | -                    | 1,000                               | 845                  |
| Provision for Cyclical Maintenance            | 13    | 5,250                | 40,593                              | 40,593               |
| Painting Contract Liability - Current Portion | 14    | 16,804               | 16,804                              | 16,804               |
| Finance Lease Liability - Current Portion     | 15    | 46,293               | 96,512                              | 16,259               |
| Funds held for Capital Works Projects         | 16    | 115,466              | -                                   | 374,988              |
|   |       | <u>393,464</u>       | <u>309,909</u>                      | <u>670,013</u>       |
| <b>Working Capital Surplus/(Deficit)</b>      |       | 87,513               | 136,420                             | 124,068              |
| <b>Non-current Assets</b>                     |       |                      |                                     |                      |
| Property, Plant and Equipment                 | 10    | 398,961              | 268,191                             | 328,191              |
|   |       | <u>398,961</u>       | <u>268,191</u>                      | <u>328,191</u>       |
| <b>Non-current Liabilities</b>                |       |                      |                                     |                      |
| Provision for Cyclical Maintenance            | 13    | 44,393               | 58,000                              | 34,804               |
| Painting Contract Liability                   | 14    | 4,733                | 15,718                              | 15,718               |
| Finance Lease Liability                       | 15    | 59,388               | -                                   | 30,394               |
|   |       | <u>108,514</u>       | <u>73,718</u>                       | <u>80,916</u>        |
| <b>Net Assets</b>                             |       | <u>377,960</u>       | <u>330,893</u>                      | <u>371,343</u>       |
| <b>Equity</b>                                 | 22    | <u>377,960</u>       | <u>330,893</u>                      | <u>371,343</u>       |

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

# Ashgrove School

## Statement of Cash Flows

For the year ended 31 December 2020

|   | 2020             | 2020<br>Budget    | 2019           |
|---|------------------|-------------------|----------------|
| Note  | Actual<br>\$     | (Unaudited)<br>\$ | Actual<br>\$   |
| <b>Cash flows from Operating Activities</b>                 |                  |                   |                |
| Government Grants   | 855,800          | 643,076           | 810,424        |
| Locally Raised Funds  | 86,354           | 44,054            | 99,360         |
| Hostel  | -                | -                 | -              |
| International Students                                      | -                | -                 | -              |
| Goods and Services Tax (net)                                | (77,762)         | (65,208)          | 73,420         |
| Payments to Employees                                       | (492,421)        | (458,206)         | (501,242)      |
| Payments to Suppliers                                       | (328,380)        | (202,793)         | (358,199)      |
| Cyclical Maintenance Payments in the year                   | (16,349)         | 4,396             | (7,828)        |
| Interest Paid   | (2,496)          | -                 | 2              |
| Interest Received   | 2,016            | 11,000            | 5,678          |
| Net cash from Operating Activities                          | 26,763           | (23,681)          | 121,616        |
| <b>Cash flows from Investing Activities</b>                 |                  |                   |                |
| Proceeds from Sale of PPE (and Intangibles)                 | -                | -                 | -              |
| Purchase of PPE (and Intangibles)                           | (52,114)         | 0                 | (17,961)       |
| Purchase of Investments                                     | -                | -                 | -              |
| Proceeds from Sale of Investments                           | -                | -                 | -              |
| Net cash from Investing Activities                          | (52,114)         | 0                 | (17,961)       |
| <b>Cash flows from Financing Activities</b>                 |                  |                   |                |
| Furniture and Equipment Grant                               | -                | -                 | -              |
| Finance Lease Payments                                      | (52,249)         | 49,859            | (48,640)       |
| Painting contract payments                                  | (10,985)         | -                 | (10,987)       |
| Loans Received/ Repayment of Loans                          | -                | -                 | -              |
| Funds Administered on Behalf of Third Parties               | -                | -                 | -              |
| Funds Held for Capital Works Projects                       | (259,522)        | (374,988)         | 381,896        |
| Net cash from Financing Activities                          | (322,756)        | (325,129)         | 322,268        |
| <b>Net increase/(decrease) in cash and cash equivalents</b> | <b>(348,106)</b> | <b>(348,810)</b>  | <b>425,923</b> |
| Cash and cash equivalents at the beginning of the year      | 8                | 645,139           | 645,139        |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>8</b>         | <b>297,033</b>    | <b>296,329</b> |
|   |                  | <b>645,138</b>    |                |

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

# Ashgrove School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Ashgrove 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 13.

*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) 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.

#### **j) Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

#### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

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

### **k) Intangible Assets**

#### *Software costs*

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

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

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

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

### **l) 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.

### **m) 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.

## **n) Employee Entitlements**

### *Short-term employee entitlements*

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

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

### *Long-term employee entitlements*

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

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

## **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from parents 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.

## **p) 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).

## **q) Financial Assets and Liabilities**

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

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

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

## **r) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

**s) 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.

**t) Budget Figures**

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

**u) 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<br>Actual<br>\$ | 2020<br>Budget<br>(Unaudited)<br>\$ | 2019<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Operational Grants                              | 672,360              | 566,269                             | 680,793              |
| Teachers' Salaries Grants                       | 2,144,806            | 2,181,444                           | 2,025,183            |
| Use of Land and Buildings Grants                | 818,941              | 820,000                             | 864,144              |
| Resource Teachers Learning and Behaviour Grants | 107,403              | 33,300                              | 83,224               |
| Other MoE Grants                                | 10,158               | 19,900                              | 17,755               |
| Other Government Grants                         | 65,879               | 23,607                              | 28,652               |
|   | <b>3,819,547</b>     | <b>3,644,520</b>                    | <b>3,699,751</b>     |

## 3. Locally Raised Funds

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

|   | 2020<br>Actual<br>\$ | 2020<br>Budget<br>(Unaudited)<br>\$ | 2019<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>  |                      |                                     |                      |
| Donations   | 21,280               | 28,000                              | 21,644               |
| Bequests & Grants   | -                    | -                                   | -                    |
| Activities  | 50,116               | -                                   | 51,973               |
| Trading   | -                    | -                                   | 369                  |
| Fundraising   | -                    | -                                   | -                    |
| Other Revenue   | 25,363               | 14,000                              | 27,449               |
|   | <b>96,760</b>        | <b>42,000</b>                       | <b>101,434</b>       |
| <b>Expenses</b>   |                      |                                     |                      |
| Activities  | 40,575               | -                                   | 51,044               |
| Trading   | -                    | -                                   | 390                  |
| Other Locally Raised Funds Expenditure                      | 6,942                | -                                   | 1,663                |
|   | <b>47,518</b>        | <b>-</b>                            | <b>53,097</b>        |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | <b>49,242</b>        | <b>42,000</b>                       | <b>48,337</b>        |

## 4. Learning Resources

|  | 2020<br>Actual<br>\$ | 2020<br>Budget<br>(Unaudited)<br>\$ | 2019<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular                               | 41,630               | 42,770                              | 40,067               |
| Equipment Repairs                        | -                    | -                                   | -                    |
| Information and Communication Technology | 23,743               | 23,900                              | 20,861               |
| Library Resources                        | 939                  | 2,350                               | 1,653                |
| Employee Benefits - Salaries             | 2,441,309            | 2,287,700                           | 2,296,363            |
| Staff Development                        | 19,340               | 13,200                              | 12,632               |
|  | <b>2,526,961</b>     | <b>2,369,920</b>                    | <b>2,371,575</b>     |

## 5. Administration

|  | <b>2020</b>    | <b>2020</b>        | <b>2019</b>    |
|--|----------------|--------------------|----------------|
|  | <b>Actual</b>  | <b>Budget</b>      | <b>Actual</b>  |
|  | <b>\$</b>      | <b>(Unaudited)</b> | <b>\$</b>      |
|  |                | <b>\$</b>          |                |
| Audit Fee                                      | 3,763          | 3,600              | 3,800          |
| Board of Trustees Fees                         | 4,600          | 4,500              | 3,975          |
| Board of Trustees Expenses                     | 14,856         | 7,200              | 7,886          |
| Communication                                  | 4,541          | 5,300              | 5,009          |
| Consumables                                    | 3,536          | 4,500              | 4,907          |
| Operating Lease                                | 7,297          | 53,000             | (3,856)        |
| Other  | 23,271         | 34,200             | 29,060         |
| Employee Benefits - Salaries                   | 156,318        | 157,950            | 165,955        |
| Insurance                                      | 6,307          | 6,100              | 6,022          |
| Service Providers, Contractors and Consultancy | 15,467         | 9,900              | 12,550         |
|  | <u>239,955</u> | <u>286,250</u>     | <u>235,308</u> |

## 6. Property

|                                     | <b>2020</b>      | <b>2020</b>        | <b>2019</b>      |
|-------------------------------------|------------------|--------------------|------------------|
|                                     | <b>Actual</b>    | <b>Budget</b>      | <b>Actual</b>    |
|                                     | <b>\$</b>        | <b>(Unaudited)</b> | <b>\$</b>        |
|                                     |                  | <b>\$</b>          |                  |
| Caretaking and Cleaning Consumables | 12,244           | 9,300              | 14,087           |
| Consultancy and Contract Services   | 55,984           | 57,000             | 56,836           |
| Cyclical Maintenance Provision      | (9,405)          | 18,800             | 31,575           |
| Grounds                             | -                | -                  | -                |
| Heat, Light and Water               | 25,937           | 27,000             | 27,865           |
| Rates                               | 8,617            | 9,000              | 6,658            |
| Repairs and Maintenance             | 23,738           | 13,700             | 26,172           |
| Use of Land and Buildings           | 818,941          | 828,000            | 864,144          |
| Security                            | 10,351           | 5,000              | 5,749            |
| Employee Benefits - Salaries        | 55,885           | 54,000             | 55,709           |
|                                     | <u>1,002,292</u> | <u>1,021,800</u>   | <u>1,088,794</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

|  | <b>2020</b>   | <b>2020</b>        | <b>2019</b>   |
|--|---------------|--------------------|---------------|
|  | <b>Actual</b> | <b>Budget</b>      | <b>Actual</b> |
|  | <b>\$</b>     | <b>(Unaudited)</b> | <b>\$</b>     |
|  |               | <b>\$</b>          |               |
| Buildings                                | 4,946         | 10,000             | 4,947         |
| Furniture and Equipment                  | 24,656        | 20,000             | 26,203        |
| Information and Communication Technology | 10,665        | 10,000             | 13,697        |
| Leased Assets                            | 50,079        | 10,000             | 38,781        |
| Library Resources                        | 2,274         | 10,000             | 2,516         |
|  | <u>92,620</u> | <u>60,000</u>      | <u>86,144</u> |

## 8. Cash and Cash Equivalents

|  | 2020<br>Actual<br>\$ | 2020<br>Budget<br>(Unaudited)<br>\$ | 2019<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Cash on Hand   | 150                  | 150                                 | 150                  |
| Bank Current Account                                     | 95,803               | 296,179                             | 644,988              |
| Short-term Bank Deposits                                 | 201,080              | -                                   | -                    |
| <b>Cash and cash equivalents for Cash Flow Statement</b> | <b>297,033</b>       | <b>296,329</b>                      | <b>645,138</b>       |

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

Of the \$645,138 Cash and Cash Equivalents, \$385,979 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

|  | 2020<br>Actual<br>\$ | 2020<br>Budget<br>(Unaudited)<br>\$ | 2019<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables                                | 11,461               | -                                   | 1,899                |
| Interest Receivable                        | 134                  | -                                   | -                    |
| Teacher Salaries Grant Receivable          | 158,728              | 140,000                             | 137,215              |
|  | <b>170,322</b>       | <b>140,000</b>                      | <b>139,114</b>       |
| Receivables from Exchange Transactions     | 11,595               | -                                   | 1,899                |
| Receivables from Non-Exchange Transactions | 158,728              | 140,000                             | 137,215              |
|  | <b>170,322</b>       | <b>140,000</b>                      | <b>139,114</b>       |

## 10. Property, Plant and Equipment

|   | Opening<br>Balance<br>(NBV)<br>\$ | Additions<br>\$ | Disposals<br>\$ | Impairment<br>\$ | Depreciation<br>\$ | Total (NBV)<br>\$ |
|---|-----------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| <b>2020</b>                                 |                                   |                 |                 |                  |                    |                   |
| Buildings                                   | 98,942                            |                 |                 |                  | (4,946)            | <b>93,995</b>     |
| Furniture and Equipment                     | 143,504                           | 40,362          |                 |                  | (24,656)           | <b>159,211</b>    |
| Information and Communication<br>Technology | 19,869                            | 11,174          |                 |                  | (10,665)           | <b>20,379</b>     |
| Leased Assets                               | 48,263                            | 111,276         |                 |                  | (50,079)           | <b>109,460</b>    |
| Library Resources                           | 17,613                            | 1,139           | (561)           |                  | (2,274)            | <b>15,917</b>     |
| <b>Balance at 31 December 2020</b>          | <b>328,191</b>                    | <b>163,951</b>  | <b>(561)</b>    | <b>-</b>         | <b>(92,620)</b>    | <b>398,961</b>    |

The net carrying value of equipment held under a finance lease is \$109,460 (2019: \$48,263)

|  | <b>Cost or<br/>Valuation</b> | <b>Accumulated<br/>Depreciation</b> | <b>Net Book<br/>Value</b> |
|--|------------------------------|-------------------------------------|---------------------------|
|  | \$                           | \$                                  | \$                        |
| <b>2020</b>                              |                              |                                     |                           |
| Land - School                            | -                            | -                                   | -                         |
| Buildings                                | 159,008                      | (65,013)                            | <b>93,995</b>             |
| Building improvements - Crown            | -                            | -                                   | -                         |
| Furniture and Equipment                  | 681,218                      | (522,009)                           | <b>159,209</b>            |
| Information and Communication Technology | 481,745                      | (461,366)                           | <b>20,379</b>             |
| Motor Vehicles                           | -                            | -                                   | -                         |
| Textbooks                                | -                            | -                                   | -                         |
| Leased Assets                            | 292,334                      | (182,874)                           | <b>109,460</b>            |
| Library Resources                        | 99,714                       | (83,797)                            | <b>15,917</b>             |
| <b>Balance at 31 December 2020</b>       | <b>1,714,019</b>             | <b>(1,315,058)</b>                  | <b>398,961</b>            |

|   | Opening<br>Balance<br>(NBV) | Additions     | Disposals      | Impairment | Depreciation    | Total (NBV)    |
|---|-----------------------------|---------------|----------------|------------|-----------------|----------------|
|   | \$                          | \$            | \$             | \$         | \$              | \$             |
| <b>2019</b>                                 |                             |               |                |            |                 |                |
| Buildings                                   | 103,889                     | -             | -              | -          | (4,947)         | <b>98,942</b>  |
| Furniture and Equipment                     | 159,910                     | 9,797         | -              | -          | (26,203)        | <b>143,504</b> |
| Information and Communication<br>Technology | 23,745                      | 9,821         | -              | -          | (13,697)        | <b>19,869</b>  |
| Leased Assets                               | 50,068                      | 36,976        | -              | -          | (38,781)        | <b>48,263</b>  |
| Library Resources                           | 21,787                      | -             | (1,658)        | -          | (2,516)         | <b>17,613</b>  |
| <b>Balance at 31 December 2019</b>          | <b>359,399</b>              | <b>56,594</b> | <b>(1,658)</b> | <b>-</b>   | <b>(86,144)</b> | <b>328,191</b> |

|  | <b>Cost or<br/>Valuation</b> | <b>Accumulated<br/>Depreciation</b> | <b>Net Book<br/>Value</b> |
|--|------------------------------|-------------------------------------|---------------------------|
|  | \$                           | \$                                  | \$                        |
| <b>2019</b>                              |                              |                                     |                           |
| Land - School                            | -                            | -                                   | -                         |
| Buildings                                | 159,008                      | (60,066)                            | <b>98,942</b>             |
| Building improvements - Crown            | -                            | -                                   | -                         |
| Furniture and Equipment                  | 640,856                      | (497,353)                           | <b>143,504</b>            |
| Information and Communication Technology | 470,571                      | (450,701)                           | <b>19,869</b>             |
| Motor Vehicles                           | -                            | -                                   | -                         |
| Textbooks                                | -                            | -                                   | -                         |
| Leased Assets                            | 181,058                      | (132,795)                           | <b>48,263</b>             |
| Library Resources                        | 101,816                      | (84,203)                            | <b>17,613</b>             |
| <b>Balance at 31 December 2019</b>       | <b>1,553,309</b>             | <b>(1,225,118)</b>                  | <b>328,191</b>            |

### 11. Accounts Payable

|   | <b>2020</b>    | <b>2020</b>        | <b>2019</b>    |
|---|----------------|--------------------|----------------|
|   | <b>Actual</b>  | <b>Budget</b>      | <b>Actual</b>  |
|   | <b>\$</b>      | <b>(Unaudited)</b> | <b>\$</b>      |
| Operating Creditors   | 28,306         | 14,000             | 14,300         |
| Accruals  | 6,334          | 141,000            | 3,802          |
| Banking Staffing Overuse  | 3,610          | -                  | -              |
| Employee Entitlements - Salaries  | 158,728        | -                  | 137,215        |
| Employee Entitlements - Leave Accrual                                   | 12,674         | -                  | -              |
|   | <u>209,652</u> | <u>155,000</u>     | <u>155,317</u> |
| Payables for Exchange Transactions                                      | 209,652        | 155,000            | 155,317        |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | -              | -                  | -              |
| Payables for Non-exchange Transactions - Other                          | -              | -                  | -              |
|   | <u>209,652</u> | <u>155,000</u>     | <u>155,317</u> |

The carrying value of payables approximates their fair value.

### 12. Revenue Received in Advance

|       | <b>2020</b>   | <b>2020</b>        | <b>2019</b>   |
|-------|---------------|--------------------|---------------|
|       | <b>Actual</b> | <b>Budget</b>      | <b>Actual</b> |
|       | <b>\$</b>     | <b>(Unaudited)</b> | <b>\$</b>     |
| Other | -             | 1,000              | 845           |
|       | <u>-</u>      | <u>1,000</u>       | <u>845</u>    |

### 13. Provision for Cyclical Maintenance

|   | <b>2020</b>   | <b>2020</b>        | <b>2019</b>   |
|---|---------------|--------------------|---------------|
|   | <b>Actual</b> | <b>Budget</b>      | <b>Actual</b> |
|   | <b>\$</b>     | <b>(Unaudited)</b> | <b>\$</b>     |
| Provision at the Start of the Year                    | 75,397        | 75,397             | 51,650        |
| Increase/ (decrease) to the Provision During the Year | (25,754)      | 18,800             | 23,747        |
| Use of the Provision During the Year                  | -             | -                  | -             |
| Provision at the End of the Year                      | <u>49,643</u> | <u>94,197</u>      | <u>75,397</u> |
| Cyclical Maintenance - Current                        | 5,250         | 40,593             | 40,593        |
| Cyclical Maintenance - Term                           | 44,393        | 58,000             | 34,804        |
|   | <u>49,643</u> | <u>98,593</u>      | <u>75,397</u> |

#### 14. Painting Contract Liability

|                       | <b>2020<br/>Actual<br/>\$</b> | <b>2020<br/>Budget<br/>\$</b> | <b>2019<br/>Actual<br/>\$</b> |
|-----------------------|-------------------------------|-------------------------------|-------------------------------|
| Current Liability     | 16,804                        | 16,804                        | 16,804                        |
| Non Current Liability | 4,733                         | 15,718                        | 15,718                        |
|                       | <u>21,537</u>                 | <u>32,522</u>                 | <u>32,522</u>                 |

In 2016 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2019, with regular maintenance in subsequent years. The agreement has an annual commitment of \$16,017. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

#### 15. Finance Lease Liability

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

|  | <b>2020<br/>Actual<br/>\$</b> | <b>2020<br/>Budget<br/>(Unaudited)<br/>\$</b> | <b>2019<br/>Actual<br/>\$</b> |
|--|-------------------------------|---|-------------------------------|
| No Later than One Year                           | 46,293                        | 96,512  | 16,259                        |
| Later than One Year and no Later than Five Years | 59,388                        | -   | 30,394                        |
| Later than Five Years                            | -                             | -   | -                             |
|  | <u>105,681</u>                | <u>96,512</u>                                 | <u>46,653</u>                 |

#### 16. Funds Held for Capital Works Projects

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

|                       | <b>2020</b>        | <b>Opening<br/>Balances<br/>\$</b> | <b>Receipts<br/>from MoE<br/>\$</b> | <b>Payments<br/>\$</b> | <b>BOT<br/>Contributions</b> | <b>Closing<br/>Balances<br/>\$</b> |
|-----------------------|--------------------|------------------------------------|-------------------------------------|------------------------|------------------------------|------------------------------------|
| Pihanga Upgrade       | <i>in progress</i> | 376,979                            | 160,738                             | (521,851)              | -                            | 15,866                             |
| Heat Pumps            | <i>in progress</i> | 9,000                              |                                     | -                      | (9,000)                      | -                                  |
| Block 1 Project       | <i>in progress</i> | (10,992)                           |                                     |                        | 10,992                       | -                                  |
| Beehive Refurbishment | <i>in progress</i> | -                                  | 119,071                             | (19,471)               | -                            | 99,600                             |
| Totals                |                    | <u>374,988</u>                     | <u>279,809</u>                      | <u>(541,322)</u>       | <u>1,992</u>                 | <u>115,466</u>                     |

#### Represented by:

|   |                |
|---|----------------|
| Funds Held on Behalf of the Ministry of Education | 115,466        |
| Funds Due from the Ministry of Education          | -              |
|   | <u>115,466</u> |

|                       | 2019               | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$ |   | Closing<br>Balances<br>\$ |
|-----------------------|--------------------|---------------------------|----------------------------|----------------|---|---------------------------|
| Pihanga Upgrade       | <i>in progress</i> | -                         | 469,589                    | (92,610)       | - | 376,979                   |
| Heat Pumps            | <i>in progress</i> | 9,000                     | -                          | -              | - | 9,000                     |
| Block 1 Project       | <i>in progress</i> | (10,991)                  | -                          | (1)            | - | (10,992)                  |
| Special Needs Fencing | <i>in progress</i> | (4,917)                   | 4,917                      | -              | - | -                         |
| Totals                |                    | (6,908)                   | 474,506                    | (92,611)       | - | 374,988                   |

## 18. Remuneration

### *Key management personnel compensation*

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

|   | 2020<br>Actual<br>\$ | 2019<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <i>Board Members</i>                        |                      |                      |
| Remuneration                                | 4,600                | 3,975                |
| Full-time equivalent members                | 0.10                 | 0.14                 |
| <i>Leadership Team</i>                      |                      |                      |
| Remuneration                                | 381,809              | 382,644              |
| Full-time equivalent members                | 3                    | 3                    |
| Total key management personnel remuneration | 386,409              | 386,619              |
| Total full-time equivalent personnel        | 3.10                 | 3.14                 |

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<br>Actual<br>\$000 | 2019<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 120-130                 | 140-150                 |
| Benefits and Other Emoluments                    | 15-20                   | 20-25                   |
| Termination Benefits                             | -                       | -                       |

### *Principal 2*

The total value of remuneration paid or payable to the Principal was in the following bands:

|  | 2020<br>Actual<br>\$000 | 2019<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 40-50                   | -                       |
| Benefits and Other Emoluments                    | 1-10                    | -                       |
| Termination Benefits                             | -                       | -                       |

*Other Employees*

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

| <b>Remuneration<br/>\$000</b> | <b>2020<br/>FTE Number</b> | <b>2019<br/>FTE Number</b> |
|-------------------------------|----------------------------|----------------------------|
| 100-110                       | 2.00                       | 1.00                       |
| 110-120                       | -                          | 1.00                       |
|                               | <u>2.00</u>                | <u>2.00</u>                |

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

## 19. Compensation and Other Benefits Upon Leaving

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

|                  | <b>2020<br/>Actual</b> | <b>2019<br/>Actual</b> |
|------------------|------------------------|------------------------|
| Total            | -                      | -                      |
| Number of People | -                      | -                      |

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

### Holidays Act Compliance – schools payroll

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

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

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



## 21. Commitments

### (a) Capital Commitments

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

(a) Contract for Pihanga Upgrade Project which will be fully funded by the Ministry of Education. Unspent funds of \$376,979 were brought forward from 2019. A further \$160,738 was received from the Ministry with \$521,851 payments during 2020. This leaves a balance held on behalf of the Ministry of \$15,866; and

(b) Contract for Beehive Refurbishment as agent for the Ministry of Education. This project is fully funded by the Ministry. \$119,071 has been received with \$19,471 related expenditure to date. This project has been approved by the Ministry.

Previous year as follows:

(a) Contract for Pihanga Upgrade Project which will be fully funded by the Ministry of Education. \$469,589 has been received of which \$92,610 has been spent on the project to date; and

(b) Contract to install heatpumps as agent for the Ministry of Education. This project is fully funded by the Ministry and \$9,000 has been received. This project has been approved by the Ministry; and

(c) Contract for the 5YA Block 1 Project as agent for the Ministry of Education. The project is fully funded by the Ministry and \$10,992 funds are due from the Ministry at balance date. This project has been approved by the Ministry.

## 22. Managing Capital

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

## 23. Financial Instruments

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

### Financial assets measured at amortised cost

|   | 2020<br>Actual<br>\$ | 2020<br>Budget<br>(Unaudited)<br>\$ | 2019<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents                         | 297,033              | 296,329                             | 645,138              |
| Receivables                                       | 170,322              | 140,000                             | 139,114              |
| Investments - Term Deposits                       | -                    | -                                   | -                    |
| Total Financial assets measured at amortised cost | <u>467,355</u>       | <u>436,329</u>                      | <u>784,252</u>       |

### Financial liabilities measured at amortised cost

|  |                |                |                |
|--|----------------|----------------|----------------|
| Payables   | 209,652        | 155,000        | 155,317        |
| Borrowings - Loans                                     | -              | -              | -              |
| Finance Leases   | 105,681        | 96,512         | 46,653         |
| Painting Contract Liability                            | 21,537         | 32,522         | 32,522         |
| Total Financial Liabilities Measured at Amortised Cost | <u>336,870</u> | <u>284,034</u> | <u>234,492</u> |

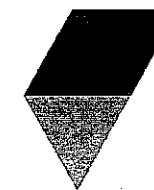
## 24. Events After Balance Date

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

## Ashgrove School - Kiwisport Report

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$7212.68 (excluding GST). The funding was spent on Services of the North Canterbury Sports Academy that provided tutors in teaching the Ashgrove students across the school, sporting skills in various winter and summer sporting codes. The number of students that participated in organised sport was 519.

# Analysis of Variance Reporting

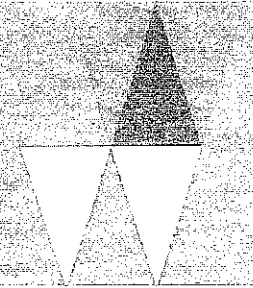


|                     |                 |                       |      |
|---------------------|-----------------|-----------------------|------|
| <b>School Name:</b> | Ashgrove School | <b>School Number:</b> | 3284 |
|---------------------|-----------------|-----------------------|------|

|                           |   |             |               |              |
|---------------------------|---|-------------|---------------|--------------|
| <b>Strategic Aim:</b>     | Students will develop their hāuora to become creative, collaborative and confident learners   |             |               |              |
| <b>Annual Aim:</b>        | Students are able to identify and use their strengths in their learning   |             |               |              |
|                           | Purposefully designed opportunities for students to develop the aspects of <i>being</i> , <i>doing</i> and <i>knowing</i> in the student profile  |             |               |              |
| <b>Target:</b>            | Literacy Achievement: Reading Target To raise achievement of reading in the first year of school.   |             |               |              |
| <b>Baseline Data:</b>     | <b>End of 2019 – After 1 Year at School (Reading)</b>   |             |               |              |
|                           | <b>All Students</b>   | <b>Male</b> | <b>Female</b> | <b>Māori</b> |
| <b>Above expectations</b> | 3/53 (6%)   | 1/22 (5%)   | 2/31 (6%)     | 0/8 (0%)     |
| <b>At expectations</b>    | 39/53 (74%)   | 19/22 (86%) | 20/31 (65%)   | 5/8 (63%)    |
| <b>Below expectations</b> | 11/53 (21%)   | 2/22 (9%)   | 9/31 (29%)    | 3/8 (38%)    |
|                           | <p>At the end of 2019:</p> <ul style="list-style-type: none"> <li>• 42/53 (80%) of students were achieving at or above expectations in reading</li> <li>• 20/22 (91%) of male students were achieving at or above expectations in reading</li> <li>• 22/31 (71%) of female students were achieving at or above expectations in reading</li> <li>• 5/8 (63%) of students who identify as Māori were achieving at or above expectations in reading</li> <li>• 11/53 (21%) of all students were achieving below expectations in reading</li> <li>• 9/31 (29%) of female students were achieving below expectations in reading</li> </ul> |             |               |              |



| <b>Actions</b><br><i>What did we do?</i>   | <b>Outcomes</b><br><i>What happened?</i>   | <b>Reasons for the variance</b><br><i>Why did it happen?</i> | <b>Evaluation</b><br><i>Where to next?</i> |          |                 |                    |         |                    |  |  |        |         |         |         |         |          |         |         |          |          |        |          |          |          |          |        |   |        |                  |                      |  |  |  |  |                 |  |                    |        |         |         |         |         |          |         |         |          |          |   |        |   |        |         |         |         |          |  |  |
|--|--|--|--|----------|-----------------|--------------------|---------|--------------------|--|--|--------|---------|---------|---------|---------|----------|---------|---------|----------|----------|--------|----------|----------|----------|----------|--------|---|--------|------------------|----------------------|--|--|--|--|-----------------|--|--------------------|--------|---------|---------|---------|---------|----------|---------|---------|----------|----------|---|--------|---|--------|---------|---------|---------|----------|--|--|
| <p>At the end of 2019 we contacted our RTLit in regard to the low literacy achievement in Year 0-1</p> <p>RTLit worked with us to implement a Structured Literacy approach in Year 0-1</p> <p>Y0-1 teachers engaged in a large amount of professional development in the research and teaching practice of structured literacy</p> <p>RTLit worked in and with the Y0-1 team 1 day a week for term 1 to model, answer questions, observe, problem solve, take small groups, offer recommendations, help with gathering resources</p> | <p>Teachers worked hard in their understanding and teaching a structured literacy approach to all students in Y0-1</p> <p><b>2020 Achievement Beginning of Term 1</b></p> <ul style="list-style-type: none"> <li>47 Year 1 students started in Y0-1 at the start of term 1,2020. All students started at Stage 1 in week 3</li> </ul> <p><b>Mid-2020</b></p> <ul style="list-style-type: none"> <li>13/47 (28%) of students are working <b>towards</b> school expectation (working at stage 1-2)</li> <li>34/47 (72%) of students are working <b>at or above</b> school expectation (working at stage 3-7+)</li> </ul> <p><b>End-2020</b></p> <ul style="list-style-type: none"> <li>9/45 (20%) of students are working <b>towards</b> school expectation (working at stage 1-4+)</li> <li>36/45 (80%) of students are working <b>at or above</b> school expectation (working at stage 5-7+)</li> </ul> <table border="1" data-bbox="479 906 1406 1209"> <thead> <tr> <th>Mid Year Expectations</th> <th colspan="2">Towards Expectations</th> <th colspan="3">At Expectations</th> <th colspan="3">Above Expectations</th> </tr> <tr> <th>Year 1</th> <th>Stage 1</th> <th>Stage 2</th> <th>Stage 3</th> <th>Stage 4</th> <th>Stage 4+</th> <th>Stage 5</th> <th>Stage 6</th> <th>Stage 7+</th> </tr> </thead> <tbody> <tr> <td>Mid 2020</td> <td>2 (4%)</td> <td>11 (23%)</td> <td>10 (21%)</td> <td>12 (26%)</td> <td>10 (21%)</td> <td>1 (2%)</td> <td>0</td> <td>1 (2%)</td> </tr> </tbody> </table><br><table border="1" data-bbox="479 1066 1406 1209"> <thead> <tr> <th>EOY Expectations</th> <th colspan="5">Towards Expectations</th> <th colspan="2">At Expectations</th> <th>Above Expectations</th> </tr> <tr> <th>Year 1</th> <th>Stage 1</th> <th>Stage 2</th> <th>Stage 3</th> <th>Stage 4</th> <th>Stage 4+</th> <th>Stage 5</th> <th>Stage 6</th> <th>Stage 7+</th> </tr> </thead> <tbody> <tr> <td>End 2020</td> <td>0</td> <td>1 (2%)</td> <td>0</td> <td>3 (6%)</td> <td>5 (11%)</td> <td>9 (20%)</td> <td>7 (16%)</td> <td>20 (44%)</td> </tr> </tbody> </table> <p>Y0-1 teachers have worked extremely hard this year to learn a new way of teaching reading and delivering Structured Literacy to their students to a very high standard. Students have shown exceptional progress despite an interrupted year, with 80% of students after their first year at school working at or above school expectations.</p> | Mid Year Expectations  | Towards Expectations                       |          | At Expectations |                    |         | Above Expectations |  |  | Year 1 | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 4+ | Stage 5 | Stage 6 | Stage 7+ | Mid 2020 | 2 (4%) | 11 (23%) | 10 (21%) | 12 (26%) | 10 (21%) | 1 (2%) | 0 | 1 (2%) | EOY Expectations | Towards Expectations |  |  |  |  | At Expectations |  | Above Expectations | Year 1 | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 4+ | Stage 5 | Stage 6 | Stage 7+ | End 2020 | 0 | 1 (2%) | 0 | 3 (6%) | 5 (11%) | 9 (20%) | 7 (16%) | 20 (44%) | <p>High level of PD and support from the RTLit</p> <p>Explicit teaching of phonological and phoneme awareness to whole class, small groups</p> <p>Clear and explicit and learning sequences to follow</p> <p>Y0-1 teachers commitment to learning and implementing a structured literacy approach</p> <p>Support of the BOT towards buying resources to support the programme</p> <p>Small group teaching within stages</p> <p>Support from parents for home learning related to structured literacy</p> | <p>The Structured Literacy approach reading will continue in Y0-1</p> <p>Structured Literacy has been rolled out throughout the school along with The Code as the carry on programme for spelling</p> <p>Continued support from Literacy Leader and senior management with teachers learning the teaching practice – time, resources, PD, access to RTLit</p> <p>Sharing of knowledge and expertise in our school – release for observations etc</p> |
| Mid Year Expectations  | Towards Expectations   |  | At Expectations                            |          |                 | Above Expectations |         |                    |  |  |        |         |         |         |         |          |         |         |          |          |        |          |          |          |          |        |   |        |                  |                      |  |  |  |  |                 |  |                    |        |         |         |         |         |          |         |         |          |          |   |        |   |        |         |         |         |          |  |  |
| Year 1   | Stage 1  | Stage 2  | Stage 3                                    | Stage 4  | Stage 4+        | Stage 5            | Stage 6 | Stage 7+           |  |  |        |         |         |         |         |          |         |         |          |          |        |          |          |          |          |        |   |        |                  |                      |  |  |  |  |                 |  |                    |        |         |         |         |         |          |         |         |          |          |   |        |   |        |         |         |         |          |  |  |
| Mid 2020   | 2 (4%)   | 11 (23%)   | 10 (21%)                                   | 12 (26%) | 10 (21%)        | 1 (2%)             | 0       | 1 (2%)             |  |  |        |         |         |         |         |          |         |         |          |          |        |          |          |          |          |        |   |        |                  |                      |  |  |  |  |                 |  |                    |        |         |         |         |         |          |         |         |          |          |   |        |   |        |         |         |         |          |  |  |
| EOY Expectations   | Towards Expectations   |  |  |          |                 | At Expectations    |         | Above Expectations |  |  |        |         |         |         |         |          |         |         |          |          |        |          |          |          |          |        |   |        |                  |                      |  |  |  |  |                 |  |                    |        |         |         |         |         |          |         |         |          |          |   |        |   |        |         |         |         |          |  |  |
| Year 1   | Stage 1  | Stage 2  | Stage 3                                    | Stage 4  | Stage 4+        | Stage 5            | Stage 6 | Stage 7+           |  |  |        |         |         |         |         |          |         |         |          |          |        |          |          |          |          |        |   |        |                  |                      |  |  |  |  |                 |  |                    |        |         |         |         |         |          |         |         |          |          |   |        |   |        |         |         |         |          |  |  |
| End 2020   | 0  | 1 (2%)   | 0  | 3 (6%)   | 5 (11%)         | 9 (20%)            | 7 (16%) | 20 (44%)           |  |  |        |         |         |         |         |          |         |         |          |          |        |          |          |          |          |        |   |        |                  |                      |  |  |  |  |                 |  |                    |        |         |         |         |         |          |         |         |          |          |   |        |   |        |         |         |         |          |  |  |

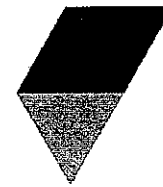


The nine students who are still working towards school expectations after one year at school are supported through Structured Literacy tier 2 and 3 learning - class, small group, individual with teacher, learning assistant support. They will remain a focus for 2021 and beyond.

Support from Learning Assistants in the hub – taking groups, supporting learners, one-on-one for tier 2 and 3 students

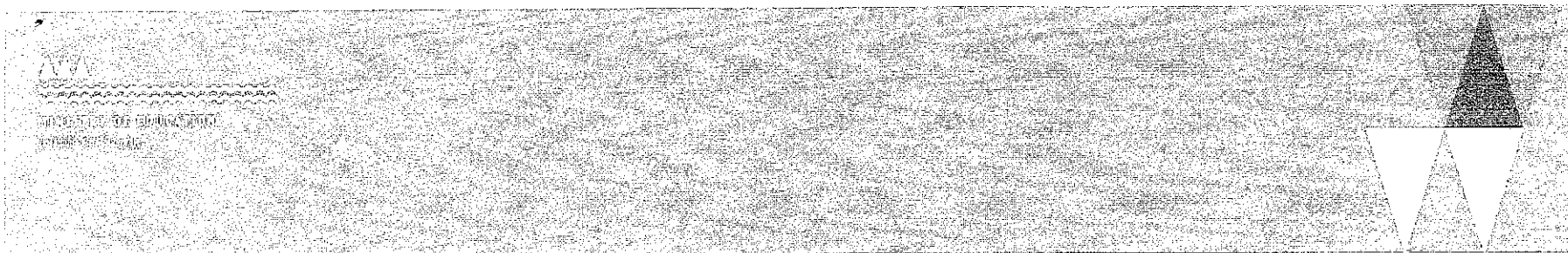
**Planning for next year:**

- To embed Structured Literacy in the Year 0-2 team
- To upskill and support the implementation of Structured Literacy in Years 3-4 (Y3 until stage 7 and for priority learners in Year 4-8)
- To upskill and support teachers in the implementation of The Code for students in Years 2-8 (to follow Structured Literacy)



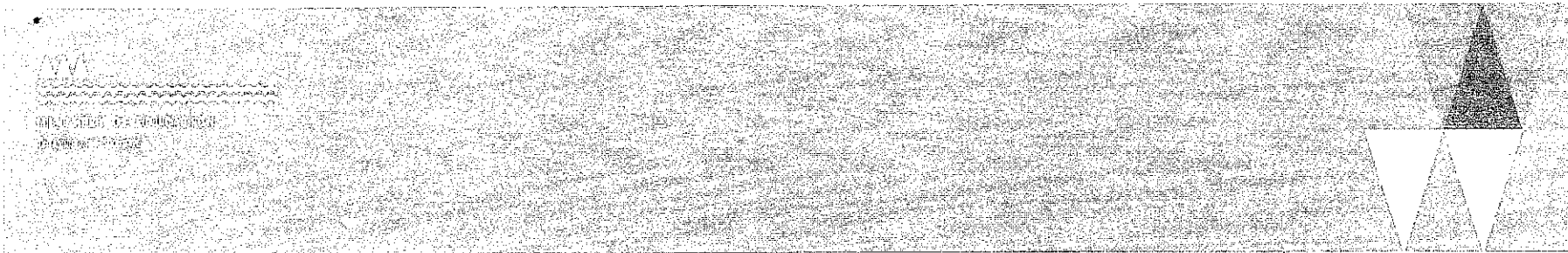
|                     |                 |                       |      |
|---------------------|-----------------|-----------------------|------|
| <b>School Name:</b> | Ashgrove School | <b>School Number:</b> | 3284 |
|---------------------|-----------------|-----------------------|------|

|                       |  |
|-----------------------|--|
| <b>Strategic Aim:</b> | Students will develop their hauora to become creative, collaborative and confident learners  |
| <b>Annual Aim:</b>    | Students are able to identify and use their strengths in their learning<br><br>Purposefully designed opportunities for students to develop the aspects of <i>being, doing &amp; learning</i> in the student profile            |
| <b>Target:</b>        | <p style="text-align: right;"><b>Analysis of Variance Reporting</b></p> <p>Mathematics Achievement: Maths Target</p> <p>To raise the achievement of mathematics in Year 8 as identified as under achieving in mathematics.</p> |
| <b>Baseline Data:</b> | End of 2019 showed year 7 students: 20 above expectation; 27 at expectation; 35 below expectation<br>Therefore 42% of students were achieving below expectation.   |



| <b>Actions</b><br><i>What did we do?</i>   | <b>Outcomes</b><br><i>What happened?</i>  | <b>Reasons for the variance</b><br><i>Why did it happen?</i>   | <b>Evaluation</b><br><i>Where to next?</i>   |
|--|---|--|--|
| <p>The Numeracy leader identified the target students and informed the team of the target group.</p> <p>The team description identified these students. Grouping and strategic planning meant that their specific learning needs were catered for.</p> <p>Outside agencies e.g. RTLB and other supports were utilised as some of the students had behavioural and learning challenges that needed to be addressed.</p> | <p>35 students were identified as below expectations in Dec 2019. 3 students left the school.</p> <p>3 students from the target group are now achieving above school expectations.</p> <p>3 students from the target group are now achieving at school expectations.</p> <p>These students have made accelerated progress to move from below expectations to at or above expectations.</p> <p>2 of the students who moved from below to above expectation were male.</p> <p>1 of the students who moved from below to above expectation were female. All students who moved from below to at expectation were female.</p> | <p>The improved achievement of these students is the result of these students working in flexible groups to solve problems. Teachers worked with students launching the problem, students had time to think about the question and then work with a partner to solve the problem. Alternative solutions and ideas were encouraged and students are expected to talk about their thinking. With low floor/high ceiling tasks (these are tasks that all students can access but can be extended to high levels) there are often many ways of answering the questions and this exploration was encouraged.</p> <p>Another aspect of the programme was students were able to independently access and select number activities at different levels.</p> <p>Some of these students were supported by a learning assistant</p> | <p>Continual development of professional capability will support our learners leading to early identification of specific needs.</p> <p>Continue the use of a collaborative approach when working with targeted students.</p> <p>Focused Maths PD (Staff Meetings etc.) relating to the current pedagogy for teaching mathematics.</p> <p>Develop a school-wide consistent approach to what teaching maths looks like at Ashgrove.</p> |





|  |  |   |  |
|--|--|---|--|
|  |  | <p>to help meet the needs.</p> <p>It must also be taken into consideration that learning for our year 8 students during 2020 was very disrupted due to Covid 19.</p> <p>On return from level 3 while at level 2 students were taught in homerooms rather than collaborative groups across the team.</p> |  |
|--|--|---|--|

**Planning for next year:**

**To raise student learning and achievement levels in Maths to 85% at or above school expectations in Year 0-8**

- Gather information around current Maths teaching practice
- Provide professional learning in Maths
- Develop a shared understanding of teaching practice in Maths