



## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	392
Principal:	Glenis Sim
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# TOKOMAIRO HIGH SCHOOL

Annual Report - For the year ended 31 December 2019

## Index

<b>Page</b>	<b>Statement</b>
	<b>Financial Statements</b>
<u>1</u>	Statement of Responsibility
<u>2</u>	Board of Trustees
<u>3</u>	Statement of Comprehensive Revenue and Expense
<u>4</u>	Statement of Changes in Net Assets/Equity
<u>5</u>	Statement of Financial Position
<u>6</u>	Statement of Cash Flows
<u>7</u>	Statement of Accounting Policies
<u>12</u>	Notes to the Financial Statements
	<b>Other Information</b>
	Analysis of Variance
	Kiwisport

# Tokomairiro High School

## Statement of Responsibility

For the year ended 31 December 2019

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 2019 fairly reflect the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.



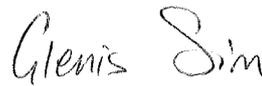
Full Name of Board Chairperson



Signature of Board Chairperson

29 May 2020

Date:



Full Name of Principal



Signature of Principal

29 May 2020

Date:

# Tokomairiro High School

## Members of the Board of Trustees

For the year ended 31 December 2019

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Held Until</b>	<b>Occupation</b>
Darlene Adams	Parent Rep	Elected	May 2022	Hairdresser
Tanya Altenburg	Parent Rep	Elected	May 2019	Accountant
Shane Griffin	Parent Rep	Elected	May 2022	Logging Contractor
Clare Healey	Parent Rep	Elected	May 2022	Childcare Worker
Glenn Johnston	Parent Rep	Elected	May 2019	Dairy Farmer
Matthew Jones	Chairperson	Elected	May 2022	Fireman
Craig Lister	Parent Rep	Elected	May 2022	Farmer
Andrew Phillips	Parent Rep	Elected	May 2019	Prison Officer
Clara Scoon	Student Rep	Elected	Oct 2019	
Paul Stevens	Staff Rep	Elected	May 2022	Teacher
Kerry Wilson	Parent Rep	Elected	May 2019	Shop Assistant
Glenis Sim	Principal	ex Officio		

**Tokomairiro High School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	3,835,833	3,911,100	3,725,378
Locally Raised Funds	3	459,026	427,967	387,578
Interest Income		27,460	23,000	28,332
International Students	4	20,064	24,089	47,992
Other Revenue		-	-	1
		<u>4,342,383</u>	<u>4,386,156</u>	<u>4,189,281</u>
<b>Expenses</b>				
Locally Raised Funds	3	170,954	197,018	173,199
International Students	4	17,283	19,700	47,164
Learning Resources	5	2,881,571	2,910,984	2,730,380
Administration	6	204,703	238,091	195,788
Finance Costs		8,402	-	10,946
Property	7	954,717	1,022,470	991,548
Depreciation	8	111,221	120,000	137,207
Loss on Disposal of Property, Plant and Equipment		2,032	-	149
		<u>4,350,883</u>	<u>4,508,263</u>	<u>4,286,381</u>
<b>Net Surplus / (Deficit)</b>		(8,500)	(122,107)	(97,100)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(8,500)</u>	<u>(122,107)</u>	<u>(97,100)</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.

**Tokomairiro High School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Balance at 1 January</b>	1,070,593	1,070,593	1,168,000
Total comprehensive revenue and expense for the year	(8,500)	(122,107)	(97,100)
Capital Contributions from the Ministry of Education			
Changes in Prize Fund Equity	(300)	-	(307)
<b>Equity at 31 December</b>	1,061,793	948,486	1,070,593
Retained Earnings	1,061,793	948,486	1,070,593
<b>Equity at 31 December</b>	1,061,793	948,486	1,070,593

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.



**Tokomairiro High School**  
**Statement of Financial Position**  
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	9	548,556	70,064	70,097
Accounts Receivable	10	171,276	144,837	144,837
GST Receivable		-	5,277	5,277
Prepayments		8,600	12,669	12,669
Inventories	11	781	1,028	1,028
Investments	12	774,621	782,522	782,522
		<u>1,503,834</u>	<u>1,016,397</u>	<u>1,016,430</u>
<b>Current Liabilities</b>				
GST Payable		27,149	-	-
Accounts Payable	14	221,135	211,790	211,790
Revenue Received in Advance	15	55,398	27,221	27,221
Provision for Cyclical Maintenance	16	27,289	13,289	13,289
Painting Contract Liability - Current Portion	17	28,914	28,914	28,914
Finance Lease Liability - Current Portion	18	25,638	45,843	45,843
Funds held for Capital Works Projects	19	394,327	16,694	16,694
		<u>779,850</u>	<u>343,751</u>	<u>343,751</u>
<b>Working Capital Surplus/(Deficit)</b>		723,984	672,646	672,679
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	498,084	503,192	625,266
		<u>498,084</u>	<u>503,192</u>	<u>625,266</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	74,328	71,673	71,673
Painting Contract Liability	17	27,650	46,504	46,504
Finance Lease Liability	18	58,297	109,175	109,175
		<u>160,275</u>	<u>227,352</u>	<u>227,352</u>
<b>Net Assets</b>		<u>1,061,793</u>	<u>948,486</u>	<u>1,070,593</u>
<b>Equity</b>		<u>1,061,793</u>	<u>948,486</u>	<u>1,070,593</u>

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



**Tokomairiro High School**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,075,977	1,010,700	1,027,853
Locally Raised Funds		476,063	427,967	355,854
International Students		34,245	24,089	26,698
Goods and Services Tax (net)		32,426	-	(4,736)
Payments to Employees		(737,711)	(563,164)	(557,612)
Payments to Suppliers		(666,814)	(890,225)	(937,589)
Cyclical Maintenance payments in the Year		(15,059)	(32,400)	(53,918)
Interest Paid		-	-	(10,946)
Interest Received		23,540	23,000	19,373
Net cash from / (to) the Operating Activities		222,667	(33)	(135,023)
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	47,843
Purchase of PPE (and Intangibles)		(22,089)	-	(18,738)
Purchase of Investments		7,901	-	(18,180)
Net cash from the Investing Activities		(14,188)	-	10,925
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(88,799)	-	(48,738)
Painting contract payments		(18,854)	-	100,422
Funds Administered on Behalf of Third Parties		-	-	(6,238)
Funds held for Capital Works Projects		377,633	-	-
Net cash from Financing Activities		269,980	-	45,446
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>478,459</b>	<b>(33)</b>	<b>(78,652)</b>
Cash and cash equivalents at the beginning of the year	9	70,097	70,097	148,749
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>548,556</b>	<b>70,064</b>	<b>70,097</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 omitted.

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



# Tokomairiro High School

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2019

#### 1.1. Reporting Entity

Tokomairiro High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

#### 1.2. Basis of Preparation

##### **Reporting Period**

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 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 Act 1989 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".

##### **Standard early adopted**

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 29.

##### **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.

##### **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 13.



### *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 16.

### **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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

## **1.3. 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.

## **1.4. 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.

## **1.5. 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.

## **1.6. 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.



### 1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

#### **Prior Year Policy**

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

### 1.8. Inventories

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

### 1.9. 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.

#### **Prior Year Policy**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

### 1.10. 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	5 - 50 years
Furniture and equipment	5 – 20 years
Information and communication technology	5 - 10 years
Leased assets held under a Finance Lease	3 -5 years
Library resources	12.5% Diminishing value

### **1.11. Impairment of property, plant and equipment**

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 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.

### **1.12. 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.

### **1.13. Employment 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

### **1.14. Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

### **1.15. Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.



#### **1.16. 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).

#### **1.17. 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

#### **1.18. 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.

#### **1.19. Budget Figures**

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

#### **1.20. 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	719,108	727,683	766,128
Teachers' salaries grants	2,040,258	2,120,400	1,960,554
Use of Land and Buildings grants	719,598	780,000	747,250
Other MoE Grants	127,066	67,075	60,821
Other government grants	229,803	215,942	190,625
	<u>3,835,833</u>	<u>3,911,100</u>	<u>3,725,378</u>

## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	46,861	182,015	51,641
Other revenue	205,400	192,452	139,915
Trading	47,813	53,500	51,426
Activities	158,952	-	144,596
	<u>459,026</u>	<u>427,967</u>	<u>387,578</u>
<b>Expenses</b>			
Activities	116,811	140,018	116,343
Trading	54,143	57,000	56,856
	<u>170,954</u>	<u>197,018</u>	<u>173,199</u>
<i>Surplus for the year Locally raised funds</i>	<u>288,072</u>	<u>230,949</u>	<u>214,379</u>

## 4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	2	3	3
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
International student fees	20,064	24,089	47,992
<b>Expenses</b>			
Recruitment	-	-	20,295
International student levy	5,702	7,500	20,355
Employee Benefit - Salaries	4,043	4,500	6,514
Other Expenses	7,538	7,700	-
	<u>17,283</u>	<u>19,700</u>	<u>47,164</u>
<i>Surplus for the year International Students</i>	<u>2,781</u>	<u>4,389</u>	<u>828</u>



## 5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	303,121	403,195	377,343
Equipment repairs	28,966	32,500	29,060
Library resources	2,941	3,000	2,871
Employee benefits - salaries	2,532,326	2,454,964	2,301,571
Staff development	14,217	17,325	19,535
	<u>2,881,571</u>	<u>2,910,984</u>	<u>2,730,380</u>

## 6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,331	5,331	5,176
Board of Trustees Fees	5,263	5,000	3,966
Board of Trustees Expenses	3,129	3,500	3,228
Communication	2,327	7,650	3,752
Consumables	17,628	34,560	14,676
Operating Lease	34,613	48,870	34,646
Other	4,431	8,300	4,767
Employee Benefits - Salaries	115,660	109,000	109,980
Insurance	13,291	12,850	12,627
Service Providers, Contractors and Consultancy	3,030	3,030	2,970
	<u>204,703</u>	<u>238,091</u>	<u>195,788</u>

## 7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,824	5,820	5,711
Cyclical Maintenance Provision	31,714	32,400	31,716
Grounds	16,012	15,550	15,177
Heat, Light and Water	52,532	57,100	54,743
Rates	5,007	5,000	4,842
Repairs and Maintenance	14,743	11,500	21,144
Use of Land and Buildings	719,598	780,000	747,250
Employee Benefits - Salaries	108,287	115,100	110,965
	<u>954,717</u>	<u>1,022,470</u>	<u>991,548</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.

## 8. Depreciation of Property, Plant and Equipment

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	10,504	10,000	10,397
Furniture and Equipment	24,752	25,000	31,964
Information and Communication Technology	14,558	15,000	21,872
Leased Assets	57,440	60,000	68,307
Library Resources	3,967	10,000	4,667
	<u>111,221</u>	<u>120,000</u>	<u>137,207</u>



## 9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	33	-	33
Bank Current Account	548,523	70,064	70,064
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	548,556	70,064	70,097

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

Of the \$548,556 Cash and Cash Equivalents, \$394,327 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.

## 10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	7,504	10,545	10,545
Interest Receivable	19,461	15,541	15,541
Teacher Salaries Grant Receivable	144,311	118,751	118,751
	171,276	144,837	144,837
Receivables from Exchange Transactions	26,965	26,086	26,086
Receivables from Non-Exchange Transactions	144,311	118,751	118,751
	171,276	144,837	144,837

## 11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Canteen	781	1,028	1,028
	781	1,028	1,028

## 12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	774,621	782,522	782,522
Total Investments	774,621	782,522	782,522



### 13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2019</b>						
Land	10,000	-	-	-	-	10,000
Building Improvements	296,819	7,262	-	-	(10,504)	293,577
Furniture and Equipment	94,150	6,818	(1,396)	-	(24,752)	74,820
Information and Communication	30,534	5,464	(292)	-	(14,558)	21,148
Leased Assets	161,092	9,314	(42,192)	-	(57,440)	70,774
Library Resources	32,671	2,547	(3,486)	-	(3,967)	27,765
<b>Balance at 31 December 2019</b>	<b>625,266</b>	<b>31,405</b>	<b>(47,366)</b>	<b>-</b>	<b>(111,221)</b>	<b>498,084</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Land	10,000	-	10,000
Building Improvements	516,871	(223,294)	293,577
Furniture and Equipment	639,604	(564,784)	74,820
Information and Communication	200,959	(179,811)	21,148
Leased Assets	175,085	(104,311)	70,774
Library Resources	120,598	(92,833)	27,765
<b>Balance at 31 December 2019</b>	<b>1,663,117</b>	<b>(1,165,033)</b>	<b>498,084</b>

The net carrying value of equipment held under a finance lease is \$70,774 (2018: \$161,092)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
Land	10,000	-	-	-	-	10,000
Building Improvements	307,216	-	-	-	(10,397)	296,819
Furniture and Equipment	114,026	12,088	-	-	(31,964)	94,150
Information and Communication	50,157	2,249	-	-	(21,872)	30,534
Leased Assets	133,391	96,008	-	-	(68,307)	161,092
Library Resources	33,085	4,402	(149)	-	(4,667)	32,671
<b>Balance at 31 December 2018</b>	<b>647,875</b>	<b>114,747</b>	<b>(149)</b>	<b>-</b>	<b>(137,207)</b>	<b>625,266</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Land	10,000	-	10,000
Building Improvements	509,610	(212,791)	296,819
Furniture and Equipment	668,992	(574,842)	94,150
Information and Communication	253,312	(222,778)	30,534
Leased Assets	309,602	(148,510)	161,092
Library Resources	132,150	(99,479)	32,671
<b>Balance at 31 December 2018</b>	<b>1,883,666</b>	<b>(1,258,400)</b>	<b>625,266</b>

### 14. Accounts Payable

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Operating creditors	31,556	28,802	28,802
Accruals	4,636	5,952	5,952
Employee Entitlements - salaries	154,444	144,548	144,548
Employee Entitlements - leave accrual	30,499	32,488	32,488
	<b>221,135</b>	<b>211,790</b>	<b>211,790</b>

Payables for Exchange Transactions

	221,135	211,790	211,790
	<b>221,135</b>	<b>211,790</b>	<b>211,790</b>

The carrying value of payables approximates their fair value.



### 15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	38,181	24,000	24,000
Other	17,217	3,221	3,221
	55,398	27,221	27,221

### 16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	84,962	84,962	107,164
Increase/ (decrease) to the Provision During the Year	31,714	-	-
Adjustment to the Provision	-	-	31,716
Use of the Provision During the Year	(15,059)	-	(53,918)
Provision at the End of the Year	101,617	84,962	84,962
Cyclical Maintenance - Current	27,289	13,289	13,289
Cyclical Maintenance - Term	74,328	71,673	71,673
	101,617	84,962	84,962

### 17. Painting Contract Liability

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Liability	28,914	28,914	28,914
Non Current Liability	27,650	46,504	46,504
	56,564	75,418	75,418

In 2010 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2016, with regular maintenance in subsequent years. The agreement has an annual commitment of \$28,914. 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.

### 18. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	31,736	57,203	57,203
Later than One Year and no Later than Five Years	64,502	123,993	123,993
	96,238	181,196	181,196



## 19. Funds Held for Capital Works

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution	Closing Balances
		\$	\$	\$		\$
Boiler Replacement	Completed	16,694	-	16,694	-	-
Collective Works	In Progress	-	414,533	20,206	-	394,327
<b>Totals</b>		<b>16,694</b>	<b>414,533</b>	<b>36,900</b>	<b>-</b>	<b>394,327</b>

### Represented by:

Funds Held on Behalf of the Ministry of Education	394,327
	<u>394,327</u>

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution	Closing Balances
		\$	\$	\$		\$
C Block Upgrade	Completed	3,200	-	3,200	-	-
Boiler Replacement	In Progress	19,732	-	3,038	-	16,694
Accessible Route Upgrade	Completed	6,940	-	-	(6,940)	-
<b>Totals</b>		<b>29,872</b>	<b>-</b>	<b>6,238</b>	<b>(6,940)</b>	<b>16,694</b>

## 20. Related Party Transactions

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

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

## 21. Remuneration

### Key management personnel compensation

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

	2019 Actual	2018 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	5,263	3,966
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	338,605	331,607
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	<u>343,868</u>	<u>335,573</u>
Total full-time equivalent personnel	<u>3.10</u>	<u>3.10</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.



### Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	130 - 140	130 - 140
Benefits and Other Emoluments	1 - 10	3 - 4
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 -110	1.00	-
110 -120	-	-
120 - 130	-	-
	<u>1.00</u>	<u>-</u>

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

## 22. 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:

	2019 Actual	2018 Actual
Total	\$ -	\$ -
Number of People	-	-

## 23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: 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 2019, a contingent liability for the school may exist.

## 24. Commitments

### (a) Capital Commitments

As at 31 December 2019 the Board has entered into the following contract agreements for capital works.

(a) A contract for collective works, which will be fully funded by the Ministry of Education. \$414,533 has been received of which \$20,206 has been spent on the project to date.

(Capital commitments at 31 December 2018: nil)

### (b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating contracts

## 25. 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.

## 26. 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	548,556	70,064	70,097
Receivables	171,276	144,837	144,837
Investments - Term Deposits	774,621	782,522	782,522
Total Financial assets measured at amortised cost	<u>1,494,453</u>	<u>997,423</u>	<u>997,456</u>

### Financial liabilities measured at amortised cost

Payables	221,135	211,790	211,790
Finance Leases	83,935	155,018	155,018
Painting Contract Liability	56,564	75,418	75,418
Total Financial liabilities measured at amortised Cost	<u>361,634</u>	<u>442,226</u>	<u>442,226</u>

## 27. Events After Balance Date

### Impact from COVID-19

On the 11th March 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on the 26th March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed until 18 May 2020.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

## 28. Comparatives

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

## 29. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.



<b>School Name:</b>	<b>Tokomairiro High School</b>	<b>School Number:</b>	0392
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<b>Strategic Aim 1:</b>	<b>Each student will receive an education that enables them to reach their highest level.</b>
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<b>Annual Aim 1:</b>	<b>Striving for personal Excellence - strive for an NCEA Endorsement Merit / Excellence.</b>
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<b>Target:</b>	<b>Level 2 Merit / Excellence endorsement at least equal to or better than 2018 Level 1 results.</b>
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<b>Baseline Data:</b>	<p>Baseline data: NCEA Level 1 Endorsements 2018            9 Excellence and 19 merit course endorsements.            7 (23%) students gained a Merit endorsement and 2 (6%) students gained Excellence endorsements.            For 2020 students aiming for NCEA endorsement will be identified during term 1 and a plan will be developed with them. These students will be monitored and mentored throughout the year.</p>
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<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Focus on personal excellence in all we do.</p> <p>Writing across the curriculum continued to be an area of focus.</p> <p>Early in the year identifying those students who needed to focus on achieving endorsements. Mentoring these students throughout the year, including developing a learning plan.</p> <p>Careful monitoring of students' progress through the year.</p>	<p><b>NCEA Endorsements:</b>            31% (9) of level 2 candidates achieved an endorsement, 6 students gaining merit, 3 gaining excellence.            This is slightly better than the level 1 results for the same cohort (1 more Excellence/1 less Merit).</p> <p><b>Course Endorsements:</b>            6 students gained a total of 12 course endorsements – 2 excellence and 10 merit.</p>	<p>All the students who gained endorsements for Level 1 in 2018 gained the same endorsement for level 2 in 2019. Each of these students had a goal to achieve and endorsement.</p> <p>Due to the change in the senior curriculum structure this year, it was more difficult for students to gain a course endorsement. Many students were only studying a subject for one semester rather than the whole year.</p>	<p>Encouraging our students to continue to strive for personal excellence in all they do is a key to lifting the proportion of students who gain endorsements.</p> <p>Individual goal setting and mentoring of students is need to support these students.</p>

<b>Planning for next year:</b>
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Goal setting with students early in the year. Careful monitoring of student progress through the year. Encourage all students to aim for personal excellence.
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<b>Strategic Aim 1:</b>	<b>Each student will receive an education that enables them to reach their highest level.</b>					
<b>Annual Aim 2:</b>	<b>Year 7 – 10 students will strive for personal excellence.</b>					
<b>Target:</b>	<b>Move at least 2 more students to above in writing and mathematics at each of years 7 to 10.</b>					
<b>Baseline Data:</b>		At	Above or Well Above		At	Above or Well Above
	Year 7 Writing	34% (14)	29% (12)	Year 7 Mathematics	49% (20)	22% (9)
	Year 8 Writing	52% (26)	38% (19)	Year 8 Mathematics	37% (19)	20% (10)
	Year 9 Writing	47% (18)	18% (7)	Year 9 Mathematics	53% (18)	18% (6)

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Focus on personal excellence school wide.</p> <p>A structured writing programme in the Homeroom programme supported student progress.</p> <p>Year 10 Reading and Writing diploma embedded in English course.</p> <p>School-wide focus on writing across the curriculum.</p> <p>Students identified in each class and progress monitored.</p>	<p><b>Writing</b></p> <p>Year 8 Progress: 28% (12) of year 8 students are above the expected level. This is the same number as in year 7 in 2018.</p> <p>Year 9 Progress: achieved in terms of results, although further practice is needed by the students to ensure consolidation.</p> <p>Year 10 Progress: achieved; practice should ensure consolidation.</p> <p><b>Mathematics</b></p> <p>Year 8 - 2 students moved from At to Above the expected level. Year 9 – 0 students above or well above.</p> <p>Year 10 – 0 students above the expected level. Target not met.</p> <p>A change of reporting process occurred during 2019 - higher levels set for being classed “above the standard”.</p>	<p>Striving for personal excellence has been a theme through the school year.</p> <p><b>Writing:</b></p> <p>Year 10 – expectations of where students need to be in year 10 requires a large move for many students. The continuum of expectation from year 7 through to year 10 needs to be more clearly set.</p> <p>Of the ten year 9 students who were above or well above in 2018, five moved from the school for 2019. There appears to be an inconsistency of achievement levels across year 8 to 9.</p> <p>This will be an area of focus for 2020.</p>	<p>Careful monitoring students in Year 7 &amp; 8 will be part of the writing programme for 2020.</p> <p>Further refining of the continuum for writing from year 7 to 10 required.</p>
<b>Planning for next year:</b>			
<p>Personal excellence will continue to be a focus for next year. Writing programmes at year 10 will provide extension pathways for students.</p> <p>Continuum of expectation across year 7 to 10 to be clarified for both Writing and Mathematics.</p> <p>Engagement of students in year 9 &amp; 10 will be a focus for 2020.</p>			

<b>Strategic Aim 2:</b>	<b>Each student will make progress throughout their education through effective teaching, relationships, assessment and resourcing.</b>																
<b>Annual Aim 3:</b>	<b>Attendance rates will increase from 2018 rates across all year levels.</b>																
<b>Target:</b>	<b>Raise attendance levels across all year levels by 5 %.</b>																
<b>Baseline Data:</b>	<table border="1"> <tr> <td>Year level</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>Overall</td> </tr> <tr> <td>Attendance rate</td> <td>91</td> <td>90</td> <td>87</td> <td>90</td> <td>89</td> <td>77</td> <td>88</td> </tr> </table> <p>2018 data</p>	Year level	7	8	9	10	11	12	Overall	Attendance rate	91	90	87	90	89	77	88
Year level	7	8	9	10	11	12	Overall										
Attendance rate	91	90	87	90	89	77	88										

<b>Actions <i>What did we do?</i></b>	<b>Outcomes <i>What happened?</i></b>	<b>Reasons for the variance <i>Why did it happen?</i></b>	<b>Evaluation <i>Where to next?</i></b>																		
<p>Monitored student attendance through House Group teachers, Deans and DP.</p> <p>Contact made with home when levels of concern – HG teacher, deans, DP</p> <p>Guidance Counsellor involved in cases of low attendance rates.</p> <p>Attendance Services notified when attendance rates low.</p> <p>Continue to be part of the Ministry Every Day Matters initiative.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>Median Attendance</th> </tr> </thead> <tbody> <tr> <td>7</td> <td><b>92 %</b></td> </tr> <tr> <td>8</td> <td><b>87 %</b></td> </tr> <tr> <td>9</td> <td><b>85 %</b></td> </tr> <tr> <td>10</td> <td><b>86 %</b></td> </tr> <tr> <td>11</td> <td><b>93 %</b></td> </tr> <tr> <td>12</td> <td><b>88 %</b></td> </tr> <tr> <td>13</td> <td><b>83 %</b></td> </tr> <tr> <td>Overall</td> <td><b>89%</b></td> </tr> </tbody> </table> <p>Although we did not improve attendance by 5% across all year levels, we did see and overall improvement for the year.</p> <p>Senior attendance rates definitely improved. Junior rates a concern, especially at year 8 and 9.</p>	Year	Median Attendance	7	<b>92 %</b>	8	<b>87 %</b>	9	<b>85 %</b>	10	<b>86 %</b>	11	<b>93 %</b>	12	<b>88 %</b>	13	<b>83 %</b>	Overall	<b>89%</b>	<p>Attendance monitoring is a part of the pastoral processes we have in place, however, we need did not involve families early enough in some situations.</p>	<p>Careful monitoring of attendance data will occur from very early in the year. HG teacher will be encouraged to follow up with the home.</p> <p>Deans will be proactive in addressing attendance issues.</p> <p>DP will frequently analyse attendance data. Celebrations of 100% attendance levels will occur in assembly each term.</p>
Year	Median Attendance																				
7	<b>92 %</b>																				
8	<b>87 %</b>																				
9	<b>85 %</b>																				
10	<b>86 %</b>																				
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12	<b>88 %</b>																				
13	<b>83 %</b>																				
Overall	<b>89%</b>																				
<b>Planning for next year:</b>																					
Attendance monitoring will continue to be a focus area in 2020. Data will continue to be uploaded to Every Day Counts every term.																					

<b>Strategic Aim 2:</b>	<b>Each student will make progress throughout their education through effective teaching, relationships, assessment and resourcing.</b>		
<b>Annual Aim 4:</b>	<b>Year 7 – 10 students will make progress against the curriculum levels.</b>		
<b>Target:</b>	<b>At least 2 students will move to the expected level in year 8 to 10 Writing and Mathematics.</b>		
<b>Baseline Data:</b>	Year 7 Writing – 36% (14) below    Year 7 Mathematics – 29% (12) below Year 8 Writing – 18% (9) below    Year 8 Mathematics – 27% (14) below Year 9 Writing – 35% (13) below    Year 9 Mathematics – 29% (10) below		
<b>Actions What did we do?</b>	<b>Outcomes What happened?</b>	<b>Reasons for the variance Why did it happen?</b>	<b>Evaluation Where to next?</b>
<p>Year 8 – mathematics teachers involved in ALiM PLD.</p> <p>Year 9 – monitored student progress throughout the year.</p> <p>Provided differentiated lessons. Subscribed to Education Perfect to support this process.</p> <p>Writing programme in place for year 10 based on NCEA tasks.</p> <p>Regular writing groups and activities for year 7.</p>	<p><b>Mathematics</b> Year 8 – 10% (4) are still below the expected level in mathematics. Of the 38 students, 22 students made good progress, 8 made significant progress. The remaining 5 students have not shown enough progress to move up a level. 20 of the 35 students in year 9 made progress on their level of achievement in mathematics. 9 students are still below and 2 well below the expected level. Year 10 – 11 students are below the expected level for mathematics. They have all made progress from year 9.</p> <p><b>Writing</b> y8 – 67% considered at or above the expected level. Y9 – 60% at or above expected level. Y10 – Many students are still achieving at level 4 of the curriculum for writing and have not made the progress expected. However, 2 students did move from below to at the expected level at each year level.</p>	<p>ALiM provided targeted intervention time for students at risk of not achieving ALiM supported further teacher development and understanding of targeted interventions. There was significant acceleration in the year 8 group and some acceleration in the year 7 and 10 groups.</p> <p>Individualised programmes allowed for students to progress at own rate.</p> <p>Year 9 Writing – the loss of students from the school from y8 to y9 really shows in this data – many of those students were above the standard</p> <p>Year 10 Writing – this group was difficult to engage in the writing programme, especially the boys. A full review of the programme will occur for next year.</p>	<p>Register for Education Perfect in 2020 (budget implication)</p> <p>Make sure a regular programme of assessment / monitoring is in place for all classes.</p> <p>Further develop the Writing programme and continuum of expectation across year 7 to 10.</p> <p>Changes were made to the way assessment was recorded and reported during 2019. This will be further developed in 2020 to better show student progress.</p>
<b>Planning for next year:</b>			
Regular monitoring of student progress in both Writing and Mathematics. Provide individualised support where-ever necessary. Develop a continuum of expectations across year 7 to 10 in Writing. Use the PACT tool to support the understanding of curriculum levels.			

<b>Strategic Aim 2:</b>	<b>Each student will make progress throughout their education through effective teaching, relationships, assessment and resourcing.</b>
<b>Annual Aim 5:</b>	<b>Year 11 students will achieve required levels in writing and mathematics.</b>
<b>Target:</b>	<b>100 % of year 11 students will gain Level 1 Literacy and Numeracy.</b>
<b>Baseline Data:</b>	2018: Year 10 Writing – 54% (14) below expected level, Year 10 Mathematics – 37% (10) below expected level.

<b>Actions <i>What did we do?</i></b>	<b>Outcomes <i>What happened?</i></b>	<b>Reasons for the variance <i>Why did it happen?</i></b>	<b>Evaluation <i>Where to next?</i></b>
<ul style="list-style-type: none"> <li>• Target students identified</li> <li>• Close monitoring of target students</li> <li>• Targeted interventions put in place</li> <li>• Reporting system reviewed – now five weekly reports showing progress and engagement in learning.</li> </ul>	NCEA Level 1 – 100% of the candidates achieved both Literacy and Numeracy in 2019.	<p>A new modular system in the senior school led to a focus on achieving the literacy and numeracy during semester one.</p> <p>Close monitoring of the student progress allowed programmes to be put in plan to support those at risk of not achieving enough Literacy and Numeracy credits.</p>	<p>Continue to closely monitor student progress and provided individualised support for those who need it.</p> <p>Provide alternative courses through Gateway</p>

**Planning for next year:**

Continue to carefully monitor student progress. Provide individualised pathways for our students.

<b>Strategic Aim 3:</b>	<b>Parents, family and whanau are actively engaged in supporting the mission and values of our school.</b>		
<b>Annual Aim 6:</b>	<b>Parents are engaged in our school with frequent communication occurring between parents and teachers.</b>		
<b>Target:</b>	<b>All families/whanau will be contacted at least once per term.</b>		
<b>Baseline Data:</b>	Student parent teacher interviews occurred twice during the year. Numbers at the second interview were very small.  House Group teachers in contact with parents at beginning of year. Some parents had very little contact again through the year.		
<b>Actions <i>What did we do?</i></b>	<b>Outcomes <i>What happened?</i></b>	<b>Reasons for the variance <i>Why did it happen?</i></b>	<b>Evaluation <i>Where to next?</i></b>
All parents are contacted by the young person's house group teacher. Regular communication between HG teacher and home encouraged. Regular feedback to whanau regarding junior diploma progress. Encourage whanau to access the parent portal to follow student progress and attendance. Parent student teacher meetings occurred three times during the year. Parent/whanau survey sent to all families. Analysed data report sent to all families. Parents encouraged to be involved in student sports. Newsletter – Genesis, Skool Loop, Website, School Facebook used to inform parents	More parents attended parent / student / teacher meetings.  Regular phone calls home.  Some parents still felt they didn't know about things that were happening.	House Group teachers contacted home more often leading to better relationships.  Some activities were not advertised to parents far enough ahead of time.  School Events diary and public diary need to have all events registered.	Communication with home will remain a priority for next year.  We value the connection parent / student/teacher in the learning journey of each child.  More training is needed for some house group teachers in terms of mentoring / goal setting practices.  Encourage Parents / whanau to be engaged with school activities – eg kapa haka, sports, music, etc
<b>Planning for next year:</b>			
HG teachers contact whanau regarding Junior Diploma progress. Parents / whanau are encouraged to take part in consultation groups. Parents / whanau are listened to and ideas valued. Parent / student / teacher conferences held twice during the year with HG teachers and twice with subject teachers.			

## **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport.

During 2019, Tokomairiro High School received a total Kiwisport funding of \$4726.50 (excl GST)

The funding was spent on the Sports Coordinator's wages, outside sports coaches and additional sporting equipment.

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF TOKOMAIRO HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Tokomairiro High School (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, 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 19, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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.

Our audit was completed on 29 May 2020. 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

#### Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

#### 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 of Trustees for the financial statements**

The Board of Trustees 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 of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees 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 of Trustees' responsibilities arise from 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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees 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 of Trustees regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board of Trustees is responsible for the other information. The other information comprises the analysis of variance, kiwisport paragraph and BOT listing included on pages 20 to 26 and page 2 respectively, 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 (Revised): 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.



Aaron Higham  
BDO Invercargill  
On behalf of the Auditor-General  
Invercargill, New Zealand