

# MOKAU SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 2200  
**Principal:** Maryann Symonds  
**School Address:** Rangī Road, MOKAU  
**School Postal Address:** PO Box 16, MOKAU , 4350  
**School Phone:** 06 752 9733  
**School Email:** admin@mokau.school.nz

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Occupation</b>	<b>Term Expires/ Expired</b>
Mark Smyth	Chairperson	Elected	Farmer	Jun 2019
Maree Jones	Chairperson	Elected	Farmer	Jul 2022
Kate Cookson	Principal	ex Officio		
Maryann Symonds	Principal	ex Officio		
Denise Stevens	InterimPrincipal	ex Officio		
Frank Hagenson	Parent Rep	Elected	Computer Tech	Jun 2019
Emma O'Sullivan	Parent Rep	Elected	Teacher	Jun 2019
Natasha Harris	Parent Rep	Elected	Kitchen Hand	Jul 2022
Emma-Gene Hutchinson	Parent Rep	Elected	Farmer	Jul 2022
Geoffrey Robertson	Parent Rep	Elected	Farm Manager	Jul 2022
Patrina Johanson	Staff Rep	Elected	Teacher Aide	Jul 2022

**Accountant / Service Provider:** Education Services Ltd



# MOKAU SCHOOL

Annual Report - For the year ended 31 December 2019

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# Mokau 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 reflects the financial position and operations of the school.

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

Maree Norma Jones.  
Full Name of Board Chairperson

M. Jones.  
Signature of Board Chairperson

29 May 2020  
Date: 29 May 2020

Manann Vanessa Symonds  
Full Name of Principal

[Signature]  
Signature of Principal

29 May 2020  
Date: 29 May 2020

**Mokau 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	291,033	331,547	279,778
Locally Raised Funds	3	35,597	23,930	37,240
Interest income		3,674	2,500	4,028
Gain on Sale of Property, Plant and Equipment		-	-	364
		<u>330,304</u>	<u>357,977</u>	<u>321,410</u>
<b>Expenses</b>				
Locally Raised Funds	3	10,846	9,700	18,692
Learning Resources	4	175,257	201,349	157,555
Administration	5	48,383	44,790	45,368
Finance		242	242	400
Property	6	96,857	98,120	103,045
Depreciation	7	14,167	12,078	14,783
Loss on Disposal of Property, Plant and Equipment		9,159	-	451
		<u>354,911</u>	<u>366,279</u>	<u>340,294</u>
<b>Net Surplus / (Deficit) for the year</b>		(24,607)	(8,302)	(18,884)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(24,607)</u>	<u>(8,302)</u>	<u>(18,884)</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.

**Mokau School****Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		404,685	412,317	423,569
Total comprehensive revenue and expense for the year Capital Contributions from the Ministry of Education		(24,607)	(8,302)	(18,884)
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	22	<u>380,078</u>	<u>404,015</u>	<u>404,685</u>
Retained Earnings		380,078	404,015	404,685
<b>Equity at 31 December</b>		<u>380,078</u>	<u>404,015</u>	<u>404,685</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

**Mokau School**  
**Statement of Financial Position**  
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	128,646	159,536	197,766
Accounts Receivable	9	9,453	17,275	8,968
GST Receivable		591	2,082	-
Prepayments		1,696	1,660	1,625
Inventories	10	4,351	3,666	3,360
Investments	11	26,606	24,988	25,800
		<u>171,343</u>	<u>209,207</u>	<u>237,519</u>
<b>Current Liabilities</b>				
GST Payable		-	-	6,603
Accounts Payable	13	15,263	23,675	21,358
Provision for Cyclical Maintenance	14	9,286	-	9,231
Finance Lease Liability - Current Portion	15	1,535	1,013	2,322
Funds held for Capital Works Projects	16	4,422	-	53,428
		<u>30,506</u>	<u>24,688</u>	<u>92,942</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>140,837</b>	<b>184,519</b>	<b>144,577</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	256,500	232,027	270,735
		<u>256,500</u>	<u>232,027</u>	<u>270,735</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	12,000	12,531	10,000
Finance Lease Liability	15	5,259	-	627
		<u>17,259</u>	<u>12,531</u>	<u>10,627</u>
<b>Net Assets</b>		<u><u>380,078</u></u>	<u><u>404,015</u></u>	<u><u>404,685</u></u>
<b>Equity</b>		<u><u>380,078</u></u>	<u><u>404,015</u></u>	<u><u>404,685</u></u>

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

**Mokau 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		96,100	86,200	79,017
Locally Raised Funds		35,797	23,930	42,166
Goods and Services Tax (net)		(7,194)	-	8,685
Payments to Employees		(74,261)	(54,080)	(56,577)
Payments to Suppliers		(68,348)	(38,894)	(61,120)
Cyclical Maintenance Payments in the year		-	(10,000)	-
Interest Paid		(242)	(242)	(400)
Interest Received		3,773	2,500	4,464
<b>Net cash from Operating Activities</b>		<b>(14,375)</b>	<b>9,414</b>	<b>16,235</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		2,174	-	1,143
Purchase of PPE (and Intangibles)		(5,258)	-	(25,365)
Purchase of Investments		(806)	-	(812)
Proceeds from Sale of Investments		-	-	1,683
<b>Net cash from Investing Activities</b>		<b>(3,890)</b>	<b>-</b>	<b>(23,351)</b>
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(1,849)	(2,525)	(1,193)
Funds Held for Capital Works Projects		(49,006)	-	53,428
<b>Net cash from Financing Activities</b>		<b>(50,855)</b>	<b>(2,525)</b>	<b>52,235</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(69,120)</b>	<b>6,889</b>	<b>45,119</b>
Cash and cash equivalents at the beginning of the year	8	197,766	152,647	152,647
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>128,646</b>	<b>159,536</b>	<b>197,766</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.

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

# Mokau School

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Mokau 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.

##### b) 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 26.

###### *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 12.

#### *Cyclical Maintenance Provision*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 14.

### **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.

### **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. 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.*

### **i) Inventories**

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

## j) Investments

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

### **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.*

## k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 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 are depreciated over their estimated useful lives on a straight line basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Buildings	50 years
Building Improvements	5-20 years
Furniture and Equipment	5-10 years
Information and Communication	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

## **l) Intangible Assets**

### *Software costs*

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

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

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

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

## **m) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

## **n) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

#### **o) Employee Entitlements**

##### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, 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.

#### **p) Revenue Received in Advance**

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

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

#### **q) Funds Held in Trust**

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

#### **r) Shared Funds**

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

#### **s) Provision for Cyclical Maintenance**

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

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

#### **t) Financial 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.

**u) Borrowings**

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

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.

**v) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	68,076	64,000	60,541
Teachers' Salaries Grants	118,908	164,629	120,921
Use of Land and Buildings Grants	75,368	80,171	77,322
Other MoE Grants	28,681	22,747	20,994
	<u>291,033</u>	<u>331,547</u>	<u>279,778</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	4,780	6,500	20,406
Bequests & Grants	22,771	3,300	3,935
Activities	3,621	2,630	2,705
Trading	3,946	3,700	3,203
School House	479	7,800	6,991
	<u>35,597</u>	<u>23,930</u>	<u>37,240</u>
<b>Expenses</b>			
Activities	5,330	5,000	936
Trading	806	1,300	2,499
School House	4,710	3,400	15,257
	<u>10,846</u>	<u>9,700</u>	<u>18,692</u>
<i>Surplus for the year Locally raised funds</i>	<u>24,751</u>	<u>14,230</u>	<u>18,548</u>

## 4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	3,780	4,750	3,215
Library Resources	249	220	294
Employee Benefits - Salaries	167,835	194,329	153,024
Staff Development	3,115	950	674
Extra Curricular Activities	278	1,100	348
	<u>175,257</u>	<u>201,349</u>	<u>157,555</u>

## 5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	2,213	2,965	3,806
Board of Trustees Fees	3,340	3,000	2,250
Board of Trustees Expenses	3,478	1,850	1,418
Communication	1,585	100	1,928
Consumables	2,320	1,850	853
Other	3,701	3,705	3,994
Employee Benefits - Salaries	24,826	24,380	24,263
Insurance	110	-	46
Service Providers, Contractors and Consultancy	6,810	6,940	6,810
	<u>48,383</u>	<u>44,790</u>	<u>45,368</u>

## 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	1,290	780	602
Cyclical Maintenance Expense	2,055	2,769	2,769
Grounds	7,498	5,500	7,049
Heat, Light and Water	3,879	4,400	3,342
Rates	2,031	1,500	2,160
Repairs and Maintenance	4,736	2,500	9,801
Use of Land and Buildings	75,368	80,171	77,322
Security	-	500	-
	<u>96,857</u>	<u>98,120</u>	<u>103,045</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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings	1,662	1,357	1,661
Building Improvements	3,443	2,873	3,517
Furniture and Equipment	5,591	4,959	6,070
Information and Communication Technology	681	1,462	1,789
Motor Vehicles	1,030	168	206
Leased Assets	1,256	828	1,013
Library Resources	504	431	527
	<u>14,167</u>	<u>12,078</u>	<u>14,783</u>



### 8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	9,709	27,459	68,757
Bank Call Account	4,928	4,361	7,838
Short-term Bank Deposits	114,009	127,716	121,171
Cash equivalents for Cash Flow Statement	<u>128,646</u>	<u>159,536</u>	<u>197,766</u>

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

Of the \$128,646 Cash and Cash Equivalents, \$4,422 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	-	5,145	200
Interest Receivable	177	712	276
Teacher Salaries Grant Receivable	9,276	11,418	8,492
	<u>9,453</u>	<u>17,275</u>	<u>8,968</u>
Receivables from Exchange Transactions	177	5,857	476
Receivables from Non-Exchange Transactions	9,276	11,418	8,492
	<u>9,453</u>	<u>17,275</u>	<u>8,968</u>

### 10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	481	66	-
Livestock	3,870	3,600	3,360
	<u>4,351</u>	<u>3,666</u>	<u>3,360</u>

### 11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	26,606	24,988	25,800
Total Investments	<u>26,606</u>	<u>24,988</u>	<u>25,800</u>

## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	138,000	-	-	-	-	138,000
Buildings	61,738	-	-	-	(1,662)	60,076
Building Improvements	31,684	1,303	-	-	(3,443)	29,544
Furniture and Equipment	23,287	608	-	-	(5,591)	18,304
Information and Communication Tech	659	3,347	-	-	(681)	3,325
Motor Vehicles	10,098	-	(9,068)	-	(1,030)	-
Leased Assets	3,529	6,006	(2,265)	-	(1,256)	6,015
Library Resources	1,740	-	-	-	(504)	1,236
<b>Balance at 31 December 2019</b>	<b>270,735</b>	<b>11,264</b>	<b>(11,333)</b>	<b>-</b>	<b>(14,167)</b>	<b>256,500</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Land	138,000	-	138,000
Buildings	83,070	(22,994)	60,076
Building Improvements	70,620	(41,076)	29,544
Furniture and Equipment	84,777	(66,473)	18,304
Information and Communication	26,055	(22,730)	3,325
Leased Assets	7,441	(1,426)	6,015
Library Resources	18,809	(17,573)	1,236
<b>Balance at 31 December 2019</b>	<b>428,772</b>	<b>(172,272)</b>	<b>256,500</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	138,000	-	-	-	-	138,000
Buildings	63,399	-	-	-	(1,661)	61,738
Building Improvements	28,313	6,888	-	-	(3,517)	31,684
Furniture and Equipment	24,671	4,686	-	-	(6,070)	23,287
Information and Communication Technology	3,679	-	(1,231)	-	(1,789)	659
Motor Vehicles	-	10,304	-	-	(206)	10,098
Leased Assets	1,042	3,500	-	-	(1,013)	3,529
Library Resources	1,710	557	-	-	(527)	1,740
<b>Balance at 31 December 2018</b>	<b>260,814</b>	<b>25,935</b>	<b>(1,231)</b>	<b>-</b>	<b>(14,783)</b>	<b>270,735</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	138,000	-	138,000
Buildings	83,070	(21,332)	61,738
Building Improvements	69,317	(37,633)	31,684
Furniture and Equipment	86,040	(62,753)	23,287
Information and Communication	23,204	(22,545)	659
Motor Vehicles	10,304	(206)	10,098
Leased Assets	4,934	(1,405)	3,529
Library Resources	20,839	(19,099)	1,740
<b>Balance at 31 December 2018</b>	<b>435,708</b>	<b>(164,973)</b>	<b>270,735</b>

### 13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	1,927	4,345	7,534
Accruals	2,596	3,806	3,361
Banking Staffing Overuse	-	1,925	-
Employee Entitlements - Salaries	9,276	11,418	8,492
Employee Entitlements - Leave Accrual	1,464	2,181	1,971
	<u>15,263</u>	<u>23,675</u>	<u>21,358</u>
Payables for Exchange Transactions	15,263	21,750	21,358
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	1,925	-
	<u>15,263</u>	<u>23,675</u>	<u>21,358</u>

The carrying value of payables approximates their fair value.

### 14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	19,231	9,762	16,462
Increase to the Provision During the Year	2,055	2,769	2,769
Provision at the End of the Year	<u>21,286</u>	<u>12,531</u>	<u>19,231</u>
Cyclical Maintenance - Current	9,286	-	9,231
Cyclical Maintenance - Term	12,000	12,531	10,000
	<u>21,286</u>	<u>12,531</u>	<u>19,231</u>

### 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:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	2,159	1,013	2,525
Later than One Year and no Later than Five Years	6,074	-	638
	<u>8,233</u>	<u>1,013</u>	<u>3,163</u>

## 16. Funds Held (Owed) for Capital Works Projects

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

2019		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Blk B Rationalisation	<i>in progress</i>	4,422	-	-	-	4,422
A Block Roofing Repairs	<i>completed</i>	49,006	(114)	48,892	-	-
<b>Totals</b>		<b>53,428</b>	<b>(114)</b>	<b>48,892</b>	<b>-</b>	<b>4,422</b>
<b>Represented by:</b>						
Funds Held on Behalf of the Ministry of Education						4,422
Funds Due from the Ministry of Education						-
						<b>4,422</b>

2018		Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Office Relocation	<i>completed</i>	-	5,997	5,997	-	-
Blk B Rationalisation	<i>in progress</i>	-	52,428	48,006	-	4,422
A Block Roofing Repairs	<i>in progress</i>	-	51,300	2,294	-	49,006
<b>Totals</b>		<b>-</b>	<b>109,725</b>	<b>56,297</b>	<b>-</b>	<b>53,428</b>

## 17. Related Party Transactions

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

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

Maree Jones, a Board of Trustees member is a partner at P & M Jones Partnership. During the period, the school purchases livestock from P & M Partnership for a total cost \$1,200. No amount was outstanding at balance date. (2018: \$2,100)

Paul Symonds husband of Maryann (Principal) carried out lawn mowing for the school to the cost \$1,362 during the 2019 year.

Jody Robertson wife of Geffory Robertson (Board member) worked as a teacher aid and was paid \$6,969 during the year.

(2018: Kate Cookson, the school Principal, rented the school house during the period for \$300 per fortnight. Aaron Jones, who has family ties with Maree Jones (Board of Trustees Member), was contracted for services to the school totalling \$450. No amount was outstanding at balance date.)

## 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.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,340	2,250
Full-time equivalent members	0.06	0.05
<i>Leadership Team</i>		
Remuneration	101,096	90,863
Full-time equivalent members	1.00	0.93
Total key management personnel remuneration	104,436	93,113
Total full-time equivalent personnel	1.06	0.98

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:		
Principal A		
Salary and Other Payments		80 - 90
Benefits and Other Emoluments		2 - 3
Termination Benefits		-
Principal B		
Salary and Other Payments	80 - 90	-
Benefits and Other Emoluments	2 - 3	-
Termination Benefits	-	-
Principal C		
Salary and Other Payments	10 - 20	
Benefits and Other Emoluments	0 - 1	
Termination Benefits	-	

### 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	-	-
	0.00	0.00

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

## 19. Compensation and Other Benefits Upon Leaving

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

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

## 20. 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.

## 21. Commitments

### (a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

### (b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

## 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 (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	128,646	159,536	197,766
Receivables	9,453	17,275	8,968
Investments - Term Deposits	26,606	24,988	25,800

Total Financial assets measured at amortised cost

164,705	201,799	232,534
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### Financial liabilities measured at amortised cost

Payables	15,263	23,675	21,358
Borrowings - Loans	-	-	-
Finance Leases	6,794	1,013	2,949
Painting Contract Liability	-	-	-

Total Financial Liabilities Measured at Amortised Cost

22,057	24,688	24,307
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#### **24. Events After Balance Date**

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 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. Subsequently all schools and kura reopened on the 18th of 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.

#### **25. Comparatives**

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

#### **26. 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:

- Note 8 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.

- Note 9 Investments:

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

## INDEPENDENT AUDITOR'S REPORT

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

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

#### Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expenses, 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 Tier 2 PBE Accounting Standards (PBE IPSAS) 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 24 on page 21 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 Board of Trustees schedule included under the School Directory page and the Analysis of Variance, Kiwisport statement, Principals and Chairman's Report included as an appendices, but does not include the financial statements, and our auditor's report thereon.

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

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (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.



**Talia Anderson-Town**  
**Silks Audit Chartered Accountants Ltd**  
**On behalf of the Auditor-General**  
**Whanganui, New Zealand**



## **"Together We Can Do It"**

P.O.BOX 16 MOKAU 4350 \* 067529733 PH \* 067529112 FX \* [admin@mokau.school.nz](mailto:admin@mokau.school.nz)

### **Kiwisport Statement 2019**

In 2019 the Kiwisport funding was used to purchase resources and assist with coaching. This assisted with developing student's interests and skills and developing lesson ideas and strategies for staff. Resources were purchased to support our Swimming programme and activities taught during our Project Energize.

We were able to expose our students to a range of sporting codes through coaching and Project Energize.

Maryann Symonds  
PRINCIPAL

# Analysis of Variance Reporting



<b>School Name:</b>	Mokau School	<b>School Number:</b>	2200
<b>Strategic Aim:</b>	To ensure all students are making progress guided by the New Zealand Curriculum and evidenced using appropriate assessment tools and methods.		
<b>Annual Aim:</b>	Improve outcomes and achievement levels in Numeracy.		
<b>Target:</b>	All learners were identified as target learners due to there being 11 children at the start of the year who were scattered across every year level. The cohort included 5 ORS or MOE intervention students.		
<b>Baseline Data:</b>	Due to 7 of the students being new to the school at the start of the year and a relief sole charge principal in place until March 2019 no baseline data was available from the start of the year. Midyear and end of year data is as follows.		

Comparison to curriculum expectation

Mid-Year (Total of 7 students included)	End of Year (Total of 9 students included)
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	Requires support	Working towards	At	Above	Requires support	Working towards	At	Above
Year 1-4			3			1	4	
Year 5-8		2	2				4	

Requires Support- More than 1 year below curriculum expectation  
 Working towards- Less than 1 year below curriculum expectation  
 At- At curriculum expectation  
 Above- More than 1 year above curriculum expectation

**Maori Achievement Data mid-year**

The following calculation is for the table above 75% of Maori students are achieving at expected curriculum level. (25% = 1 student)  
 Whole School Achievement 71% achieving at expected curriculum level.

4 other students require support and are either ORS students or have other Ministry of Education interventions in place and have IEP's and regular team meetings occur to track and support the learning of these students. For the purposes of confidentiality these students do not appear on the table above.

This data included has been generated by teacher observations, tasks from Assessment Resource Bank, Gloss, JAM and various other testing to provide information to make PACT judgements.

**Maori Achievement Data end of year**

100% of Maori students are achieving at curriculum level.  
 88% achieving at expected curriculum level.

<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>1. Data collected and reviewed to determine the learning needs of all students</p> <p>2. Adoption of Prime Mathematics Programme to support the individual learning of all students.</p> <p>3. Matific trialled in the classroom to support the targeted teaching</p>	<p>Deliberate acts of teaching targeted to address areas of concern.</p> <p>Responsive planning and curriculum delivery</p> <p>Students had individual needs based learning. All staff had access to individual plans through a shared google drive.</p> <p>Tasks were individually selected for students to reinforce learning</p>	<p>Some learners had knowledge and strategy gaps. For the students who were performing below curriculum level the fact that the students have attended a number of schools could have had some impact on gaps occurring due to consistency.</p> <p>Teachers had 8 different maths groups to provide support and instruction to. Weekly plans were often not able to be executed due to student absence or other school events. Due to the programme being new a large amount of time was required to resource the programme.</p> <p>Ipads and internet speed were unable to reliably provide access to the programme. This was frustrating for learners who enjoyed the learning but were annoyed by the constant glitches.</p>	<p>Continue to use quality data to inform planning and delivery of targeted teaching.</p> <p>Consistently revise concepts to ensure retention and confidence.</p> <p>Responsive planning and delivery.</p> <p>Continued use of Prime Mathematics and shared planning documents. Shared daily planning documents have a blank space on the date to allow for unforeseen interruptions due to attendance or events. Most levels of the programme are now resourced</p> <p>New Ipads will be purchased and our technology specialist is convinced this will fix the issue.</p>

### Planning for next year:

- Prime Maths resources will be purchased and used to ensure targeted teaching.
- New Ipads will be purchased to support digital enrichment activities.
- Targets will be set to promote improved outcomes in Mathematics
- Principal reporting to the board will include regular updates on progress towards targets.
- All students will continue to be monitored and program of learning adapted to reflect needs identified by data analysis.

# Analysis of Variance Reporting



<b>School Name:</b>	Mokau School	<b>School Number:</b>	2200
<b>Strategic Aim:</b>	To ensure all students are making progress guided by the New Zealand Curriculum and evidenced using appropriate assessment tools and methods.		
<b>Annual Aim:</b>	Improve outcomes and achievement levels in Reading.		
<b>Target:</b>	All learners were identified as target learners due to there being 11 children at the start of the year who were scattered across every year level. The cohort included 5 ORS or MOE intervention students.		
<b>Baseline Data:</b>	Due to 7 of the students being new to the school at the start of the year and a relief sole charge principal in place until March 2019 no baseline data was available from the start of the year.  Midyear and end of year data is as follows. Comparison to curriculum expectation		



Mid Year (Total of 7 students included)	End of Year (Total of 9 students)
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	Requires support	Working towards	At	Above	Requires support	Working towards	At	Above
Year 1-4			3			1	4	
Year 5-8		2				1		3

Requires Support- More than 1 year below curriculum expectations  
 Working towards- Less than 1 year below curriculum expectations  
 At- At curriculum expectations  
 Above- More than 1 year above curriculum expectations

**Maori Achievement Data mid-year**

The following calculation if for the table above.  
 75% of Maori students are achieving at expected curriculum level. (25% = 1 student).  
 71% of all students achieving at expected curriculum level.

4 other students require support and are either ORS students or have other Ministry of Education interventions in place and have IEP's and regular team meetings occur to track and support the learning of these students. For the purposes of confidentiality these students do not appear on the table above.

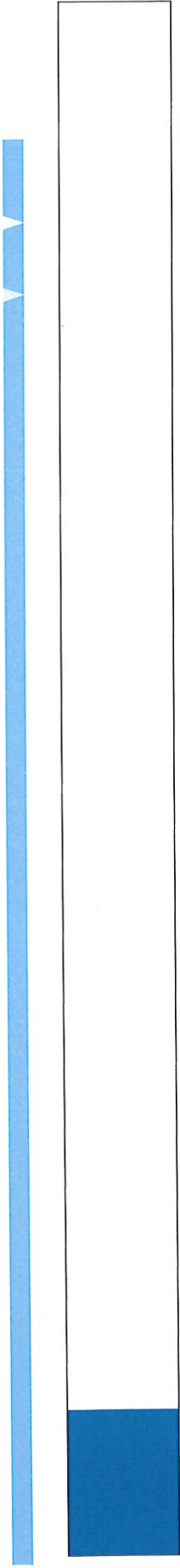
This data included has been generated by teacher observations, tasks from Assessment Resource Bank, and various other testing to provide information to make PAcT judgements.

**Maori Achievement Data end of year**

The calculation is based on information in the table. 80% of Maori Students were achieving at curriculum level. (1 student = 20%)  
 77% of all students achieving at expected curriculum level.

5 other students require support and are either ORS students or have other Ministry of Education interventions in place and have IEP's and regular team meetings occur to track and support the learning of these students. For the purposes of confidentiality these students do not appear on the table above.

The data included has been generated by teacher observations, tasks from Assessment Resource Bank, PAT, Education Perfect, Probe, Little Learners, running records and various other testing to provide information to make PAcT judgements.



<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>1. Data collected and reviewed to determine the learning needs of all students</p>	<p>Deliberate acts of teaching targeted to address areas of concern.</p>	<p>Some learners had knowledge and strategy gaps. For the students who were performing below curriculum level the fact that the students have attended a number of schools could have had some impact on gaps occurring due to consistency. Aligning the levels of the reading programme used to the NZC is a work in progress. Some aspects easily cross over but using the phonics based programme in Year 1 and 2 has some differences in focus.</p>	<p>Continue to use quality data to inform planning and delivery of targeted teaching.</p> <p>Continue to work towards aligning the learning progressions of Little Learners Love Literacy to the NZC</p> <p>Responsive planning and delivery.</p>
<p>2. Extending the use of Little Learners Love Literacy Programme to explicitly teach phoneme/ grapheme knowledge to students in the middle and senior school who require it.</p>	<p>Responsive planning and curriculum delivery students had individual needs based learning. All staff had access to individual plans through a shared google drive. Learning progressions were evidence based.</p>	<p>Due to the range of needs of learners large amounts of time were spent planning and resourcing learning. Teachers and teacher aides were spending many hours making supporting materials and meticulously planning learning that was explicit and sequential.</p>	<p>Because a lot of resourcing and planning has already taken place the time taken by staff to prepare for targeted learning should decrease as familiarity with the progressions and completion of support materials is complete.</p> <p>The resources will be extended in 2020 with a focus on middle/senior school learners.</p>
<p>3. Continued professional development of staff in “The Science of Reading”</p>	<p>Development of a shared teacher understanding the importance of systematic and explicit teaching of phonics and how to incorporate this into a reading program .</p>	<p>Teachers began to learn how to weave the approach into all curriculum areas and the importance of consistent delivery and practise. Students absence from instructional sessions (due to</p>	<p>Planning of sessions will remain undated to allow for student absence to ensure systematic learning is continued even if the child is absent. Teachers will continue to explore ways to weave</p>

		absence from school) was notably affecting progress.	the approach across the curriculum and ability levels.
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**Planning for next year:**

- Little Learners Love Literacy resources will be purchased and used to ensure targeted teaching of middle and senior students.
- New Ipads will be purchased to support digital enrichment activities.
- Targets will be set to promote improved outcomes in Reading
- Principal reporting to the board will include regular updates on progress towards targets.
- All students will continue to be monitored and program of learning adapted to reflect needs identified by data analysis.

# Analysis of Variance Reporting



<b>School Name:</b>	Mokau School	<b>School Number:</b>	2200
<b>Strategic Aim:</b>	To ensure all students are making progress guided by the New Zealand Curriculum and evidenced using appropriate assessment tools and methods.		
<b>Annual Aim:</b>	Improve outcomes and achievement levels in Writing.		
<b>Target:</b>	All learners were identified as target learners due to there being 11 children at the start of the year who were scattered across every year level. The cohort included 5 ORS or MOE intervention students.		
<b>Baseline Data:</b>	Due to 7 of the students being new to the school at the start of the year and a relief sole charge principal in place until March 2019 no baseline data was available from the start of the year.		

Midyear and end of year data is as follows.  
Comparison to curriculum expectation

Mid Year (Total of 7 students included)	End of Year (Total of 9 students)
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	Requires support	Working towards	At	Above	Requires support	Working towards	At	Above
Year 1-4			3			1	4	
Year 5-8		2	2			1	3	

Requires Support- More than 1 year below curriculum expectations  
Working towards- Less than 1 year below curriculum expectations  
At- At curriculum expectations  
Above- More than 1 year above curriculum expectations

**Maori Achievement Data mid-year**

The following calculation is for the table above.  
75% of Maori students are achieving at expected curriculum level. (25% = 1 student).  
71% of all students achieving at expected curriculum level.

4 other students require support and are either ORS students or have other Ministry of Education interventions in place and have IEP's and regular team meetings occur to track and support the learning of these students. For the purposes of confidentiality these students do not appear on the table above.

This data included has been generated by teacher observations, tasks from Assessment Resource Bank, and various other testing to provide information to make PACT judgements.

**Maori Achievement Data end of year**

The calculation is based on information in the table. 80% of Maori Students were achieving at curriculum level. (1 student = 20%)  
77% of all students achieving at expected curriculum level.

5 other students require support and are either ORS students or have other Ministry of Education interventions in place and have IEP's and regular team meetings occur to track and support the learning of these students. For the purposes of confidentiality these students do not appear on the table above.



The data included has been generated by teacher observations, tasks from Assessment Resource Bank, PAT, Education Perfect, Little Learners, Learning Progressions and various other observation to provide information to make PAcT judgements.

<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>1. Data collected and reviewed to determine the learning needs of all students</p> <p>2. Continued professional development of staff in Writing</p>	<p>Deliberate acts of teaching targeted to address areas of concern.</p> <p>Development of a shared teacher understanding the importance of systematic and explicit teaching of writing and how to incorporate this into a literacy program .</p>	<p>Some learners had barriers to writing progress. For the students who were performing below curriculum level the fact that the students have attended a number of schools could have had some impact on gaps occurring due to consistency. A large percentage of students were disengaged from writing due to limited understanding of Sentence development and language structures. The production of text was also limited by vocabulary and minimal knowledge of some text types.</p> <p>Staff began to develop deliberate targeted teaching approaches to writing. The delivery was well targeted and reflected need but sometimes delivery was constrained by time due to other literacy delivery.</p>	<p>Continue to use quality data to inform planning and delivery of targeted teaching.</p> <p>Continue to explore "Writing as a Reader" to support the deliberate noticing of text features during reading and writing instruction. Ensure explicit writing instruction explores a variety of text types at all year levels. Continued responsive planning and delivery.</p> <p>Contracting deliberate systematic learning plans for Writing and ensuring appropriate time allocation regularly.</p>



**Planning for next year:**

- New Ipads will be purchased to support digital enrichment activities eg book creator.
- Targets will be set to promote improved outcomes in Writing
- Principal reporting to the board will include regular updates on progress towards targets.
- All students will continue to be monitored and program of learning adapted to reflect needs identified by data analysis.
- Deliberate daily time allocation for targeted writing instruction