

MOKAU SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

| | |
|-------------------------------|-------------------------|
| Ministry Number: | 2200 |
| Principal: | Maryann Symonds |
| School Address: | Rangi Street, Mokau |
| School Postal Address: | P O Box 16, Mokau, 4350 |
| School Phone: | 06 752 9733 |
| School Email: | admin@mokau.school.nz |

Members of the Board of Trustees

| Name | Position | How Position Gained | Term Expires/ Expired |
|----------------------|-----------------|------------------------------------|--------------------------------------|
| Maree Jones | Chairperson | Elected | Jul 2022 |
| Maryann Symonds | Principal | ex Officio | |
| Natasha Harris | Parent Rep | Elected | Jan 2020 |
| Emma-Gene Hutchinson | Parent Rep | Elected | Jul 2022 |
| Geoffrey Robertson | Parent Rep | Elected | Jul 2022 |
| Joanne Cooney | Parent Rep | Elected | Jul 2022 |
| Patrina Johanson | Staff Rep | Elected | Jan 2020 |
| Jackie Warren | Staff Rep | Elected | Jul 2022 |

| | |
|---------------------------------------|------------------------|
| Accountant / Service Provider: | Education Services Ltd |
|---------------------------------------|------------------------|



MOKAU SCHOOL

Annual Report - For the year ended 31 December 2020

Index

| Page | Statement |
|------|-----------|
|------|-----------|

| | |
|--|-----------------------------|
| | Financial Statements |
|--|-----------------------------|

| | |
|--------|--|
| 1 | Statement of Responsibility |
| 2 | Statement of Comprehensive Revenue and Expense |
| 3 | Statement of Changes in Net Assets/Equity |
| 4 | Statement of Financial Position |
| 5 | Statement of Cash Flows |
| 6 - 21 | Notes to the Financial Statements |

| | |
|--|--------------------------|
| | Other Information |
|--|--------------------------|

| | |
|--|----------------------|
| | Analysis of Variance |
|--|----------------------|

| | |
|--|-----------|
| | Kiwisport |
|--|-----------|

Statement of Responsibility

For the year ended 31 December 2020

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2020 fairly reflects the financial position and operations of the school.

The School's 2020 financial statements are authorised for issue by the Board.

Marce Norma Jones

Full Name of Board Chairperson



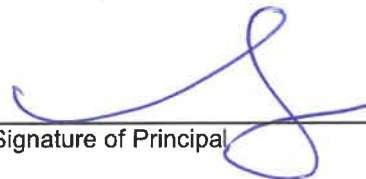
Signature of Board Chairperson

19 May 2021

Date

Maryann Vanness Symonds

Full Name of Principal



Signature of Principal

19 May 2021

Date

Mokau School**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2020

| | | 2020 | 2020 | 2019 |
|---|-------|--------------|-----------------------------|--------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Revenue | | | | |
| Government Grants | 2 | 349,254 | 334,560 | 291,033 |
| Locally Raised Funds | 3 | 35,399 | 22,130 | 35,597 |
| Interest income | | 2,141 | 3,150 | 3,674 |
| | | <hr/> | <hr/> | <hr/> |
| | | 386,794 | 359,840 | 330,304 |
| Expenses | | | | |
| Locally Raised Funds | 3 | 12,282 | 5,800 | 10,846 |
| Learning Resources | 4 | 168,521 | 204,526 | 175,257 |
| Administration | 5 | 47,202 | 42,646 | 48,383 |
| Finance | | 710 | 14 | 242 |
| Property | 6 | 117,109 | 94,096 | 96,857 |
| Depreciation | 7 | 13,218 | 11,926 | 14,167 |
| Loss on Disposal of Property, Plant and Equipment | | 2,870 | - | 9,159 |
| | | <hr/> | <hr/> | <hr/> |
| | | 361,912 | 359,008 | 354,911 |
| Net Surplus / (Deficit) for the year | | 24,882 | 832 | (24,607) |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <hr/> | <hr/> | <hr/> |
| | | 24,882 | 832 | (24,607) |

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 2020

| | Notes | Actual 2020 \$ | Budget (Unaudited) 2020 \$ | Actual 2019 \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | | 380,078 | 396,383 | 404,685 |
| Total comprehensive revenue and expense for the year | | 24,882 | 832 | (24,607) |
| Capital Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | 645 | - | - |
| Equity at 31 December | 22 | 405,605 | 397,215 | 380,078 |
| Retained Earnings | | 405,605 | 397,215 | 380,078 |
| Equity at 31 December | | 405,605 | 397,215 | 380,078 |

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 2020

| | | 2020 | 2020 | 2019 |
|---|-------|----------------|----------------|----------------|
| | Notes | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 239,192 | 156,355 | 128,646 |
| Accounts Receivable | 9 | 8,655 | 8,968 | 9,453 |
| GST Receivable | | 1,516 | - | 591 |
| Prepayments | | 1,726 | 1,625 | 1,696 |
| Inventories | 10 | 5,701 | 3,360 | 4,351 |
| Investments | 11 | - | 25,800 | 26,606 |
| | | <u>256,790</u> | <u>196,108</u> | <u>171,343</u> |
| Current Liabilities | | | | |
| GST Payable | | - | 6,603 | - |
| Accounts Payable | 13 | 15,292 | 21,358 | 15,263 |
| Provision for Cyclical Maintenance | 14 | 9,333 | 9,231 | 9,286 |
| Finance Lease Liability - Current Portion | 15 | 2,036 | 2,322 | 1,535 |
| Funds held for Capital Works Projects | 16 | 55,089 | - | 4,422 |
| | | <u>81,750</u> | <u>39,514</u> | <u>30,506</u> |
| Working Capital Surplus/(Deficit) | | <u>175,040</u> | <u>156,594</u> | <u>140,837</u> |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 248,877 | 246,731 | 256,500 |
| | | <u>248,877</u> | <u>246,731</u> | <u>256,500</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 14 | 14,000 | 5,483 | 12,000 |
| Finance Lease Liability | 15 | 4,312 | 627 | 5,259 |
| | | <u>18,312</u> | <u>6,110</u> | <u>17,259</u> |
| Net Assets | | <u>405,605</u> | <u>397,215</u> | <u>380,078</u> |
| Equity | | <u>405,605</u> | <u>397,215</u> | <u>380,078</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 2020

| | | 2020 | 2020 | 2019 |
|--|----------|----------------|-----------------------------|-----------------|
| | Note | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 129,396 | 119,317 | 96,100 |
| Locally Raised Funds | | 35,399 | 22,130 | 35,797 |
| Goods and Services Tax (net) | | (925) | - | (7,194) |
| Payments to Employees | | (64,729) | (79,580) | (74,261) |
| Payments to Suppliers | | (58,904) | (95,775) | (68,348) |
| Cyclical Maintenance Payments in the year | | - | (10,000) | - |
| Interest Paid | | (710) | (14) | (242) |
| Interest Received | | 2,277 | 3,150 | 3,773 |
| Net cash from/(to) Operating Activities | | 41,804 | (40,772) | (14,375) |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) | | - | - | 2,174 |
| Purchase of Property Plant & Equipment (and Intangibles) | | (7,058) | - | (5,258) |
| Purchase of Investments | | - | - | (806) |
| Proceeds from Sale of Investments | | 26,606 | - | - |
| Net cash from/(to) Investing Activities | | 19,548 | - | (3,890) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 645 | - | - |
| Finance Lease Payments | | (2,118) | (639) | (1,849) |
| Funds Held for Capital Works Projects | | 50,667 | - | (49,006) |
| Net cash from/(to) Financing Activities | | 49,194 | (639) | (50,855) |
| Net increase/(decrease) in cash and cash equivalents | | 110,546 | (41,411) | (69,120) |
| Cash and cash equivalents at the beginning of the year | 8 | 128,646 | 197,766 | 197,766 |
| Cash and cash equivalents at the end of the year | 8 | 239,192 | 156,355 | 128,646 |

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

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



Mokau School

Notes to the Financial Statements

For the year ended 31 December 2020

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 and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

Measurement Base

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

Specific Accounting Policies

The accounting policies used in the preparation of these financial statements are set out below.



Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

Cyclical maintenance

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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



Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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



j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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 held under a Finance Lease | Term of Lease |



l) Intangible Assets

Software costs

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

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

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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



o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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



u) Borrowings

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

The budget figures are extracted from the School budget that was approved by the Board.

x) Services received in-kind

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



2. Government Grants

| | 2020 | 2020 Budget | 2019 |
|---|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Operational Grants | 97,966 | 89,180 | 68,076 |
| Teachers' Salaries Grants | 126,528 | 120,921 | 118,908 |
| Use of Land and Buildings Grants | 92,784 | 77,322 | 75,368 |
| Resource Teachers Learning and Behaviour Grants | 174 | - | - |
| Other MoE Grants | 31,802 | 47,137 | 28,681 |
| | 349,254 | 334,560 | 291,033 |

The school has opted in to the donations scheme for this year. Total amount received was \$1,650.

Other MOE Grants total includes additional COVID-19 funding totalling \$18,399 for the year ended 31 December 2020.

3. Locally Raised Funds

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

| | 2020 | 2020 Budget | 2019 |
|--|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Revenue | | | |
| Donations | 5,076 | 4,200 | 4,780 |
| Bequests & Grants | 4,300 | 4,300 | 22,771 |
| Activities | 3,959 | 1,430 | 3,621 |
| Trading | 119 | 3,200 | 3,946 |
| Fundraising | 1,335 | - | - |
| School House | 20,610 | 9,000 | 479 |
| | 35,399 | 22,130 | 35,597 |
| Expenses | | | |
| Activities | (95) | 1,100 | 5,330 |
| Trading | (515) | 1,400 | 806 |
| Fundraising (Costs of Raising Funds) | 40 | - | - |
| School House | 12,852 | 3,300 | 4,710 |
| | 12,282 | 5,800 | 10,846 |
| <i>Surplus for the year Locally raised funds</i> | 23,117 | 16,330 | 24,751 |

4. Learning Resources

| | 2020 | 2020 Budget | 2019 |
|--------------------------------|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Curricular | 4,362 | 4,825 | 3,780 |
| Library Resources | 184 | 200 | 249 |
| Employee Benefits - Salaries | 162,852 | 178,301 | 167,835 |
| Staff Development | 899 | 3,200 | 3,115 |
| Extra Curricular Activities | 224 | 1,000 | 278 |
| Healthy School Lunch Programme | - | 17,000 | - |
| | 168,521 | 204,526 | 175,257 |



5. Administration

| | 2020 | 2020 Budget | 2019 |
|--|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Audit Fee | 3,146 | 3,146 | 2,213 |
| Board of Trustees Fees | 2,255 | 2,900 | 3,340 |
| Board of Trustees Expenses | 1,460 | 1,200 | 3,478 |
| Communication | 1,475 | 1,250 | 1,585 |
| Consumables | 992 | 1,600 | 2,320 |
| Other | 4,686 | 3,410 | 3,701 |
| Employee Benefits - Salaries | 28,948 | 22,200 | 24,826 |
| Insurance | 100 | - | 110 |
| Service Providers, Contractors and Consultancy | 4,140 | 6,940 | 6,810 |
| | 47,202 | 42,646 | 48,383 |

6. Property

| | 2020 | 2020 Budget | 2019 |
|-------------------------------------|----------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Caretaking and Cleaning Consumables | 1,959 | 960 | 1,290 |
| Cyclical Maintenance Expense | 2,047 | 2,714 | 2,055 |
| Grounds | 10,871 | 5,100 | 7,498 |
| Heat, Light and Water | 4,343 | 4,000 | 3,879 |
| Rates | 1,240 | 1,250 | 2,031 |
| Repairs and Maintenance | 3,865 | 2,500 | 4,736 |
| Use of Land and Buildings | 92,784 | 77,322 | 75,368 |
| Security | - | 250 | - |
| | 117,109 | 94,096 | 96,857 |

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

7. Depreciation

| | 2020 | 2020 Budget | 2019 |
|--|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Buildings | 1,661 | 1,399 | 1,662 |
| Building Improvements | 2,053 | 2,898 | 3,443 |
| Furniture and Equipment | 5,660 | 4,708 | 5,591 |
| Information and Communication Technology | 1,592 | 573 | 681 |
| Motor Vehicles | - | 867 | 1,030 |
| Leased Assets | 1,766 | 1,057 | 1,256 |
| Library Resources | 486 | 424 | 504 |
| | 13,218 | 11,926 | 14,167 |



8. Cash and Cash Equivalents

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Bank Current Account | 110,475 | 27,346 | 9,709 |
| Bank Call Account | 13,077 | 7,838 | 4,928 |
| Short-term Bank Deposits | 115,640 | 121,171 | 114,009 |
| Cash and cash equivalents for Statement of Cash Flows | <u>239,192</u> | <u>156,355</u> | <u>128,646</u> |

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

Of the \$239,192 Cash and Cash Equivalents \$55,089 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | - | 200 | - |
| Interest Receivable | 41 | 276 | 177 |
| Teacher Salaries Grant Receivable | 8,614 | 8,492 | 9,276 |
| | <u>8,655</u> | <u>8,968</u> | <u>9,453</u> |
| Receivables from Exchange Transactions | 41 | 476 | 177 |
| Receivables from Non-Exchange Transactions | 8,614 | 8,492 | 9,276 |
| | <u>8,655</u> | <u>8,968</u> | <u>9,453</u> |

10. Inventories

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|------------|----------------------|-------------------------------------|----------------------|
| Stationery | 161 | - | 481 |
| Livestock | 5,540 | 3,360 | 3,870 |
| | <u>5,701</u> | <u>3,360</u> | <u>4,351</u> |

11. Investments

The School's investment activities are classified as follows:

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | - | 25,800 | 26,606 |
| Total Investments | <u>-</u> | <u>25,800</u> | <u>26,606</u> |



12. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|--|--------------------------|--------------|----------------|------------|-----------------|----------------|
| 2020 | \$ | \$ | \$ | \$ | \$ | \$ |
| Land | 138,000 | - | - | - | - | 138,000 |
| Buildings | 60,076 | - | (2,449) | - | (1,661) | 55,966 |
| Building Improvements | 29,544 | - | - | - | (2,053) | 27,491 |
| Furniture and Equipment | 18,304 | 3,689 | (421) | - | (5,660) | 15,912 |
| Information and Communication Technology | 3,412 | 3,298 | - | - | (1,592) | 5,118 |
| Leased Assets | 5,928 | 1,409 | - | - | (1,766) | 5,571 |
| Library Resources | 1,236 | 69 | - | - | (486) | 819 |
| Balance at 31 December 2020 | 256,500 | 8,465 | (2,870) | - | (13,218) | 248,877 |

The net carrying value of equipment held under a finance lease is \$5,571 (2019: \$6,015)

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|--|----------------------|-----------------------------|-------------------|
| 2020 | \$ | \$ | \$ |
| Land | 138,000 | - | 138,000 |
| Buildings | 79,965 | (23,999) | 55,966 |
| Building Improvements | 70,620 | (43,129) | 27,491 |
| Furniture and Equipment | 79,817 | (63,905) | 15,912 |
| Information and Communication Technology | 22,788 | (17,670) | 5,118 |
| Leased Assets | 7,415 | (1,844) | 5,571 |
| Library Resources | 6,647 | (5,828) | 819 |
| Balance at 31 December 2020 | 405,252 | (156,375) | 248,877 |

| | 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 Technology | 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 |
| Balance at 31 December 2019 | 270,735 | 11,264 | (11,333) | - | (14,167) | 256,500 |

The net carrying value of equipment held under a finance lease is \$6,015 (2018: \$3,529)

| | 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 Technology | 26,055 | (22,730) | 3,325 |
| Leased Assets | 7,441 | (1,426) | 6,015 |
| Library Resources | 18,809 | (17,573) | 1,236 |
| Balance at 31 December 2019 | 428,772 | (172,272) | 256,500 |



13. Accounts Payable

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Operating Creditors | 1,998 | 7,534 | 1,927 |
| Accruals | 2,674 | 3,361 | 2,596 |
| Employee Entitlements - Salaries | 8,614 | 8,492 | 9,276 |
| Employee Entitlements - Leave Accrual | 2,006 | 1,971 | 1,464 |
| | <u>15,292</u> | <u>21,358</u> | <u>15,263</u> |
| Payables for Exchange Transactions | 15,292 | 21,358 | 15,263 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | <u>15,292</u> | <u>21,358</u> | <u>15,263</u> |

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 21,286 | 12,047 | 19,231 |
| Increase to the Provision During the Year | 2,667 | 2,667 | 2,055 |
| Adjustment to the Provision | (620) | - | - |
| Provision at the End of the Year | <u>23,333</u> | <u>14,714</u> | <u>21,286</u> |
| Cyclical Maintenance - Current | 9,333 | 9,231 | 9,286 |
| Cyclical Maintenance - Term | 14,000 | 5,483 | 12,000 |
| | <u>23,333</u> | <u>14,714</u> | <u>21,286</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:

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 2,562 | 2,322 | 2,159 |
| Later than One Year and no Later than Five Years | 4,720 | 627 | 6,074 |
| | <u>7,282</u> | <u>2,949</u> | <u>8,233</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:

| | 2020 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contribution/ (Write-off to R&M) | Closing Balances \$ |
|--------------------------------|--------------------|---------------------------|----------------------------|----------------|---|---------------------------|
| Blk B Rationalisation | <i>completed</i> | 4,422 | (4,422) | - | - | - |
| Administration Reconfiguration | <i>in progress</i> | - | 69,277 | (14,188) | - | 55,089 |
| Totals | | 4,422 | 64,855 | (14,188) | - | 55,089 |

Represented by:

| | |
|---|---------------|
| Funds Held on Behalf of the Ministry of Education | 55,089 |
| Funds Due from the Ministry of Education | - |
| | <u>55,089</u> |

| | 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) | - | - |
| Totals | | 53,428 | (114) | (48,892) | - | 4,422 |

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, the Chairperson, is a partner in P&M Jones Partnership which provides livestock to the school for purchase. (2019: \$1,200)

Maree Jones, the Chairperson, provided catering services to the value of \$459 (2019: \$0)

Paul Symonds, husband Principal Maryann Symonds, provided lawnmowing and maintenance services to the value of \$2,204 (2019: \$1,362)

Dan Gardiner, partner of BOT member Joanne Cooney, provided tree trimming services to the value of \$1,739 (2019: \$0)



18. Remuneration

Key management personnel compensation

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

| | 2020 Actual \$ | 2019 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 2,255 | 3,340 |
| Full-time equivalent members | 0.08 | 0.06 |
| <i>Leadership Team</i> | | |
| Remuneration | 108,481 | 101,096 |
| Full-time equivalent members | 1.00 | 1.00 |
| Total key management personnel remuneration | 110,736 | 104,436 |
| Total full-time equivalent personnel | 1.08 | 1.06 |

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

Principal

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

| | 2020 Actual \$000 | 2019 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Principal A | | |
| Salary and Other Payments | 100 - 110 | 80 - 90 |
| Benefits and Other Emoluments | 3 - 4 | 2 - 3 |
| Termination Benefits | - | - |
| Principal B | | |
| 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 | 2020 FTE Number | 2019 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:

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



20. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the Programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

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

21. Commitments

(a) Capital Commitments

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

\$76,975 contract for the Administration Reconfiguration as agent for the Ministry of Education. This project is fully funded by the Ministry and \$69,277 has been received of which \$14,188 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2019: 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

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 239,192 | 156,355 | 128,646 |
| Receivables | 8,655 | 8,968 | 9,453 |
| Investments - Term Deposits | - | 25,800 | 26,606 |
| Total Financial assets measured at amortised cost | 247,847 | 191,123 | 164,705 |

Financial liabilities measured at amortised cost

| | | | |
|--|--------|--------|--------|
| Payables | 15,292 | 21,358 | 15,263 |
| Finance Leases | 6,348 | 2,949 | 6,794 |
| Total Financial Liabilities Measured at Amortised Cost | 21,640 | 24,307 | 22,057 |

24. Events After Balance Date

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



25. Comparatives

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

INDEPENDENT AUDITOR'S REPORT

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

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 Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows] for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 19 May 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



PO BOX 7144
156 Guyton Street | WHANGANUI

(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.



PO BOX 7144
156 Guyton Street | WHANGANUI

(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz

- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Board of Trustee schedule included on the cover page, Analysis of Variance and Kiwisport statement included as appendices, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.



PO BOX 7144
156 Guyton Street | WHANGANUI

(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz



SILKS AUDIT
Chartered Accountants Ltd



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

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

Date: 19 May 2021



PO BOX 7144
156 Guyton Street | WHANGANUI

(06) 345 8539

www.silksaudit.co.nz

tanderson@silks.co.nz | ctown@silks.co.nz

Analysis of Variance Reporting



| | | | |
|---------------------|--------------|-----------------------|------|
| School Name: | Mokau School | School Number: | 2200 |
|---------------------|--------------|-----------------------|------|

| | | | | | | | | | |
|--|--|------------------|-----------------|----|-------|-----------------------------------|-----------------|----|-------|
| Strategic Aim: | Goal 1: CURRICULUM To ensure all students are able to access The New Zealand Curriculum as evidenced by appropriate assessment and progress. | | | | | | | | |
| Annual Aim: | Improve outcomes and achievement levels in Mathematics | | | | | | | | |
| Target: | MATHEMATICS TARGET 2020 -To maintain or better the 2019 mathematics achievement of 88% of students at or above expected curriculum level -To provide ongoing tracking of all learners and use appropriate acceleration practices for students identified as “working towards” -To maintain or better the mathematics progress of learners that are ORS or MOE intervention students | | | | | | | | |
| Baseline Data: | Baseline Data 2019 | | | | | | | | |
| | Mid year (total of 7 students) | | | | | End of year (total of 9 students) | | | |
| | | 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 expectations Working towards- Less than 1 year below curriculum expectations At- At curriculum expectations Above- More than 1 year above curriculum expectations | | | | | | | | | |

Comparison to curriculum expectation 2020

| | |
|---|---|
| Mid Year (Total of 9 students included) | End of Year (Total of 11 students included) |
|---|---|

| | Requires support | Working towards | At | Above | Requires support | Working towards | At | Above |
|----------|------------------|-----------------|----|-------|------------------|-----------------|----|-------|
| Year 1-4 | | | 5 | | | | 6 | |
| Year 5-8 | 1 | | 2 | 1 | | | 4 | 1 |

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
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 teacher OTJ.

Maori Achievement Data mid-year

The following calculation is for the table above 100% of Maori students are achieving at or above expected curriculum level. (4/4 students)

Whole School Achievement 88% achieving at or above expected curriculum level.(8/9 students)

Māori Achievement Data End of Year

100% of Māori students are achieving at or above curriculum level.

100% of all students are achieving at or above expected curriculum level (11/11)

2 new entrants were excluded from end of year data due to limited amount of time at school.

Due to the range of ability and needs in the class ALL students are target students. Each student is carefully monitored and their programme adjusted where required to maintain progress.

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|---|--|--|--|
| <ol style="list-style-type: none"> 1. Data collected and reviewed to determine the learning needs of all students. 2. Deliberate focus on improving learner disposition, specifically around task persistence and perseverance by <ul style="list-style-type: none"> -providing regular opportunity for success and high level support and encouragement during trial and error -providing open ended tasks. 3. Used PR1ME Mathematics Programme to support individual learning for all students. | <p>Deliberate acts of teaching targeted to address areas of concern. Responsive curriculum planning and delivery</p> <p>All students became more confident to attempt more sophisticated and complex problems. Due to increased confidence teamed with deliberate teaching reflecting student need, participation and progress across strands became evident.</p> <p>There were 7 different maths groups who could receive targeted instructional Maths lessons daily because PR1ME maths was able to be delivered successfully by all staff for all learners. Teacher aide supporting MOE intervention student learning could follow support material and was observed delivering quality</p> | <p>Students were able to access the learning required due to clear links between assessment and planning.</p> <p>Due to students experiencing success and having a noticeable shift in disposition.</p> <p>Careful selection of rich tasks provided students with opportunity to develop persistence and perseverance.</p> <p>Students were able to receive targeted instruction daily. Due to all student learning plans and folders being available to all staff, consistent delivery was achieved. There was also the opportunity for all staff to reflect and feedback on learner progress that was readily available for the next person to</p> | <p>Continue to develop and use quality data gathering to support targeted teaching. Investigate the use of PAcT in effective Mathematics assessment.</p> <p>There will continue to be a focus on developing growth mindset and student agency. There has been evident consistent improvement in how the students see themselves in relation to Mathematics. They look forward to mathematics daily and are keen to take learning risks. We will continue to select tasks that challenge and support development of task persistence and resilience in learning.</p> <p>The practical task of planning, preparing and feeding back for all students is a huge task for a 1 person. However the gains made due to this progress cannot be discounted. We will continue with this system because it does improve learner progress and effective delivery of targeted learning. It</p> |

| | | | |
|---|---|---|---|
| | learning. All staff used a consistent approach with all students daily. | pick up and see what was required next. | is important to monitor staff workload as a result. |
| Planning for next year: <ul style="list-style-type: none"> -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



| | | | |
|---------------------|--------------|-----------------------|------|
| School Name: | Mokau School | School Number: | 2200 |
|---------------------|--------------|-----------------------|------|

| | | | | | | | | | |
|----------------|---|------------------|-----------------|----|---|------------------|-----------------|----|-------|
| Strategic Aim: | To ensure all students are making progress guided by the New Zealand Curriculum and evidenced using appropriate assessment tools and methods. | | | | | | | | |
| Annual Aim: | Improve outcomes and achievement levels in Reading. | | | | | | | | |
| Target: | -To maintain or better the 2019 reading achievement of 77% of students at or above expected curriculum level -To provide ongoing tracking of all learners and use appropriate acceleration practices for students identified as “working towards” -To maintain or better the reading progress of learners that are ORS or MOE intervention students | | | | | | | | |
| Baseline Data: | Comparison to curriculum expectation | | | | | | | | |
| | Mid Year 2020 (Total of 9 students included) | | | | End of Year 2020 (Total of 11 students included) | | | | |
| | | Requires support | Working towards | At | Above | Requires support | Working towards | At | Above |
| | Year 1-4 | | 1 | 4 | | | 1 | 5 | |
| | Year 5-8 | 1 | 1 | 2 | | 1 | 1 | 3 | |

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 or above expected curriculum level. (3/4 students)
Whole School Achievement 66% achieving at or above expected curriculum level.(6/9 students)

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

Achievement Data End of Year

71% of Māori students are achieving at or above expected curriculum level. (5/7)

73% of all students are achieving at or above expected curriculum level.(8/11)

The drop in percentage of Māori students is misleading. Some of the students have been reclassified as Māori (at the request of whānau) that were previously classified as NZ European.

Next steps

Due to the range of ability and needs in the class ALL students are target students. Each student will continue to be carefully monitored and their programme adjusted where required to maintain progress. The 1 student who requires support is a student who has MOE support and an IEP already in place. This student has made excellent progress so far this year with the support of a dedicated teacher aide.

The 2 students working towards have both made strong progress and are very close to being at curriculum level. Progress at the current rate will see these students at by the end of the year

Planning for learning is in shared folders in the classroom so any staff member is able to pick up where the last instructional session finished. This provides strong continuity for the students even with changing personnel.

End of year comment.

Students have all shown good progress in reading. The student identified as “requiring support” has actually made accelerated progress and is fast approaching “working towards”. Both students currently “working towards” have also shown good progress. All students have followed a structured literacy programme and have developed further learning persistence as a result of gaining confidence and knowledge through targeted delivery of learning. A senior student has displayed above expected curriculum level performance but does not yet display consistent performance.

With further targeted structured literacy delivery I am confident that at least 1 of the working towards students will be at expected curriculum level by the end of next year.

We have maintained the number of students reaching expected curriculum levels. All learners are tracked and learning is targeted for individual needs. MOE intervention students have shown excellent progress.

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|---|---|---|--|
| 1. Data collected and reviewed to determine the learning needs of all students. | Deliberate acts of teaching that met learner need. | There is some variance due to a family asking for reclassification and also the arrival of a new student. With such small numbers 1 or 2 students can be a significant variance. We cannot discount the impact of Covid on learning either. For our year 1-3 learners there was some observable lag after the lockdown period. Online delivery was not highly effective with this group of learners. We are continuing to investigate the alignment of structured literacy delivery to the NZC. | Continue to use quality data to inform planning and delivery of targeted teaching. Investigate online literacy support activities that align with structured literacy. Upskilling in the use of PAcT to ensure alignment between structured literacy and the NZC. We are also hopeful that with the decodable reader dispatch from MOE some guidance may accompany the material. |
| 2. Continued professional development in Structured Literacy. | Refining evidence based practice. | Structured Literacy practise continues to improve as more quality examples and support materials are viewed. | Further school wide development required to ensure all staff are skilled. Professional Development for new staff. |
| 3. Extended the resources for structured literacy | Teacher support materials and senior readers purchased. High quality learning opportunities were supported with engaging games and readers that are decodable. Staff used the Teacher | Senior learners found the new material engaging and were able to successfully apply new learning to decode the new readers. Reading confidence and engagement improved across | We need to increase our range of decodable text to provide variety and further opportunity to consolidate new learning. The new MOE decodable readers will help but we will also target funds to extending our resoyrces |

| | | | |
|---|---|---|--|
| | guides to help structure delivery and construct learning materials. | Year 4-8 and all learners showed improvement in reading | |
| Planning for next year: | | | |
| <p>Further structured literacy PD</p> <p>Exploration of the PAcT upgrade that references structured literacy in the progressions</p> <p>Expand resources</p> <p>Utilise the MOE provided structured literacy texts that will become available in 2021</p> | | | |

Analysis of Variance Reporting



| | | | |
|---------------------|--------------|-----------------------|------|
| School Name: | Mokau School | School Number: | 2200 |
|---------------------|--------------|-----------------------|------|

| | | | | | | | | | |
|----------------|--|------------------|-----------------|----|---|------------------|-----------------|----|-------|
| Strategic Aim: | Goal 1: CURRICULUM To ensure all students are able to access The New Zealand Curriculum as evidenced by appropriate assessment and progress. | | | | | | | | |
| Annual Aim: | Improve outcomes and achievement levels in Writing | | | | | | | | |
| Target: | WRITING TARGET 2020 -To maintain or better the 2019 writing achievement of 77% of students at or above expected curriculum level -To provide ongoing tracking of all learners and use appropriate acceleration practices for students identified as “working towards” -To maintain or better the writing progress of learners that are ORS or MOE intervention students | | | | | | | | |
| Baseline Data: | <u>Comparison to curriculum expectation</u> | | | | | | | | |
| | Mid Year (Total of 9 students included) | | | | End of Year (Total of 11 students included) | | | | |
| | | Requires support | Working towards | At | Above | Requires support | Working towards | At | Above |
| | Year 1-4 | | 1 | 4 | | | 1 | 5 | |

| | | | | | | | | |
|----------|---|---|---|--|---|---|---|--|
| Year 5-8 | 1 | 1 | 2 | | 1 | 1 | 3 | |
|----------|---|---|---|--|---|---|---|--|

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 or above expected curriculum level. (3/4 students)

Whole School Achievement 66% achieving at or above expected curriculum level.(6/9 students)

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

End of Year

71% of Māori students are achieving at or above expected curriculum level. (5/7)

73% of all students are achieving at or above expected curriculum level.(8/11)

The drop in percentage of Māori students is misleading. Some of the students have been reclassified as Māori (at the request of whānau) that were previously classified as NZ European.

Next steps

Due to the range of ability and needs in the class ALL students are target students. Each student will continue to be carefully monitored and their programme adjusted where required to maintain progress. The 1 student who requires support is a student who has MOE support and an IEP already in place. This student has made excellent progress so far this year with the support of a dedicated teacher aide.

Writing will be a targeted focus for the remainder of the year with particular focus in the year 5-8 area. Several students new to our school in the last 12 months require some targeted attention in order to help them raise their level of achievement to at curriculum level. Professional development of staff to use the online AssTle assessment tool to inform learning is booked for Term 4. This tool will help ensure assessment in robust and informed actions are specific and

targeted. Planning for learning is in shared folders in the classroom so any staff member is able to pick up where the last instructional session finished. This provides strong continuity for the students even with changing personnel.

End of year

We have maintained the number of students reaching expected curriculum levels. All learners are tracked and learning is targeted for individual needs. MOE intervention students have shown excellent progress.

Junior students writing is part of the structured literacy programme each day. The writing is directly related to the other structured literacy they are participating in. The Year 5-8 students have had a blend of structured literacy focussed writing to assist them with confidence in surface features and genre focussed writing that guides them in the use of deeper features. We have covered letter writing, speech writing, biographies and some creative writing. Next year we will continue to develop and refine the delivery of writing and strive to improve on the planning, assessment and delivery of writing across the school.

| Actions <i>What did we do?</i> | Outcomes <i>What happened?</i> | Reasons for the variance <i>Why did it happen?</i> | Evaluation <i>Where to next?</i> |
|--|---|---|---|
| <p>1. Data collected and reviewed to determine the learning needs of all students.</p> <p>2. Embedded writing in our structured literacy approach with the junior school.</p> | <p>Deliberate acts of teaching targeted to address areas of concern. Responsive curriculum planning and delivery</p> <p>Year 1-4 had daily sentence and phrase tasks. Deliberate daily focus on writing conventions that was structured enabled learners to successfully reproduce a sentence that was read including surface features relative to their learning. accurately</p> | <p>Students were able to access the learning required due to clear links between assessment and planning.</p> <p>Deliberate focus and practise that was regular supported improved outcomes in the Years 1-4.</p> | <p>Despite clear links between assessment and planning for learning the progress of learners was not as rapid as anticipated. Further research is needed into how to motivate particularly Māori boys writing.</p> <p>Creating a similar approach in Year 5-8 that is engaging.</p> |
| <p>Next steps.</p> <p>Further investigation and development of Year 5-8 writing programme that targets all learners including Māori boys is required. Further PD with the PAcT and asstle tools that support quality assessment for learning required. Ensuring all Year4-8 learners have access to a device to support writing crafting. Investigate engaging evidence based writing interventions for Year 4-8.</p> | | | |



MOKAU SCHOOL

"Together We Can Do It"

P.O.BOX 16 MOKAU 4350 * 067529733 PH * 067529112 FX * admin@mokau.school.nz

Kiwisport Statement 2020

In 2020 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. We were able to expose our students to a range of sporting codes through coaching and Project Energize.

Maryann Symonds
PRINCIPAL