

RANGITOTO SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1920

Principal: Pip Were

School Address: 949 Rangitoto Road

School Postal Address: 949 Rangitoto Road RD 2, Te Kuiti, 3982

School Phone: 07 878 8460

School Email: office@rangi.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Sam Duder	Chairperson	Elected	Dairy Farmer	Jun 2022
Neil Morrow	Principal	ex Officio		
Haleigh Bird	Parent Rep	Elected	Farmer	Jun 2022
Rex de Rooy	Parent Rep	Elected	Dairy Farmer	Jun 2022
Alison Ferris	Parent Rep	Elected	Teacher	Jun 2022
Stephanie Martin	Staff Rep	Elected	Teacher	Jun 2022
Hayley Mita	Chairperson	Elected	Resigned	May 2019
Jon Leineweber	Parent Rep	Elected	Resigned	May 2019
Bronwyn Lawrie	Parent Rep	Elected	Resigned	May 2019

Accountant / Service Provider: Education Services Ltd

RANGITOTO SCHOOL

Annual Report - For the year ended 31 December 2019

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Rangitoto 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.

Samuel Duder

Full Name of Board Chairperson

Philippa Were

Full Name of Principal

SADuder

Signature of Board Chairperson

PKWere

Signature of Principal

3/8/20

Date:

3/8/20

Date:

Rangitoto School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	399,597	482,707	467,496
Locally Raised Funds	3	29,585	23,430	22,755
Interest income		1,884	800	1,590
Gain on Sale of Property, Plant and Equipment		1,096	-	249
		<u>432,162</u>	<u>506,937</u>	<u>492,090</u>
Expenses				
Locally Raised Funds	3	7,640	2,850	2,576
Learning Resources	4	212,415	309,529	243,592
Administration	5	51,120	47,758	61,837
Finance		1,065	417	626
Property	6	121,617	125,766	115,184
Depreciation	7	17,918	15,905	18,732
		<u>411,775</u>	<u>502,225</u>	<u>442,547</u>
Net Surplus / (Deficit) for the year		20,387	4,712	49,543
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>20,387</u>	<u>4,712</u>	<u>49,543</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.



Rangitoto 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		<u>257,429</u>	<u>213,937</u>	<u>207,886</u>
Total comprehensive revenue and expense for the year		20,387	4,712	49,543
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	22	<u>277,816</u>	<u>218,649</u>	<u>257,429</u>
Retained Earnings		277,816	218,649	257,429
Equity at 31 December		<u>277,816</u>	<u>218,649</u>	<u>257,429</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.



Rangitoto School Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	145,197	89,895	143,420
Accounts Receivable	9	7,758	28,053	33,399
GST Receivable		3,836	969	1,230
Prepayments		15,288	2,014	1,922
Inventories	10	499	82	447
Funds owed for Capital Works Projects	16	5,413	-	-
Transport Network	17	16,509	8,406	5,799
		<u>194,500</u>	<u>129,419</u>	<u>186,217</u>
Current Liabilities				
Accounts Payable	12	17,698	27,710	26,163
Revenue Received in Advance	13	62	149	165
Provision for Cyclical Maintenance	14	20,624	4,792	16,000
Finance Lease Liability - Current Portion	15	2,816	1,036	2,070
Funds held for Capital Works Projects	16	-	-	10,896
		<u>41,200</u>	<u>33,687</u>	<u>55,294</u>
Working Capital Surplus/(Deficit)		153,300	95,732	130,923
Non-current Assets				
Property, Plant and Equipment	11	133,228	122,917	129,410
		<u>133,228</u>	<u>122,917</u>	<u>129,410</u>
Non-current Liabilities				
Finance Lease Liability	15	8,712	-	2,904
		<u>8,712</u>	<u>-</u>	<u>2,904</u>
Net Assets		<u>277,816</u>	<u>218,649</u>	<u>257,429</u>
Equity		<u>277,816</u>	<u>218,649</u>	<u>257,429</u>

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



Rangitoto School
Statement of Cash Flows
For the year ended 31 December 2019

	Note	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash flows from Operating Activities				
Government Grants		109,746	96,475	115,070
Locally Raised Funds		29,172	23,430	35,771
Goods and Services Tax (net)		(2,606)	-	(261)
Payments to Employees		(23,813)	(30,701)	(27,319)
Payments to Suppliers		(78,527)	(71,080)	(64,164)
Interest Paid		(1,065)	(417)	(626)
Interest Received		1,885	800	1,586
Net cash from Operating Activities		34,792	18,507	60,057
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(14,655)	(8,192)	(7,642)
Net cash from Investing Activities		(14,655)	(8,192)	(7,642)
Cash flows from Financing Activities				
Finance Lease Payments		(2,051)	(1,949)	(1,420)
Funds Held for Capital Works Projects		(16,309)	-	10,896
Net cash from Financing Activities		(18,360)	(1,949)	9,476
Net increase/(decrease) in cash and cash equivalents		1,777	8,366	61,891
Cash and cash equivalents at the beginning of the year	8	143,420	81,529	81,529
Cash and cash equivalents at the end of the year	8	145,197	89,895	143,420

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.



Rangitoto School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Rangitoto 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 11.

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:

Building Improvements	20-50 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	79,564	78,125	84,160
Teachers' Salaries Grants	203,227	288,202	247,479
Use of Land and Buildings Grants	103,814	101,225	102,647
Other MoE Grants	2,282	2,155	22,817
Transport grants	10,710	13,000	10,393
	<u>399,597</u>	<u>482,707</u>	<u>467,496</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	4,248	2,000	2,015
Activities	1,684	1,390	1,643
Trading	1,134	1,100	668
Fundraising	16,279	12,700	12,789
School House	6,240	6,240	5,640
	<u>29,585</u>	<u>23,430</u>	<u>22,755</u>
Expenses			
Activities	2,301	50	798
Trading	1,673	1,100	122
Fundraising (Costs of Raising Funds)	816	-	1,224
School House	2,850	1,700	432
	<u>7,640</u>	<u>2,850</u>	<u>2,576</u>
<i>Surplus for the year Locally raised funds</i>	<u>21,945</u>	<u>20,580</u>	<u>20,179</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	4,322	4,700	3,868
Library Resources	-	100	23
Employee Benefits - Salaries	206,276	297,979	235,659
Staff Development	1,349	3,600	2,770
Extra Curricular Activities	468	3,150	1,272
	<u>212,415</u>	<u>309,529</u>	<u>243,592</u>



5. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,823	3,550	3,380
Board of Trustees Fees	3,472	3,850	4,592
Board of Trustees Expenses	4,286	2,605	13,950
Communication	1,060	1,550	954
Consumables	5,195	5,802	7,083
Operating Lease	-	-	303
Other	3,489	4,900	3,233
Employee Benefits - Salaries	21,974	16,924	20,378
Insurance	1,052	1,717	2,104
Service Providers, Contractors and Consultancy	6,769	6,860	5,860
	<u>51,120</u>	<u>47,758</u>	<u>61,837</u>

6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	988	1,500	665
Cyclical Maintenance Expense	4,624	3,521	250
Grounds	5,082	9,420	4,938
Heat, Light and Water	5,471	7,800	5,063
Repairs and Maintenance	1,638	2,300	1,621
Use of Land and Buildings	103,814	101,225	102,647
	<u>121,617</u>	<u>125,766</u>	<u>115,184</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	760	645	760
Building Improvements	5,295	4,521	5,325
Furniture and Equipment	5,037	5,024	5,916
Information and Communication Technology	3,632	3,477	4,095
Leased Assets	3,034	2,121	2,498
Library Resources	160	117	138
	<u>17,918</u>	<u>15,905</u>	<u>18,732</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	57,133	35,340	63,959
Bank Call Account	88,064	54,555	79,461
Cash equivalents for Cash Flow Statement	<u>145,197</u>	<u>89,895</u>	<u>143,420</u>

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



9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	597	13,287	287
Banking Staffing Underuse	235	-	19,694
Interest Receivable	3	-	4
Teacher Salaries Grant Receivable	6,923	14,766	13,414
	<u>7,758</u>	<u>28,053</u>	<u>33,399</u>
Receivables from Exchange Transactions	600	13,287	291
Receivables from Non-Exchange Transactions	7,158	14,766	33,108
	<u>7,758</u>	<u>28,053</u>	<u>33,399</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Lunches	30	53	-
Stationery	469	29	447
	<u>499</u>	<u>82</u>	<u>447</u>

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Land	3,000	-	-	-	-	3,000
Buildings	27,119	-	-	-	(760)	26,359
Building Improvements	66,815	-	-	-	(5,295)	61,520
Furniture and Equipment	16,768	7,026	-	-	(5,037)	18,757
Information and Communication Tech	10,766	4,605	-	-	(3,632)	11,739
Leased Assets	4,455	11,285	(1,581)	-	(3,034)	11,125
Library Resources	487	401	-	-	(160)	728
Balance at 31 December 2019	<u>129,410</u>	<u>23,317</u>	<u>(1,581)</u>	<u>-</u>	<u>(17,918)</u>	<u>133,228</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Land	3,000	-	3,000
Buildings	38,000	(11,641)	26,359
Building Improvements	110,541	(49,021)	61,520
Furniture and Equipment	166,933	(148,176)	18,757
Information and Communication	43,965	(32,226)	11,739
Leased Assets	13,583	(2,458)	11,125
Library Resources	21,060	(20,332)	728
Balance at 31 December 2019	<u>397,082</u>	<u>(263,854)</u>	<u>133,228</u>



2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	3,000	-	-	-	-	3,000
Buildings	27,879	-	-	-	(760)	27,119
Building Improvements	72,140	-	-	-	(5,325)	66,815
Furniture and Equipment	14,772	7,911	-	-	(5,916)	16,767
Information and Communication Technology	12,507	2,353	-	-	(4,095)	10,765
Leased Assets	4,776	2,299	(121)	-	(2,498)	4,456
Library Resources	626	-	-	-	(138)	488
Balance at 31 December 2018	135,700	12,563	(121)	-	(18,732)	129,410

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	3,000	-	3,000
Buildings	38,000	(10,881)	27,119
Building Improvements	110,541	(43,726)	66,815
Furniture and Equipment	159,906	(143,139)	16,767
Information and Communication Technology	39,360	(28,595)	10,765
Leased Assets	8,311	(3,855)	4,456
Library Resources	20,660	(20,172)	488
Balance at 31 December 2018	379,778	(250,368)	129,410

12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	6,454	9,171	6,329
Accruals	3,657	3,380	3,384
Capital Accruals for PPE items	-	-	2,622
Employee Entitlements - Salaries	6,923	14,766	13,414
Employee Entitlements - Leave Accrual	664	393	414
	17,698	27,710	26,163

Payables for Exchange Transactions	17,698	27,710	26,163
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	17,698	27,710	26,163

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income In Advance	-	149	-
Other	62	-	165
	62	149	165



14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	16,000	1,271	15,750
Increase to the Provision During the Year	4,624	3,521	250
Provision at the End of the Year	<u>20,624</u>	<u>4,792</u>	<u>16,000</u>
Cyclical Maintenance - Current	20,624	4,792	16,000
Cyclical Maintenance - Term	-	-	-
	<u>20,624</u>	<u>4,792</u>	<u>16,000</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	3,934	1,036	2,355
Later than One Year and no Later than Five Years	10,538	-	3,037
	<u>14,472</u>	<u>1,036</u>	<u>5,392</u>

16. Funds Owed (Held) for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Blk A Main Switchboard & Lighting	<i>completed</i>	(1,352)	(1,352)	-	-	-
Bore Water Supply	<i>in progress</i>	(9,544)	-	(14,957)	-	5,413
Drainage	<i>completed</i>	-	5,830	(5,830)	-	-
Replace Roofing & Verandah Clearlite	<i>completed</i>	-	14,500	(14,500)	-	-
Totals		<u>(10,896)</u>	<u>18,978</u>	<u>(35,287)</u>	<u>-</u>	<u>5,413</u>

Represented by:

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

-
5,413
5,413

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Blk A Main Switchboard & Lighting	<i>in progress</i>	-	13,500	(12,148)	-	(1,352)
Bore Water Supply	<i>in progress</i>	-	14,776	(5,232)	-	(9,544)
Totals		<u>-</u>	<u>28,276</u>	<u>(17,380)</u>	<u>-</u>	<u>(10,896)</u>



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.

The principal rented the school house on normal terms and conditions.

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	3,472	4,592
Full-time equivalent members	0.18	0.29
<i>Leadership Team</i>		
Remuneration	102,171	100,834
Full-time equivalent members	1.00	0.96
Total key management personnel remuneration	105,643	105,426
Total full-time equivalent personnel	1.18	1.25

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	90 - 100	40 - 50
Benefits and Other Emoluments	2 - 3	1 - 2
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	50-60
Benefits and Other Emoluments	-	1 - 2
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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	145,197	89,895	143,420
Receivables	7,758	28,053	33,399
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	<u>152,955</u>	<u>117,948</u>	<u>176,819</u>

Financial liabilities measured at amortised cost

Payables	17,698	27,710	26,163
Borrowings - Loans	-	-	-
Finance Leases	11,528	1,036	4,974
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>29,226</u>	<u>28,746</u>	<u>31,137</u>

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 9 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 8 Cash and Cash Equivalents:

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.



27. Breach of Law - Statutory Reporting

The Board of Trustees has failed to comply with section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

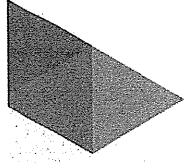
28. Transport Network

Rangitoto School is a member of the Te Kuiti School Transport Network along with a number of other school in the Te Kuiti area. The schools share of the Te Kuiti Transport network is as follows:

Opening balance	5,799
School share of net surplus	10,710
School Payout	
Closing Balance	<u><u>16,509</u></u>



Analysis of Variance Reporting



School Name:	Rangitoto School	School Number: 1920
Strategic Aim:	Māori students are engaged in their learning and are achieving educational success with pride in their unique identity, language and culture as Māori.	
Annual Aim:	<p>Numeracy and Literacy: All students are successfully able to access the NZ Curriculum as evidenced by achievement in relation to the NZC achievement objectives.</p> <p>Māori Student Achievement: Continue to focus on the principles of Ka Hikitia in providing opportunities for engagement and success of all Māori students.</p>	
Target:	To accelerate the learning of all children, and particularly Māori boys who are achieving below or well-below in reading, writing, and mathematics in relation to the New Zealand Curriculum.	
Baseline Data:	<p>Reading 72.72% At or Above (Maori 87% At or Above) so 27.27% (6/22) Below or Well Below the expected level</p> <p>Writing 36.3% At or Above (Maori 50% At or Above) so 63.6% (14/22) Below or Well Below the expected level</p> <p>Mathematics 81.81% At or Above (Maori 80% At or Above) so 18.18% (4/22) Below or Well below the expected level</p>	

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> • use of the components of AFL (Assessment for Learning) i.e. formative assessment (diagnostic, planned and unplanned) individual student goals, shared learning intentions, success criteria, feedback (teacher and peer) and self-assessment • collective teacher efficacy • designed coherent learning sequences with subsequent lessons building on the previous lesson's concepts/content • use of a three-part lesson structure (starter, main, plenary) • regular use of CPA (concrete, pictorial, abstract) approach in mathematics • in writing, use of GRoR (Gradual Release of Responsibility) instructional model in writing • in reading, explicit instruction in both comprehension and blended approach to decoding strategies (phonetic and whole language approach) • used Reading Eggs online reading to supplement reading programme/s • used Visible Learning Plus Meta* to access meta-analyses that present effect sizes for different learning initiatives • used ipsative referenced interpretation to inform student progress and teacher appraisals • used a broad range of assessment tools (standardised and non-standardised) to measure student 	<p>At the start of the year, based on baseline data, target students were identified in reading, writing, and mathematics. Moreover, new students were then added to these groups after mid-year testing.</p> <p>75% (15/20) of students are achieving At or Above their expected curriculum level in writing.</p> <p>57% (4/7) of Maori students are achieving At or Above their expected curriculum level in writing.</p> <p>Out of the original nine identified target students in writing, one is now attending another school and three are now achieving within the expected curriculum level in writing. Despite five students still achieving below their respective expected curriculum levels, four have shown accelerated progress with effect sizes of 0.85, 1.0, 2.8, and 3, and one has achieved the expected one year's progress.</p> <p>85% (17/20) of students are achieving At or Above their expected curriculum level in reading.</p> <p>86% (6/7) of Maori students are achieving At or Above their expected curriculum level in reading</p> <p>Out of the five identified target students in reading, one is now attending another school and one is now achieving within the expected curriculum level in reading. Although the three remaining target students for reading are still achieving below the expected level, they have</p>	<p>Referenced against our target 'To accelerate the learning of all children, and particularly Māori boys who are below or well-below in reading, writing and mathematics in relation to the New Zealand Curriculum' apart from an individual student in writing, there has been accelerated progress for those students that were identified as achieving below or well below the expected level in reading, writing and mathematics when collecting baseline data at the start of the year. Two students entered our school during the second half of the year. As these students are not part of the original data set, and have not been immersed in any of our initiatives for the duration of the entire school year, they are not included in our end of year data set. Nonetheless, as one of these students is achieving well below in all three core areas, they will form part of the target students group for next year.</p> <p>The success in writing can be linked with a number of curricular and pedagogical approaches. Firstly, introducing a metalanguage to talk about the distinct stages and language features of particular text types and their functions. Secondly, a gradual release writing process that involves modelling 'to' students, constructing a text 'with' students and then they finally write the text type on a selected topic 'by' themselves. Thirdly, providing students with a variety of annotated model texts for particular texts. Lastly, providing students with learning intentions and success criteria and referencing ongoing</p>	<ul style="list-style-type: none"> • identify target students at the beginning and middle of the year (well below and below) • introduce students to a wider range of texts to provide and add depth to ideas when writing • individual students having specific goals in reading, writing and mathematics • focus students on surface features in writing i.e. spelling and punctuation • use Visible Learning Plus Meta* as reference for 'What works best for learning' • continued coverage of non-fiction and fiction text types so that the students can understand the language and structural requirements of specific texts • use of a blended approach in reading instruction (whole language and phonic) and an increased focus on reading comprehension strategies • put more focus on mathematical problem solving

- achievement and inform teaching (student gaps, progress and next steps)
- used iPads to support learning intentions
- focused on dialogic teaching and learning

shown accelerated progress. Two of these three students have achieved effect sizes of 0.7 and 1.0, while the remaining student has increased by 14 reading levels referenced against the Reading Colour Wheel. In relation to excellence, 70% (9/13) are achieving in the top 40% of the national student population.

90% (18/20) of students are At or Above their expected curriculum level in mathematics

86% (6/7) of Maori students are At or Above their expected curriculum level in mathematics.

Out of the four identified target students, one is now achieving within the expected curriculum level for their age. Although the remaining two target students for mathematics are still achieving below the expected curriculum level, they have shown accelerated progress. One has increased their achievement by two sub levels and achieved an individual effect size of 0.89, while the other has shown accelerated progress of over one and a half year's progress. As well as promoting equitable outcomes for students, there has also been excellence. In mathematics, 77% (10/13) of our senior class cohort is achieving higher than 60% of the general population. Moreover, 46% (6/13) of the senior class achieved a stanine 8(3/13) or 9(3/13) in their end of year PAT mathematics assessments. Collectively, this puts these students in the top 11% (stanine 9 top 4%, stanine 8 next 7%) of scorers in the country for their age. In other words, 46% of our senior student cohort is achieving higher than 89% of

feedback against these criteria. However, despite our students showing, when formally assessed, they have improved their understandings of the structural and language requirements in a given text, and have improved their understanding and use of a variety of sentence structures, areas of the e-AsTTL writing rubric that has shown a need for increased focus are ideas, and surface features (spelling and punctuation). Specifically, in regard to ideas for senior students, an overall theme that emerged was quality and elaboration of ideas. The quality of ideas was simple-based on the immediate world of the 'writer'. The next step would be to increase the complexity of ideas by writing with generalisations and abstractions. Whereas elaboration of ideas means putting more emphasis on the sentences that support the topic sentence in each paragraph.

As all students that were identified as target students at the start of the year showed accelerated progress, reading progress overall was positive. The use of Reading Eggs reading programme from years 1 to 4, and with students identified as achieving below the expected level, had a positive effect for students. The average effect size for the students in the senior class that accessed this programme/initiative was 0.7. In the Senior Class, most of the focus was on comprehension strategies, and for less fluent readers, phonics. While in the Junior Class, more weight was put into phonics instruction. Nonetheless, comprehension was still a visible part of the junior class reading programme. Moreover, in reading we utilised Visible Learning Meta* to access meta-analyses

students for their age throughout the country. Moreover, these scores were also supported by matching high scores in their end of year e-AsTTle mathematics assessments and the Individual Knowledge Assessment of Number (IKAN) scores.

that identifies 'what works best for learning'. An example of the utilisation of this collection of data was the identification of particular students that struggled with fluency, so we used Re-reading, which according to Visible Learning Meta^x has an effect size of 0.53

The success in mathematics can partly be attributed to coherent learning sequences whereby the content of the subsequent lessons built on previous lessons' content. For example, when learning about the properties of quadrilaterals we progressed from squares- -to- rectangles-to- parallelograms-to-rhombuses-to- trapeziums-to-kites. We also used the CPA approach to support students' conceptual development/understanding by progressing from using concrete objects (doing) to using visual representations of concrete objects (seeing) and using abstract symbols to model problems. This progression involves going backwards and forwards between the stages (CPA) as well as combining their uses. Furthermore, there was a concerted focus on the introduction and the correct use of mathematical vocabulary to describe mathematical concepts.

Planning for next year:

- Set individual students' goals in reading, writing and mathematics
- Maintain focus on AFL practices
- Continue to plan learning sequences whereby the subsequent lesson is supported by the previous lesson rather than having stand-alone lessons
- Invest in a wide range of non-fiction and fiction books to enhance the ideas used by students in their writing
- Continued focus on grammar, and use as a means for teaching punctuation

Rangitoto School

KiwiSport Funding for the year ended 31 December 2019

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

The school received total Kiwisport funding of \$366.49 excl gst.

The whole school benefited from participation in organised sport, primarily through the purchase of swimming and hockey equipment

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Rangitoto School (the School). The Auditor-General has appointed me, Jonathan Hurst, using the staff and resources of Finnz 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 2019, the statement of comprehensive revenue & expense, statement of changes in net assets/equity, and statement of cashflows 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
 - financial performance and cashflows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity (PBE) Standards, Reduced Disclosure Regime.

Our audit was completed on 6th August 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. 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 notes 24 and 27 on pages 20 and 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic and the breach of section 87 of the Education Act 1989 relating to the inability to file by the statutory reporting date, due to the disruption caused by Covid-19 restrictions.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

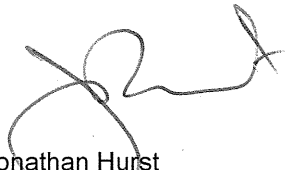
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Jonathan Hurst
Finnz Audit Limited
On behalf of the Auditor-General
Te Awamutu, New Zealand