

PAUATAHANUI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020



School Address:	12 Paekakaiki Hill Road, Pauatahanui, Porirua
School Postal Address:	12 Paekakariki Hill Road, Pauatahanui, RD1, Porirua 5381
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Ministry Number:	2953
Accountant / Service Provider:	Accounting For Schools Ltd

PAUATAHANUI SCHOOL

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
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 - 10	Statement of Accounting Policies
11 - 19	Notes to the Financial Statements
Other Information	
20	Members of the Board of Trustees
21	Kiwisport
22 - 24	Independent Auditors Report
25	Analysis of Variance

PAUATAHANUI SCHOOL

Statement of Responsibility

For the year ended 31 December 2020

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

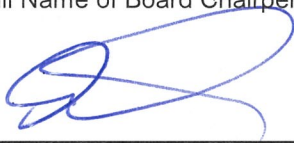
The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

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

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

Brett Hall

Full Name of Board Chairperson



Signature of Board Chairperson

Kate Excell

Full Name of Principal



Signature of Principal

25.05.2021

Date:

25.05.2021

Date:

PAUATAHANUI SCHOOL

Statement of Comprehensive Revenue and Expense For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	1,730,837	1,640,037	1,646,544
Locally Raised Funds	3	203,812	118,476	161,469
Interest Earned		6,119	9,000	9,960
		<u>1,940,768</u>	<u>1,767,513</u>	<u>1,817,973</u>
Expenses				
Locally Raised Funds	3	75,089	44,620	70,465
Learning Resources	4	1,280,867	1,256,429	1,166,103
Administration	5	109,860	108,817	99,262
Finance Costs		1,174	750	1,167
Property	6	396,102	404,008	402,561
Depreciation	7	33,874	39,000	39,991
Loss on Disposal of Property, Plant and Equipment		8,349	-	-
		<u>1,905,315</u>	<u>1,853,624</u>	<u>1,779,549</u>
Net Surplus / (Deficit) for the year		35,453	(86,111)	38,424
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>35,453</u>	<u>(86,111)</u>	<u>38,424</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.



PAUATAHANUI SCHOOL

Statement of Changes in Net Assets/Equity For the year ended 31 December 2020

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January	521,642	521,642	483,218
Total comprehensive revenue and expense for the year	35,453	(86,111)	38,424
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	-
Equity at 31 December	557,095	435,531	521,642
Retained Earnings	557,095	435,531	521,642
Equity at 31 December	557,095	435,531	521,642

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.

PAUATAHANUI SCHOOL

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	257,548	61,325	266,637
Accounts Receivable	9	85,005	83,025	72,355
GST Receivable		4,851	4,800	-
Inventories	10	1,281	1,200	2,018
Investments	11	171,775	258,000	252,093
Prepayments		-	16,000	1,695
		520,460	424,350	594,798
Current Liabilities				
GST Payable		-	-	17,040
Accounts Payable	13	104,905	103,230	89,244
Finance Lease Liability - Current Portion	16	4,120	4,000	6,291
Funds held for Capital Works Projects	17	5,442	5,500	136,144
Revenue Received in Advance	14	729	21,000	5,029
Provision for Cyclical Maintenance	15	47,077	46,556	46,556
		162,273	180,286	300,304
Working Capital Surplus/(Deficit)		358,187	244,064	294,494
Non-current Assets				
Property, Plant and Equipment	12	226,462	225,000	248,917
		226,462	225,000	248,917
Non-current Liabilities				
Finance Lease Liability	16	4,221	4,200	3,644
Provision for Cyclical Maintenance	15	23,333	29,333	18,125
		27,554	33,533	21,769
Net Assets		557,095	435,531	521,642
Equity		557,095	435,531	521,642

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



PAUATAHANUI SCHOOL

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		391,492	300,537	335,319
Locally Raised Funds		200,070	135,009	167,224
Goods and Services Tax (net)		(21,894)	(22,116)	22,318
Payments to Employees		(270,882)	(207,523)	(162,232)
Payments to Suppliers		(241,734)	(266,759)	(258,308)
Funds Administered on Behalf of Third Parties		-	-	(5,983)
Interest Paid		(1,174)	(750)	(1,167)
Interest Received		6,779	9,661	9,907
Net cash from / (to) the Operating Activities		62,657	(51,941)	107,078
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(14,521)	(15,085)	(22,337)
Purchase of Investments		80,318	-	(9,098)
Proceeds from Sale of Investments		-	(5,907)	-
Net cash from / (to) the Investing Activities		65,797	(20,992)	(31,435)
Cash flows from Financing Activities				
Finance Lease Payments		(6,841)	(1,735)	(9,001)
Funds Held for Capital Works Projects		(130,702)	(130,644)	140,983
Net cash from Financing Activities		(137,543)	(132,379)	131,982
Net increase/(decrease) in cash and cash equivalents		(9,089)	(205,312)	207,625
Cash and cash equivalents at the beginning of the year	8	266,637	266,637	59,012
Cash and cash equivalents at the end of the year	8	257,548	61,325	266,637

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.



PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Pauatahanui 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 15.

PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

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.

PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

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.



PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

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.

Leased Assets

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	15 years
Leased assets held under a Finance Lease	3 - 5 years
Leasehold Improvements	50 years
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

o) Revenue Received in Advance

Revenue received in advance relates to fees received from students 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.

p) Provision for Cyclical Maintenance

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

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

q) Financial 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 and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

r) 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.

s) Budget Figures

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

t) 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.



PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	333,548	278,537	272,180
Other Government Grants	3,533	-	-
Other MoE Grants	54,411	22,000	63,139
Teachers' Salaries Grants	1,041,408	1,041,500	1,009,338
Use of Land and Buildings Grants	297,937	298,000	301,887
	1,730,837	1,640,037	1,646,544

Other MOE Grants total includes additional COVID-19 funding totalling \$5,561 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Activities	26,201	28,800	30,026
Grants and Bequests	48,363	-	-
Donations	25,406	26,000	32,599
Fundraising	95,834	54,176	85,292
Trading	8,008	9,500	13,552
	203,812	118,476	161,469
Expenses			
Activities	25,792	39,820	32,853
Fundraising (costs of raising funds)	46,764	-	34,755
Trading	2,533	4,800	2,857
	75,089	44,620	70,465
<i>Surplus for the year Locally raised funds</i>	128,723	73,856	91,004

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	33,262	49,829	35,908
Employee Benefits - Salaries	1,230,094	1,174,300	1,095,758
Information and Communication Technology	11,343	14,100	13,288
Library Resources	387	600	571
Staff Development	5,781	17,600	20,578
	1,280,867	1,256,429	1,166,103



PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,647	5,647	5,483
Board of Trustees Expenses	7,835	9,800	8,017
Board of Trustees Fees	2,175	3,600	-
Communication	4,644	4,500	4,994
Consumables	5,982	8,500	8,245
Employee Benefits - Salaries	62,727	55,370	55,428
Insurance	1,899	2,000	2,063
Operating Lease	-	-	56
Other	14,847	14,400	10,914
Service Providers, Contractors and Consultancy	4,104	5,000	4,062
	109,860	108,817	99,262

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	12,033	10,300	13,336
Consultancy and Contract Services	22,249	21,700	22,590
Cyclical Maintenance Provision	5,729	11,208	6,764
Employee Benefits - Salaries	22,650	23,000	21,426
Grounds	6,820	4,400	11,874
Heat, Light and Water	12,221	12,500	12,662
Repairs and Maintenance	14,634	21,700	10,062
Security	1,829	1,200	1,960
Use of Land and Buildings	297,937	298,000	301,887
	396,102	404,008	402,561

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 of Property, Plant and Equipment

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	24,505	28,200	28,765
Leased Assets	6,616	7,600	8,454
Leasehold Improvements	1,915	2,200	1,915
Library Resources	838	1,000	857
	33,874	39,000	39,991

PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	41	50	41
Bank Current Account	118,155	9,275	254,991
Bank Call Account	52,670	52,000	11,605
Short-term Bank Deposits	86,682	-	-
Net cash and cash equivalents for Cash Flow Statement	257,548	61,325	266,637

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

Of the \$257,548 Cash and Cash Equivalents, \$5,442 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	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	1,254	1,250	1,812
Interest Receivable	276	275	936
Teacher Salaries Grant Receivable	83,475	81,500	69,607
	85,005	83,025	72,355
Receivables from Exchange Transactions	1,530	1,525	2,748
Receivables from Non-Exchange Transactions	83,475	81,500	69,607
	85,005	83,025	72,355

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
School Uniforms	1,281	1,200	2,018

11. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	171,775	258,000	252,093

PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Furniture and Equipment	162,696	13,727	(8,349)	-	(24,505)	143,569
Leased Assets	9,131	5,248	-	-	(6,616)	7,763
Leasehold Improvements	70,851	-	-	-	(1,915)	68,936
Library Resources	6,239	793	-	-	(838)	6,194
Balance at 31 December 2020	248,917	19,768	(8,349)	-	(33,874)	226,462

The net carrying value of equipment held under a finance lease is \$7,763 (2019: \$9,131).

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Furniture and Equipment	336,066	(192,497)	143,569
Leased Assets	39,894	(32,131)	7,763
Leasehold Improvements	99,212	(30,276)	68,936
Library Resources	24,573	(18,379)	6,194
Balance at 31 December 2020	499,745	(273,283)	226,462

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	169,699	21,762	-	-	(28,765)	162,696
Leased Assets	11,643	5,942	-	-	(8,454)	9,131
Leasehold Improvements	72,766	-	-	-	(1,915)	70,851
Library Resources	6,520	576	-	-	(857)	6,239
Balance at 31 December 2019	260,628	28,280	-	-	(39,991)	248,917

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Furniture and Equipment	393,837	(231,141)	162,696
Leased Assets	34,647	(25,516)	9,131
Leasehold Improvements	99,212	(28,361)	70,851
Library Resources	32,195	(25,956)	6,239
Balance at 31 December 2019	559,891	(310,974)	248,917



PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	6,349	6,130	6,701
Accruals	4,447	4,500	5,483
Employee Entitlements - Salaries	83,475	82,000	69,607
Employee Entitlements - Leave Accrual	10,634	10,600	7,453
	<u>104,905</u>	<u>103,230</u>	<u>89,244</u>
Payables for Exchange Transactions	104,905	103,230	89,244
	<u>104,905</u>	<u>103,230</u>	<u>89,244</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Student & Camp Revenue	729	21,000	5,029
	<u>729</u>	<u>21,000</u>	<u>5,029</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	64,681	64,681	57,917
Increase to the Provision During the Year	5,729	11,208	6,764
Provision at the End of the Year	<u>70,410</u>	<u>75,889</u>	<u>64,681</u>
Cyclical Maintenance - Current	47,077	46,556	46,556
Cyclical Maintenance - Term	23,333	29,333	18,125
	<u>70,410</u>	<u>75,889</u>	<u>64,681</u>

16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	4,120	4,000	6,291
Later than One Year and no Later than Five Years	4,221	4,200	3,644
	<u>8,341</u>	<u>8,200</u>	<u>9,935</u>

PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

17. Funds Held for Capital Works Projects

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

2020		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Blocks A and I replace Roofing	<i>Completed</i>	-	111,680	(111,680)	-	-
Outdoor Playbased Learning Environment	<i>In Progress</i>	-	-	(6,313)	-	(6,313)
Rectify Stormwater Block A	<i>In Progress</i>	-	18,781	-	-	18,781
Universal Bathroom refurbish	<i>In Progress</i>	-	-	(8,000)	-	(8,000)
Block B & H - ILE Refurbishment	<i>Completed</i>	122,270	253,650	(380,995)	5,075	-
Learning Support Modifications	<i>In Progress</i>	13,874	-	(12,900)	-	974
Totals		136,144	384,111	(519,888)	5,075	5,442

Represented by:

Funds Held on Behalf of the Ministry of Education

19,755

Funds Due from the Ministry of Education

(14,313)

5,442

2019		Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Block A - Membrane Roof	<i>Completed</i>	(4,839)	4,839	-	-	-
Block B & H - ILE Refurbishment	<i>in progress</i>	-	139,295	(17,025)	-	122,270
Learning Support Modifications	<i>in progress</i>	-	13,874	-	-	13,874
Totals		(4,839)	158,008	(17,025)	-	136,144

18. Funds Held on Behalf of Community of Learning

Pauatahanui School is the lead school and holds funds on behalf of the Community of Learning, a group of schools funded by the Ministry of Education to share ICT professional development.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	-	-	5,983
Funds Received from Cluster Members	-	-	8,696
Funds Spent on Behalf of the Cluster	-	-	(1,959)
Funds Transferred to New Lead School	-	-	(12,720)
Funds Held at Year End	-	-	-



PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

19. 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.

Bradley Roberts is the Principal at Pauatahanui School and his aunt owns Paterson Signs. During the year the School contracted Patterson Signs to do some signage work for the school. The total value of all transactions for the year was \$620.

20. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,175	-
Full-time equivalent members	0.34	0.34
<i>Leadership Team</i>		
Remuneration	244,844	243,202
Full-time equivalent members	2.00	1.80
Total key management personnel remuneration	247,019	243,202
Total full-time equivalent personnel	2.34	2.14

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

Principal

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:		
Salary and Other Payments	130 - 140	140 - 150
Benefits and Other Emoluments	4 - 5	4 - 5

Other Employees

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	1.00	-
	1.00	0.00

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

PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

21. Contingencies

There are no contingent liabilities 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.

22. Commitments

(a) Capital Commitments

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

- (i) for Rectify Storm Water project amounting to \$21,781. \$18,781 has been received and \$0 has been spent to date; and
 - (ii) for Universal Bathroom Refurbishment amounting to \$32,500. No funding has been received but \$8,000 has been spent to date; and
 - (iii) Learning Support Modifications had total contracts committed to of \$28,325. At balance date \$13,874 had been received from the Ministry and \$12,900 has been spent.
- (Capital commitments at 31 December 2019: \$415,857).

(b) Operating Commitments

As at 31 December 2020 the Board has no operating commitments.

23. 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.



PAUATAHANUI SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

24. Financial Instruments

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Financial Assets Measured at Amortised Cost			
Cash and Cash Equivalents	257,548	61,325	266,637
Receivables	85,005	83,025	72,355
Investments - Term Deposits	171,775	258,000	252,093
Total Financial Assets Measured at Amortised Cost	514,328	402,350	591,085
Financial liabilities measured at amortised cost			
Payables	104,905	103,230	89,244
Finance Leases	8,341	8,200	9,935
Total Financial Liabilities Measured at Amortised Cost	113,246	111,430	99,179

25. Events After Balance Date

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



PAUATAHANUI SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How position on Board gained	Occupation	Term expired / expires
Brett Hall	Chairperson	Elected June 2016, re-elected June 2019	Civil Engineer	June 2022
Bradley Roberts	Principal	Appointed	Principal	
Jo-Ann White	Parent Rep - Property	Elected June 2016, re-elected June 2019	Project Manager	June 2022
Kate Scott	Parent Rep - Finance	Elected June 2019	Recruitment Manager	June 2022
Simon Jones	Parent Rep - Health & Safety	Elected June 2019	Engineer	June 2022
Libby Tuite	Parent Rep - Cultural Competence	Elected June 2019	Fraud & Integrity Manager	June 2022
Manuela Hodgson	Secretary		Office Manager	
Maria Breuss-McBride	Staff Rep	Elected June 2019	Teacher	June 2022

PAUATAHANUI SCHOOL

Kiwisport Funding

For the year ended 31 December 2020

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

In 2020, the school received total Kiwisport funding of \$3,012 excluding GST (2019: \$3,027). The funding was spent on activities that will develop students' skill in a range of sporting codes.

In 2020 the funding was used for two sports programmes:

- The whole school tennis class (225 students)
- The whole school Kelly Sports fitness fun (225 students)

It is anticipated that in 2021 the funding will be used to provide further development for staff and students in a range of team sporting codes.

Analysis of Variance Reporting



School Name:	Pauatahanui School- 2020- Writing		School Number:	2953																																								
Strategic Aim:	Through collaboration and innovation, we all live, learn and grow.																																											
Annual Aim:	Increase the number of students who are achieving at or above the relevant curriculum level in Reading, Writing and Mathematics.																																											
Target:	2020 Target for Writing is 90% at the relevant curriculum level.																																											
Baseline Data:	<table border="1"> <thead> <tr> <th>Writing</th> <th>Overall-At and exceeding</th> <th>Boys-At and exceeding</th> <th>Girls-At and exceeding</th> <th>Maori</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>79.2%</td> <td>76.1%</td> <td>82.8%</td> <td></td> </tr> <tr> <td>2017</td> <td>78%</td> <td>68%</td> <td>82.8%</td> <td></td> </tr> <tr> <td>2018</td> <td>88%</td> <td>86%</td> <td>91%</td> <td></td> </tr> <tr> <td>2019- mid year n=194</td> <td>76.1%</td> <td>68.5%</td> <td>84.5%</td> <td>82.3% n=16</td> </tr> <tr> <td>2019-* Target- 90%</td> <td>84.5%</td> <td>77%</td> <td>92.6%</td> <td>77.8% n=18</td> </tr> <tr> <td>2020 Mid year</td> <td>79%</td> <td>75.3%</td> <td>83.1%</td> <td>73.3% n=15</td> </tr> <tr> <td>2020 End year</td> <td>77.60%</td> <td>73.2%</td> <td>80.5%</td> <td>73.3% n=15</td> </tr> </tbody> </table>				Writing	Overall-At and exceeding	Boys-At and exceeding	Girls-At and exceeding	Maori	2016	79.2%	76.1%	82.8%		2017	78%	68%	82.8%		2018	88%	86%	91%		2019- mid year n=194	76.1%	68.5%	84.5%	82.3% n=16	2019-* Target- 90%	84.5%	77%	92.6%	77.8% n=18	2020 Mid year	79%	75.3%	83.1%	73.3% n=15	2020 End year	77.60%	73.2%	80.5%	73.3% n=15
Writing	Overall-At and exceeding	Boys-At and exceeding	Girls-At and exceeding	Maori																																								
2016	79.2%	76.1%	82.8%																																									
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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>Improved whole school moderation of writing samples.</p> <p>Clearly document processes for moderation and making OTJ's against curriculum levels.</p> <p>Started developing teacher capability to use the Learning Progression Frameworks to make valid and robust judgements about achievement and progress.</p>	<p>The writing target of 90% was not met.</p> <p>We have seen a 6.9% drop in the number of students at or above the expected curriculum level from 2019- 2020</p> <p>Girls achievement remains higher than boys writing.</p> <p>Maori achievement is marginally lower than non Maori in all areas.</p> <p>We have a very low number of Maori students at Pauatahanui and the data is skewed by students new to our school this year.</p>	<p>Some big questions have surfaced as we have analysed this data around assessment, consistency of teacher judgements and processes for moderation, this is compounded by the fact that we had a number of staff changes.</p> <p>Covid 19 introduced a significant disruption to learning and teacher professional development. The planned PLD around the LPF did not happen in 2020.</p> <p>There is an ongoing trend of our new entrants that are not well prepared for formal learning.</p>	<p>We need to have a critical look at the literacy programmes that are in place at Pauatahanui school and investigate how a structured literacy programme may differ from a junior school approach that is grounded predominately in phonological pedagogy.</p> <p>Investigate and deliver programmes of learning that build oral language and fluency in the junior school. These programmes should build on the play that is already happening.</p> <p>Part of this investigation into literacy will be looking at the disparity of the relatively high achievement in reading with our achievement in writing.</p> <p>Actively develop networks of inquiry around achievement in writing. (structured literacy).</p> <p>Continue to develop teachers understanding of assessment in writing.</p> <p>More and more students are presenting at school with poor oral language. Developing oral language programmes needs to be part of the approach in developing competent writers. Part of this strategy will build on the play pedagogies that we have been learning about.</p> <p>Continue to work with the Kahui Ako for professional development around LPF.</p> <p>Develop a more robust process around the professional discussions and intervention that are put in place for writers that are not achieving equitable outcomes.</p> <p>Continue to partner with RTLb/RTlit to support our at risk students. We will be very deliberate about the students we put into reading recovery, as we feel a lot of the students that have been placed in reading recovery in the past have more global issues. Increase literacy leadership across the school.</p>

Tātaritanga raraunga

Planning for next year: Action points for 2021

We need to have a critical look at the literacy programmes that are in place at Pauatahanui school and investigate structured literacy. Part of this investigation will be looking at the disparity of the relatively high achievement in reading with our achievement in writing.	Develop a more robust process around the professional discussions and intervention that are put in place for writers that are not achieving where we want them to be. Ensure that the Senior Leadership team are involved in these discussions and actively look for ways to support kaiako and akonga.	Actively develop networks of inquiry around achievement in writing. (Structured literacy) Continue to work with the Kahui Ako for professional development around the LPF.	Set realistic student achievement targets in Writing. In 2021 we aim to have 82% of all students writing at the relevant curriculum level. We aim to accelerate the achievement of all learners who are at risk of not achieving at the relevant curriculum level. Specifically we will aim to accelerate achievement for 10 of the 44 students who were below expectation at the end of 2020 so they will be at or above curriculum expectation by the end of 2021. Invest time and resource into ensuring students are stretched. (GnT)
We will be very deliberate about the students we put into reading recovery, as we feel a lot of the students that have been placed in reading recovery in the past have more global issues.	Continue to partner with RTL/RTLit to support our at risk students.	Provide our learning coaches (Teacher aides) with targeted professional development in the area of writing	Develop literacy leadership across the school

Analysis of Variance Reporting



School Name:	Pauatahanui School- 2020- Mathematics		School Number:	2953																																								
Strategic Aim:	Through collaboration and innovation we all live, learn and grow.																																											
Annual Aim:	Increase the number of students who are achieving at or above the relevant curriculum level in Reading, Writing and Mathematics.																																											
Target:	2020 Target for Mathematics is 92% at the relevant curriculum level.																																											
Baseline Data:	<table border="1"> <thead> <tr> <th>Maths</th> <th>Overall-At and exceeding</th> <th>Boys-At and exceeding</th> <th>Girls-At and exceeding</th> <th>Maori n=16</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>83.5%</td> <td>83%</td> <td>84.2%</td> <td></td> </tr> <tr> <td>2017</td> <td>86%</td> <td>83%</td> <td>89%</td> <td></td> </tr> <tr> <td>2018</td> <td>87.43%</td> <td>90%</td> <td>85%</td> <td></td> </tr> <tr> <td>2019- mid year n=194</td> <td>76.7%</td> <td>78.3%</td> <td>75%</td> <td>82.3% n=16</td> </tr> <tr> <td>2019-* Target-90%</td> <td>83%</td> <td>84%</td> <td>81.9%</td> <td>66.7% n=18</td> </tr> <tr> <td>2020 Mid year</td> <td>79.0%</td> <td>83.5%</td> <td>68.0%</td> <td>60% n=15</td> </tr> <tr> <td>2020 End year</td> <td>77.7%</td> <td>82.5%</td> <td>63.9%</td> <td>60% n=15</td> </tr> </tbody> </table>				Maths	Overall-At and exceeding	Boys-At and exceeding	Girls-At and exceeding	Maori n=16	2016	83.5%	83%	84.2%		2017	86%	83%	89%		2018	87.43%	90%	85%		2019- mid year n=194	76.7%	78.3%	75%	82.3% n=16	2019-* Target-90%	83%	84%	81.9%	66.7% n=18	2020 Mid year	79.0%	83.5%	68.0%	60% n=15	2020 End year	77.7%	82.5%	63.9%	60% n=15
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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>Clearly documented processes for moderation and making OTJ's against curriculum levels through developing teacher capability to use the Learning Progression Frameworks to make valid and robust judgements about achievement and progress. This was supported by the PLD that we were able to access through the Kahui Ako.</p> <p>Purchase resources to increase use of materials during mathematics.</p> <p>Accessed PLD focused on Mathematics through the Kahui Ako this included in class support, and whole staff PLD meetings.</p> <p>Reviewed our long term plans for mathematics across the school.</p> <p>Introduced problem solving.</p> <p>Used Educa to engage whanau in conversations about their child's progress in mathematics.</p> <p>Used maths buddy to support learning in the senior school.</p>	<p>The maths target of 92% of all students achieving at the relevant curriculum was not met.</p> <p>We have seen a 5.3% drop in the number of students at or above the expected curriculum level from 2019- 2020</p> <p>Girls achievement is significantly lower than boys in mathematics 18.6%.</p> <p>Maori achievement is notably lower than non Maori in mathematics. However considering our low numbers of Maori students the data is significantly impacted by one student representing 7%.</p>	<p>Covid 19 introduced a significant disruption to learning and teacher professional development.</p> <p>3 of the 9 teachers who made the mid year judgments left during the year.</p> <p>There is an ongoing trend of an increasing number of our new entrants who are not well prepared for formal learning. We take this into account by using play based learning as a way to transition and settle students.</p> <p>It will be interesting to see what the latest media coverage around national low mathematics results will throw up. It seems our results are in line with national data.</p> <p>Our hunches around why our girls achievement is lower than the boys: Self efficacy and disposition, engagement, contexts, competitiveness, level of challenge, interactions with others (being over powered). These need to be investigated further in 2021.</p>	<p>Teachers to continue to develop capability to use LPF to make valid robust judgements about achievement and progress</p> <p>Use external and internal expertise to support teachers to make full use of a range of assessments to drive deliberate acts of planning teaching.</p> <p>Teachers to use PACT tool to track students progress in mathematics</p> <p>Provide more real contexts for learning in mathematics. Provide staff with PLD to develop capability in this area.</p> <p>Provide whanau with links and resources.</p> <p>There are some pockets of real strength in mathematics, along with some groups of students with clear needs. Senior leaders to lead an inquiry into girls learning mathematics in years 4,5 and 8. *Supported by external experts- Julie Roberts</p> <p>Provide PLD support for Learning Coaches (teacher aides) so they are able to run effective interventions and support classroom programmes.</p> <p>Increase leadership in maths within the school and across the Kahui Ako.</p>

Tātaritanga raraunga

Planning for next year: Action points for 2021			
Teachers to continue to develop their capability to use LPF to make valid robust judgements about achievement and progress. An in depth working knowledge of the LPF in mathematics will support teachers to identify significant signposts in mathematical learning and better identify next steps for students.	Teachers to use PACT tool to track students progress in mathematics. This will strengthen our moderation practices across the whole school.	Use our data to drive explicit planning and teaching. Set realistic targets. By the end of 2021 we aim to have 86% of students at or above the relevant curriculum level in Mathematics. There will be a focus on accelerating progress for all learners at risk of under achieving. Specifically we will be aiming to shift 13/39 students from below expectations to at or above.	Provide real contexts for learning in mathematics. Provide PLD for staff so they are able to develop programs around real life problems. Invest time and resource into ensuring students are stretched. (GnT)
Inquiry into girls learning mathematics in years 4,5 and 8. This will be supported by the leadership team and external experts.	Provide PLD support for Learning Coaches (teacher aides)	Increase leadership in maths within the school and across the Kahui Ako	Ensure that whanau are able to access resources and information that will enable them to support learning at home.

Analysis of Variance Reporting



School Name:	Pauatahanui School- 2020- Reading		School Number:	2953																																								
Strategic Aim:	Through collaboration and innovation we all live, learn and grow.																																											
Annual Aim:	Increase the number of students who are achieving at or above the relevant curriculum level in Reading, Writing and Mathematics.																																											
Target:	2020 Target for Reading is 93% at or above the relevant curriculum level.																																											
Baseline Data:	<table border="1"> <thead> <tr> <th>Reading</th> <th>Overall-At and exceeding</th> <th>Boys-At and exceeding</th> <th>Girls-At and exceeding</th> <th>Maori n=16</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>89.7%</td> <td>87.4%</td> <td>92.2%</td> <td></td> </tr> <tr> <td>2017</td> <td>89.5%</td> <td>88.5%</td> <td>90.2%</td> <td></td> </tr> <tr> <td>2018</td> <td>91.52%</td> <td>92.76%</td> <td>89%</td> <td></td> </tr> <tr> <td>2019- mid year n=194</td> <td>85.2%</td> <td>87%</td> <td>83.3%</td> <td>76.5% n=16</td> </tr> <tr> <td>2019-* Target- 90%</td> <td>86.1%</td> <td>88%</td> <td>84.1%</td> <td>77.8% n=18</td> </tr> <tr> <td>2020 Mid year</td> <td>86.56%</td> <td>86.6%</td> <td>86.5%</td> <td>77.3% n=15</td> </tr> <tr> <td>2020 End year</td> <td>87.50%</td> <td>87.6%</td> <td>87.4%</td> <td>77.3% n=15</td> </tr> </tbody> </table>				Reading	Overall-At and exceeding	Boys-At and exceeding	Girls-At and exceeding	Maori n=16	2016	89.7%	87.4%	92.2%		2017	89.5%	88.5%	90.2%		2018	91.52%	92.76%	89%		2019- mid year n=194	85.2%	87%	83.3%	76.5% n=16	2019-* Target- 90%	86.1%	88%	84.1%	77.8% n=18	2020 Mid year	86.56%	86.6%	86.5%	77.3% n=15	2020 End year	87.50%	87.6%	87.4%	77.3% n=15
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**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF PAUATAHANUI SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Pauatahanui School (the School). The Auditor-General has appointed me, Chrissie Murray, using the staff and resources of Baker Tilly Staples Rodway Audit 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 19, 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 the Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for our opinion

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

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

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

Responsibilities of the Board 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 obtained at the date of our report is the analysis of variance, a Kiwisport statement and a list of the Trustees, 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.



Chrissie Murray
Baker Tilly Staples Rodway Audit Limited

On behalf of the Auditor-General
Wellington, New Zealand