

PAERATA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1414

Principal: Luke Thompson

School Address: 33 Tuhimata Road, Pukekohe, 2676

School Postal Address: P O Box 1163, Pukekohe

School Phone: 09-238-7050

School Email: office@paerata.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Kuli Taumoefolau	Chair Person	Elected May 2019	May 2022
Luke Thompson	Principal	ex Officio	
Vanessa West	Parent Rep	Elected May 2019	May 2022
Vanessa White	Parent Rep	Elected May 2019	May 2022
Stuart Brear	Parent Rep	Elected May 2016	May 2019
Jim Wakelin	Parent Rep	Co-opted May 2016	May 2019
Jennifer Roberts	Staff Rep	Elected May 2019	May 2022
Rauavi Bristowe-Murray	Parent Rep	Elected May 2019	May 2022
Sekove Tinalevu	Parent Rep	Elected May 2019	May 2022

Accountant / Service Provider: Jim Wakelin

PAERATA SCHOOL

Annual Report - For the year ended 31 December 2019

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Paerata 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.

Kuli TaumoeFolau

Full Name of Board Chairperson

Luke Thompson

Full Name of Principal

[Signature]

Signature of Board Chairperson

[Signature]

Signature of Principal

23.10.20

Date:

23.10.20

Date:

Paerata 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	1,476,153	995,296	1,253,394
Locally Raised Funds	3	14,965	5,400	17,601
Interest income		11,015	7,500	9,886
		<u>1,502,132</u>	<u>1,008,196</u>	<u>1,280,881</u>
Expenses				
Locally Raised Funds	3	5,621	3,900	6,076
Learning Resources	4	906,470	787,471	786,305
Administration	5	85,046	89,770	73,722
Finance		(596)	1,500	989
Property	6	348,226	73,250	326,578
Depreciation	7	52,975	49,000	51,943
Loss on Disposal of Property, Plant and Equipment		63	-	289
		<u>1,397,805</u>	<u>1,004,891</u>	<u>1,245,903</u>
Net Surplus / (Deficit) for the year		104,327	3,305	34,978
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>104,327</u>	<u>3,305</u>	<u>34,978</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.

Paerata 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	403,447	368,469	368,469
Total comprehensive revenue and expense for the year	104,327	3,305	34,978
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	-	-	-
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9			
Equity at 31 December	507,774	371,774	403,447
Retained Earnings	507,774	371,774	403,447
Reserves	-	-	-
Equity at 31 December	507,774	371,774	403,447

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.

Paerata 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	388,804	358,352	274,230
Accounts Receivable	9	54,189	45,000	42,995
Prepayments		2,016	-	3,464
Inventories	10	1,091	500	638
Investments	11	100,000	-	100,000
		546,100	403,852	421,326
Current Liabilities				
GST Payable		13,793	8,933	9,048
Accounts Payable	13	71,465	55,000	74,170
Finance Lease Liability - Current Portion	15	21,335	22,106	26,557
Funds held for Capital Works Projects	16	-	-	1,583
		106,593	86,039	111,358
Working Capital Surplus/(Deficit)		439,507	317,813	309,968
Non-current Assets				
Property, Plant and Equipment	12	73,192	75,584	115,584
		73,192	75,584	115,584
Non-current Liabilities				
Provision for Cyclical Maintenance	14	-	21,623	-
Finance Lease Liability	15	4,925	-	22,106
		4,925	21,623	22,106
Net Assets		507,774	371,774	403,447
Equity				
	21	507,774	371,774	403,447

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

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

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		412,533	329,955	355,593
Locally Raised Funds		15,085	7,400	17,686
Goods and Services Tax (net)		4,745	8,933	157
Payments to Employees		(123,050)	(140,559)	(123,777)
Payments to Suppliers		(171,726)	(170,891)	(179,471)
Cyclical Maintenance Payments in the year		-	-	(1)
Interest Paid		596	(1,500)	(989)
Interest Received		11,022	6,800	9,993
Net cash from Operating Activities		149,207	40,138	79,191
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		3,194	-	4,711
Purchase of PPE (and Intangibles)		(10,866)	-	(23,154)
Purchase of Investments		-	-	(60,000)
Proceeds from Sale of Investments		-	-	-
Net cash from Investing Activities		(7,672)	-	(78,443)
Cash flows from Financing Activities				
Finance Lease Payments		(25,377)	(22,106)	(23,372)
Painting contract payments		-	-	-
Funds Held for Capital Works Projects		(1,583)	-	(12,752)
Net cash from Financing Activities		(26,960)	(22,106)	(36,124)
Net increase/(decrease) in cash and cash equivalents		114,574	18,032	(35,376)
Cash and cash equivalents at the beginning of the year	8	274,230	340,320	309,606
Cash and cash equivalents at the end of the year	8	388,804	358,352	274,230

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..

Paerata School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Paerata 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 24.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

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.

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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–30 years
Furniture and equipment	5–15 years
Leased assets held under a Finance Lease	3 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.

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, annual leave earned to but not yet taken at balance date.

o) 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).

p) 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.

q) 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.

r) Budget Figures

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

s) 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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	369,637	328,698	334,175
Teachers' Salaries Grants	748,851	650,000	630,212
Use of Land and Buildings Grants	290,695	-	266,540
Resource Teachers Learning and Behaviour Grants	1,351	3,500	1,309
Other MoE Grants	65,619	13,098	21,159
	<u>1,476,153</u>	<u>995,296</u>	<u>1,253,394</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	2,902	-	2,140
Activities	767	-	2,978
Trading	899	400	1,121
Fundraising	7,400	5,000	11,363
Other Revenue	2,997	-	-
	<u>14,965</u>	<u>5,400</u>	<u>17,601</u>
Expenses			
Activities	904	-	626
Trading	748	300	736
Fundraising (Costs of Raising Funds)	3,969	3,600	4,714
	<u>5,621</u>	<u>3,900</u>	<u>6,076</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>9,344</u>	<u>1,500</u>	<u>11,524</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	52,667	66,121	69,139
Equipment Repairs	-	1,800	12
Information and Communication Technology	2,506	5,000	7,327
Extra-Curricular Activities	-	750	-
Library Resources	434	300	106
Employee Benefits - Salaries	835,631	703,000	688,641
Staff Development	15,232	10,500	21,080
	<u>906,470</u>	<u>787,471</u>	<u>786,305</u>

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,460	4,650	4,405
Board of Trustees Fees	3,866	4,000	3,345
Board of Trustees Expenses	7,058	7,500	1,422
Communication	1,151	1,750	1,485
Consumables	7,249	8,000	6,276
Operating Lease	2,408	2,250	2,138
Other	8,619	12,650	7,782
Employee Benefits - Salaries	40,851	38,000	37,367
Insurance	1,525	1,250	1,333
Service Providers, Contractors and Consultancy	7,860	9,720	8,170
	85,046	89,770	73,722

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	6,215	10,250	9,492
Consultancy and Contract Services	26,769	32,000	28,263
Cyclical Maintenance Provision	-	-	(21,623)
Grounds	3,593	4,500	2,341
Heat, Light and Water	11,892	9,250	9,557
Repairs and Maintenance	9,033	17,000	31,953
Use of Land and Buildings	290,695	-	266,540
Security	28	250	55
	348,226	73,250	326,578

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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	11,006	10,000	12,364
Furniture and Equipment	16,245	15,000	14,523
Leased Assets	25,405	23,650	24,699
Library Resources	319	350	357
	52,975	49,000	51,943

The school will be moving to a new site at Paerata Rise from Term 1 2021. There are several assets (ie Building Alterations etc) that will not be able to be moved. The board has agreed to ensure these assets are depreciated to a Nil value by the time of the move. The extra amount of depreciation include in the 2019 accounts is \$8,086. (2018:\$9,441)

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	260,870	58,352	98,362
Bank Call Account	127,933	-	125,868
Short-term Bank Deposits	-	300,000	50,000
Cash and cash equivalents for Cash Flow Statement	388,804	358,352	274,230

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	-	-	120
Receivables from the Ministry of Education	-	-	1,050
Interest Receivable	724	700	732
Teacher Salaries Grant Receivable	53,465	44,300	41,092
	54,189	45,000	42,995
Receivables from Exchange Transactions	724	700	852
Receivables from Non-Exchange Transactions	53,465	44,300	42,143
	54,189	45,000	42,995

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	1,091	500	638
	1,091	500	638

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	100,000	-	100,000
Total Investments	100,000	-	100,000

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Land	-				-	-
Buildings	22,014				(11,006)	11,008
Furniture and Equipment	46,060	7,561	-		(16,245)	37,376
Leased Assets	45,012	2,974			(25,405)	22,581
Library Resources	2,498	110	(62)		(319)	2,227
Balance at 31 December 2019	115,584	10,645	(62)	-	(52,975)	73,192

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Land	-	-	-
Buildings	83,170	(72,162)	11,008
Furniture and Equipment	94,344	(56,968)	37,376
Leased Assets	79,791	(57,210)	22,581
Library Resources	16,122	(13,895)	2,227
Balance at 31 December 2019	273,427	(200,235)	73,192

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Land	-				-	-
Buildings	34,378				(12,364)	22,014
Furniture and Equipment	41,600	18,984	-		(14,523)	46,061
Leased Assets	63,868	5,843			(24,699)	45,012
Library Resources	3,008	135	(289)		(357)	2,497
Balance at 31 December 2018	142,854	24,962	(289)	-	(51,943)	115,584

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Land	-	-	-
Buildings	155,119	(133,105)	22,014
Furniture and Equipment	98,448	(52,387)	46,061
Leased Assets	76,817	(31,805)	45,012
Library Resources	16,405	(13,908)	2,497
Balance at 31 December 2018	346,789	(231,205)	115,584

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	9,809	-	21,972
Accruals	8,192	10,000	11,106
Banking Staffing Overuse	-	-	-
Employee Entitlements - Salaries	53,465	45,000	41,092
	<u>71,465</u>	<u>55,000</u>	<u>74,170</u>
Payables for Exchange Transactions	71,465	55,000	74,170
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>71,465</u>	<u>55,000</u>	<u>74,170</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Provision at the Start of the Year	-	-	21,623
Increase/ (decrease) to the Provision During the Year	-	-	(21,623)
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>-</u>	<u>-</u>	<u>-</u>
Cyclical Maintenance - Current	-	-	-
Cyclical Maintenance - Term	-	21,623	-
	<u>-</u>	<u>21,623</u>	<u>-</u>

In 2021 the school will be moving to a new site at Paerata Rise. This will be a completely new school and the Board will will no longer be required to perform cyclical maintenance on the existing school buildings.

15. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	21,335	14,000	14,919
Later than One Year and no Later than Five Years	4,925	24,000	18,523
Later than Five Years			
	<u>26,260</u>	<u>38,000</u>	<u>33,442</u>

16. 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Toilet Upgrade	<i>completed</i>	20	-	20	-	-
Sewerage Upgrade	<i>completed</i>	400	-	400	-	-
Fire Alarm Upgrade	<i>completed</i>	1,163	-	1,163	-	-
Totals		1,583	-	1,583	-	-

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Toilet Upgrade	<i>completed</i>	13,935	(13,915)	-	-	20
Sewerage Upgrade	<i>in progress</i>	400	-	-	-	400
Fire Alarm Upgrade	<i>in progress</i>	-	36,000	34,837	-	1,163
Totals		14,335	22,085	34,837	-	1,583

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.

Jim Wakelin was a Trustee of the Board until May 2019 and also the school financial service provider. The total value of all transactions for the year was \$7,610 (2018: \$7,610) and no amount is outstanding at balance date (Prior Period: Nil). Because this amount is less than \$25,000 the contract does not require Ministry approval under section 103 of the Education Act 1989.

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	3,866	3,345
Full-time equivalent members	0.11	0.11
<i>Leadership Team</i>		
Remuneration	222,204	199,438
Full-time equivalent members	2	2
Total key management personnel remuneration	226,070	202,783
Total full-time equivalent personnel	2.11	2.11

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	120-130	110-120
Benefits and Other Emoluments	1-5	1-5
Termination Benefits	-	-

19. 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 schools 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.

20. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into contract agreements for capital works.

(Capital commitments at 31 December 2018: nil)

21. 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.

22. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Cash and Cash Equivalents	388,804	358,352	274,230
Receivables	54,189	45,000	42,995
Investments - Term Deposits	100,000	-	100,000
Total Financial assets measured at amortised cost	542,992	403,352	417,224

Financial liabilities measured at amortised cost

Payables	71,465	55,000	74,170
Finance Leases	26,260	22,106	48,663
Total Financial Liabilities Measured at Amortised Cost	97,725	77,106	122,833

23. 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 level4 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 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.

24. 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 11 Investments:

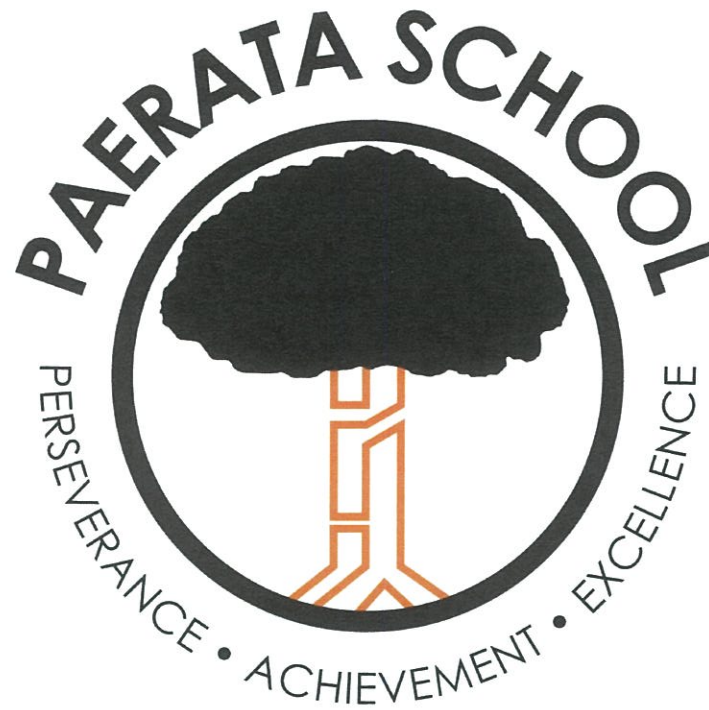
Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

25. Failure to comply with section 87 of the Education Act 1989

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 Covid-19 restrictions, including the closing of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

Paerata School

Growing Great People



2019

Paerata School's Vision - Growing Great People

Values / Nga Uara

A Paerata School student shows lifelong learning through a growth mindset which is supported by our values of Respect, Integrity, Self-Management and Excellence. At Paerata School we encourage all learners in our community to strive for excellence and become great people.

Paerata School's values are all integral to growing great people who reach their full potential.

RESPECT - Whakaute

- Respecting our language, culture, environment, ourselves, growth, and each other

INTEGRITY- Ngākau Tapatahi

- Being honest, trustworthy, ethical, responsible and accountable for our actions.

SELF-MANAGING - Nga Ture

- Taking responsibility for being honourable within the way we choose to act and making sure we are prepared in order to give ourselves the best chance for success.

EXCELLENCE - Hiranga

- To be the best you can be and to strive for excellence through perseverance.

These values are part of what makes people great and we desire for all Paerata students to grow into great people.

There is a genuine learning culture based around collaboration and the promotion of strong values. There exists a determined belief that all students will meet with success and are valued for who they are and are supported to aspire to their full potential.

Growing Great People

Our Strategic Goals for 2019

	Student Learning <i>Greater Achievement</i>	Powerful Partnerships <i>Greater Connections</i>	Personnel Development <i>Greater Skills</i>	Wellbeing <i>Greater Hauora</i>
Strategic Goals	For all students to show progress in all curriculum areas.	Increase the level of collaboration with parents, iwi, other schools, Kahui Ako and community organisations to develop well rounded students who demonstrate our RISE values.	Grow the skill set of teachers, support staff, students and whanau to support the growth of individual needs and interests.	Attend to the health and wellbeing of all stakeholders through the implementation of robust systems and support mechanisms to monitor and improve their wellbeing.
Strategic Initiatives for 2019	<ul style="list-style-type: none"> Review curriculum planning and delivery to increase teacher agency and decrease teacher variability Develop and implement a plan to increase hands-on learning experiences 	<ul style="list-style-type: none"> Develop strategic partnerships with our community to enhance connections Develop a plan to transition students from ECE to Paerata School 	<ul style="list-style-type: none"> Investigate teaching strategies that have the most impact on raising achievement Develop and implement a plan to increase student agency 	<ul style="list-style-type: none"> Develop and implement a wellbeing booklet for staff Investigate, develop and implement a plan to increase wellbeing for students
Measures of Success	<ul style="list-style-type: none"> Teacher Rubric - Increased in teacher agency between start of year baseline to end of year baseline measure By the end of the 2019 all students will have increased the amount of learning experiences in the class through <ul style="list-style-type: none"> Play Based learning Discovery Time/Genius Hour Electives or Clubs 	<ul style="list-style-type: none"> Consultation with iwi on initiatives for school. What do they want for their tamariki. ECE Centres and parents have a clear understanding of what school readiness is at Paerata 	<ul style="list-style-type: none"> Raise student achievement in literacy & numeracy whereby each learner exceeds a years progress annually with a particular focus on Maori and Pasifika learners Student Rubric - Increased in student ownership between start of year baseline to end of year baseline measure 	<ul style="list-style-type: none"> Support the holistic wellbeing of staff. Encourage wellbeing practices and techniques that allow staff to flourish. Student needs identified through surveys data on SMS. Strategies implemented to increase student wellbeing.

Strategic Goal: Student Learning - Greater Achievement

For all students to show progress in all curriculum areas.

Strategic Initiative: Review curriculum planning and delivery to increase teacher agency and decrease teacher variability.

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Survey/meet with whanau to determine priorities for local curriculum content.	Small consultation groups created to gain feedback regarding curriculum content.	Luke Thompson	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none">• This will be done when we present the new design and layout of the school to the community.
Cocreate a teacher tool box that supports constant curriculum expectations.	A co-created teacher tool box that supports constant curriculum expectations.	Teaching Staff	Jennifer Roberts	Term 1	Term 4	<ul style="list-style-type: none">• Meet several times a term to unpack curriculum expectations.• Effective pedagogy draft• Target folder adjustments being made• PB4L SET data collected this term• Review non negotiable teaching requirements• Assessment requirements and timing adjustment to make better use of results.• Writing assessment trial being used and mini target groups being developed.• Collaborative planning within teams increasing.
Involvement within Kahui Ako towards the goals of "Growing connected pathways for all learners."	Kahui Ako In school teachers leading actions to achieve Kahui Ako goals.	Melinda Bolton	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none">• Leitia Preston worked alongside Pukekohe Kahui Ako to unpack Strengthening reciprocal relationships with whanau and community and what this might look like and develop an action

						<p>plan to achieve our desired outcomes.</p> <ul style="list-style-type: none"> Alana Cantley unpacked the Literacy Progressions Framework in Writing and Reading. Explored the PaCT tool, making links between the Learning Progression Frameworks and PaCT. Unpacked the big ideas and illustrations for each signpost in key aspects, use student writing to make aspect judgements. Explored PACT reports and identify actions for teaching and learning TRLI Project - brief on the project and where we are to date Example of a rich task related to transition from primary school to high school shared with Kahui Ako across school team.
Review the reporting structure to give whanau an understanding of student progress and achievement.	New Report format set up to include a broader definition of success. Parents are informed about progress and achievement.	Luke Thompson	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"> SLT visited Mangatawhiri Sch to see how they are using Seesaw for reporting. Survey parents about receiving online and regular achievement and real-time data/updates on their children, rather than traditional twice a year. Develop templates to use on Seesaw when reporting to parents.

Strategic Goal: Student Learning - Greater Achievement
For all students to show progress in all curriculum areas.

Strategic Initiative: Develop and implement a plan to increase hands-on learning experiences

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Launch student led initiatives to make a positive difference in our community.	Students make a positive difference in our community through their own initiatives.	Luke Thompson	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> • Beekeeping - met with Andrew Daken Operations Manager at Lion Apiaries and Vice President of Franklin BeeKeepers Club. They are keen to come on board to support students to look after bees. • Polyfest for school kapa haka leaders - I took 5 of our senior students to experience Polyfest and watch some of our former Paerata students performing on stage as part of the Pukekohe High Tongan group. • Room 3 Save the Planet Video
Increase the use of materials and practical experiences in all areas of learning.	Increase the number of practical learning experiences. All classes participate in clubs or electives.	Teaching Staff	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"> • Science - more hands-on learning experiences have been planned for and taken place. This has really boosted engagement from our boys. • Groups, Clubs and outside agency programmes - Robotics, Music, gardening, Youth Yoga • Science -Electronics Circuits project using School Kit resource yrs 4-8 • Yr 1-2 Ice Inquiry with crossgroups • Quiet Group established for invited students

Professional development and school visits to see practical examples of play-based learning within classroom environments.	Increase staff knowledge regarding the practical ways play-based learning can be delivered.	Junior Team	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> • Jen visiting with Vanessa • Readings undertaking
Investigate outside agencies to support authentic and hands-on learning for students.	Students involved in community trips to give authentic experiences.	Luke Thompson	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> • Highwire Trust - sports and recreational programme • Beach Education - creating an authentic learning experience for students. The Surf Life Saving curriculum-based education programmes are designed to give children the life-long skills they need to stay safe at the beach and in the water. Beach Ed covered Water Skills for Life competencies. The content included theory and practical-based sessions. • Participated in the Franklin Multicultural Festival • Hockey Festival • Groups, Clubs and outside agency programmes that are currently running - Robotics, Music, gardening, Youth Yoga • Term 3 Year 3-4 students visited the live theatre show. • Field of Dreams • Yoga for Years 4-6 • Reins Programme

Strategic Goal: Powerful Partnerships - Greater Connections

Increase the level of collaboration with parents, iwi, other schools, Kahui Ako and community organisations to develop well-rounded students who demonstrate our RISE values

Strategic Initiative: Develop strategic partnerships with our community to enhance connections

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Maintain relationships with: <ul style="list-style-type: none">- SWIS, RTLB & RTLit- Public Health Nurse- KidsCan- New Foundation- The Rising Foundation	Key people identified to support the students, parents, whanau and school.	SWIS - Whole Staff Public Health Nurse - Whole Staff KidsCan - Luke Thompson & Nikki Shea New Foundation - Luke Thompson The Rising Foundation - Luke Thompson	Senior Leadership Team	Term 1	Term 4	<ul style="list-style-type: none">• MOE - 2 student receiving SLT support• SWIS - 7 students receiving support, programmes are varied and work on building confidence, relationships and mental health.• RTLB - 6 students 1 transitions and 4 cases are in the processing stage 2 of these are group referrals.• PB4L - 3 teachers completed the Incredible Years Programme. The goal is to prevent and treat young children's behaviour problems and promote their social, emotional, and academic competence.• Rising Foundation - Camp Term 4• New Foundations - START Programme Week 4-7 term 4
Investigate Leadership programme facilitated by Highwire Trust for our school leaders.	Students grow their leadership capabilities through Highwire Trust programme.	Luke Thompson	Luke Thompson	Term 1	Term 3	<ul style="list-style-type: none">• Our contact with Highwire Trust has become unreliable and hard to get a hold of. We are looking for other avenues for leadership programmes for our students. Possible agency is Rising Foundation who work out of

						Pukekohe High School.
Make connections to local iwi and marae.	A kaumatua identified to support and advise the school.	Luke Thompson	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"> Attended a hui with the Marae Committee Forum for Ngāti Tamaoho at the offices of Huakina Development Trust on Wednesday 15th May 2019. Robert Hita (Ngāti Tamaoho, Nga Hau E Wha) who has whanau at Paerata School and works for Huakina Trust will facilitate the meetings between Paerata School and the Marae Committee. Discussion covered: <ul style="list-style-type: none"> - To what level did the iwi want to be involved and consulted, each marae delegate will take this korero back to their tangata and discuss, feedback will be given at the next meeting. - Support and advice for Paerata Board of Trustees in relation to the blessing of the land, the opening of buildings and developing a sustainable partnership with iwi. MFC informed the school there are many marae that are associated with Tamaoho and that there should be no one marae/kaumatua that we should engage with. The committee commented that the approach the school has taken is the best way to engage with tangata whenua, iwi and marae for a sustainable and reciprocal relationship. Blessing of new school site 17th October MOE, FORM, BECA, School staff and community. Ngati Tamaoho took the lead in

						the blessing.
Plan rich task with community support that links to the relocation of Paerata School.	Rich tasks that support community engagement and community experts used to support students learning.	Luke Thompson	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> Whanau BBQ was used as a tool to identify parents within our community that are able to support students learning BeeKeepers Club coming to discuss set up and teach students how to look after bees.

Strategic Goal: Powerful Partnerships - Greater Connections

Increase the level of collaboration with parents, iwi, other schools, Kahui Ako and community organisations to develop well-rounded students who demonstrate our RISE values

Strategic Initiative: Develop a plan to transition students from ECE to Paerata School

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Make connections with ECE Centres in Pukekohe. Invite ECE Centres to Paerata. Show ECE around school and shared vision. Share school readiness expectations.	Connections made with ECE centres. Centres visited Paerata and understand our expectations.	Luke Thompson Jennifer Roberts	Luke Thompson	Term 1	Term 2	<ul style="list-style-type: none"> We will need to look at how this will be achieved as MoE will be introducing a zone. Many of the ECE centres our students come from fall outside of the zone. Kahui Ako meeting with ECE Kahui Ako meeting with ECE and New Entrant teachers to view the visual curriculum they have developed. Informal meeting with local ECE centre manager to discuss the upcoming zone implementation and cohort entry. Invitation to visit the centre and observe play-based programme. Visit to new Treetops Early Learning Centre and Country

						Village Preschool to discuss Cohort Entry and School Zone. Priorities for school readiness.
Develop information brochure for ECE and parents about Paerata School.	A brochure explaining school readiness. What are important skills for children starting school. Distribute brochure to ECEs.	Luke Thompson Jennifer Roberts Junior Team	Luke Thompson	Term 2	Term 3	<ul style="list-style-type: none"> Work will be complete by the end of Term 3 and presented to the Board. We will distribute when we know which ECEs will fall within our catchment zone. This goal has changed due to the pathway we are developing. Most information will be designed and explained on our school website. Where the brochure will discuss school readiness and skills that relate to the Key Competencies.
Investigate cohort entry. Visit schools who have implemented cohort entry.	Review policies and procedures on Cohort Entry	Luke Thompson Jennifer Roberts	Luke Thompson	Term 3	Term 4	<ul style="list-style-type: none"> Hingaia School - cohort Pukekohe Hill School- systems for normal entry-reception Rm. Survey Parent Community on their views on introducing a cohort entry. Reviewed and trialled a standard transition to school process, including a questionnaire and School Visit Booklet. Process for cohort entry transition developed Local preschools visited
Investigate junior curriculum alignment with Te Whariki	Paerata School Curriculum will have a balance of the NZC and Te Whariki.	Junior Team	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none"> Kahui Ako Coherent Pathways Tool -relating to transition from ECE to school ECE compiling visual examples of the 5 strands- to be published Sept.

Strategic Goal: PERSONNEL DEVELOPMENT - Greater Skills

Grow the skill set of teachers, support staff, students and whanau to support the growth of individual needs and interests

Strategic Initiative: Investigate teaching strategies that have the most impact on raising achievement

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Maintain the Reading programmes to accelerate reading for selected at-risk students.	Reading programme delivered during the year to targeted students.	Gemma Stacey Jordan Peters	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> Continuation of Reading Recovery Programme 2019 Report
Review of term 1 / 2 teaching as inquiry to identify successful strategies and inform the next inquiries.	Outcomes of Term 1-2 inquiry used to inform personal inquiry for Term 3.	Teaching Staff	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> Reviewed inquiry and target folders in Term 2. Changes made to reduce double up of content. New Target/Inquiry shared for Term 3. Target groups for writing
Trial the use of cross grouping to increase teacher collaboration.	Teachers collaboratively plan for cross grouping activities.	Teaching Staff	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> iUgo our current planning software is not meeting our needs. Due to the changing nature of our pedagogy and what we are working towards. Teachers have been meeting and developing systems for co-constructive planning and teaching. Teachers have been given the autonomy to develop what works for them.
Identify teacher strengths and utilise in other areas around the school curriculum.	Teachers use strengths to teach specific curriculum areas where students needs have been identified.	Teaching Staff	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none"> This will take longer to achieve as we need to consider timetabling and planning. Teacher met and identified strengths. Term 3 teachers are planning lessons to take on a rotation next term based on their strengths and interests. Differentiated according to class level.

Strategic Goal: PERSONNEL DEVELOPMENT - Greater Skills

Grow the skill set of teachers, support staff, students and whanau to support the growth of individual needs and interests.

Strategic Initiative: Develop and implement a plan to increase student agency

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Create a Key Competency Rubric as a tool to support student agency.	Students will access and use a Key Competency Rubric tool to support student agency.	Jennifer Roberts	Luke Thompson	Term 1	Term 2	<ul style="list-style-type: none">KC Rubric created and shared with staff. Discussed, adjusted and trialled in March.Teachers reported back.
Consult the Pasifika community to inform a Pasifika Education Implementation plan based on their vision of success at school.	Pasifika plan developed which includes three goals for improving success at school.	Luke Thompson	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none">Will link into when we present the new design and layout of the school to the community.
Engage Wesley students to support Pasifika Group performances.	Wesley students supporting our Pasifika group performances.	Luke Thompson	Luke Thompson	Term 2	Term 4	<ul style="list-style-type: none">Met with Chris Woods discussions on how Wesley can be involved with facilitating Pasifika Performances within Paerata School.
Investigate ways for Tuakana/Teina relationships across the school.	Planned opportunities for Tuakana/Teina relationships across the school.	Jennifer Roberts	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none">Whole School Sleepover Senior students actively involved with supporting our younger students with tents, games and at meal times.Te Reo Rm3/5Mixed age values grp TuesSnrs read with Rm 8 mileageRm 3 in Jnr. classes wet daysAssemblies- sharingSnr volunteers sit with y1/2 during lunch eating.

Strategic Goal: WELLBEING - Greater Hauora

Attend to the health and wellbeing of all stakeholders through the implementation of robust systems and support mechanisms to monitor and improve their wellbeing.

Strategic Initiative: Develop and implement a wellbeing booklet for staff

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Survey all staff to find out what their needs are.	All staff survey data collected and analysed.	Jennifer Roberts	Luke Thompson	Term 1	Term 1	<ul style="list-style-type: none">• Five Ways to Wellbeing tool shared.• Areas of strength and need collated in a shared breakfast mtg.• Term 3 identified three goals for Term 4 based on the rubric. GIVE - Reporting back to staff on Professional Development BE ACTIVE- senior students to organise lunchtime sports/activities TAKE NOTICE - activity rotations next term
Develop a staff wellbeing handbook.	Analysed data used to create staff wellbeing handbook. Focus on key areas from the data.	Jennifer Roberts	Luke Thompson	Term 1	Term 2	<ul style="list-style-type: none">• Professional Reading re Stress in Teaching -study• Wellbeing handbook draft completed
Trial Handbook ready for implementation in 2020.	Handbook is used and staff feedback fortnightly.	Jennifer Roberts	Luke Thompson	Term 3	Term 4	<ul style="list-style-type: none">• Term 3 Trial good New Habits Handbook. Weekly activities have included: Identifying Your Triggers, Drink Water, Enjoy your Lunch Break, Show and Tell, Time Management, Exhale Slowly, Sleep Well, Fight Procrastination, Think, Reflect

						<p>on term 3</p> <ul style="list-style-type: none"> • Term 4 Weekly activities include; Exercise Anywhere, Random acts of kindness, Laughter week, Increase your heartbeat, Stop for 5 minutes, Tidy your workspace, Do I need to eat that?, Hang in there.
Team building opportunities every term.	Team building is scheduled termly and staff are encouraged to participate. All staff will be rostered on to creating or organising a team building event.	Whole Staff	Jennifer Roberts	Term 1	Term 4	<ul style="list-style-type: none"> • Teachers have signed up for September in 3 teams. • Quiz team entered in fundraising event • Group training 2x weekly

Strategic Goal: WELLBEING - Greater Hauora

Attend to the health and wellbeing of all stakeholders through the implementation of robust systems and support mechanisms to monitor and improve their wellbeing.

Strategic Initiative: Investigate, develop and implement a plan to increase wellbeing for students

Targeted Actions	Expected Outcome	Responsible (who is doing the work)	Accountable (Who is checking it is done)	Start Date	Finish Date	Outcome
Survey all students to find out what their needs are.	All student survey data collected and analysed.	Jennifer Roberts	Luke Thompson	Term 1	Term 2	<ul style="list-style-type: none">• Register for Wellbeing@school survey y4-8
Teaching PB4L areas that have been identified through recorded data on SMS.	Review data recorded on SMS and identify areas of need. Plans created and delivered on needs.	Sarah Katu	Jennifer Roberts	Term 1	Term 4	<ul style="list-style-type: none">• PB4L - Positive Behaviour for Learning report here• PB4L Tier 2 PD with facilitator• PB4L Overview shared with all staff• 22 Oct PB4L nomination and Individual Behaviour Plan• 5 Nov PB4L Tier 2 cluster meeting
Investigate programmes to support students with self regulation.	Students will be able to self regulate from strategies they have learnt.	Luke Thompson	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none">• Youth Yoga - targeted with junior school students.• Youth Yoga - targeted at years 4-6.• Quiet Group - identified students invited to a supervised quiet space at lunchtimes.
Strengthen gardening group to allow students to take greater ownership.	Vegetable gardens produce regular produce, parents contribute to group and offer advice and support.	Sarah Morrison	Luke Thompson	Term 1	Term 4	<ul style="list-style-type: none">• Term 1 started well with a few parents interested and 1 parent came several times to help out.• Approached parent to work with a small group of students in the community garden once a week to give ownership of gardens back to the community.

4 Year Strategic Overview

	2019	2020	2021	2022
For all students to show progress in all curriculum areas.	<ul style="list-style-type: none"> Review curriculum planning and delivery to increase teacher agency and decrease teacher variability Develop and implement a plan to increase hands-on learning experiences 	<ul style="list-style-type: none"> Student learning journals implemented to collect student reflection and progress Portfolios used to share and reflect on learning 	<ul style="list-style-type: none"> Create a 'Backpack' of strategies that assist teachers in the classroom with targeted students Staff coaching and mentoring implemented school wide 	<ul style="list-style-type: none"> Use of flexible learning spaces
Increase the level of collaboration with parents, iwi, other schools, Kahui Ako and community organisations to develop well rounded students who demonstrate our RISE values.	<ul style="list-style-type: none"> Develop strategic partnerships with our community to enhance connections Develop a plan to transition students from ECE to Paerata School 	<ul style="list-style-type: none"> Work with Local Community Board on student led community action project Implement ECE Transition Plan 	<ul style="list-style-type: none"> Develop a range of opportunities to partner with local iwi for community change Review ECE Transition Plan 	<ul style="list-style-type: none"> Community experts supporting programme workshops
Grow the skill set of teachers, support staff, students and whanau to support the growth of individual needs and interests.	<ul style="list-style-type: none"> Investigate teaching strategies that have the most impact on raising achievement Develop and implement a plan to increase student agency 	<ul style="list-style-type: none"> Student lead passion projects Students running school robotic competition 	<ul style="list-style-type: none"> Google certified teachers 	<ul style="list-style-type: none"> Participate in Franklin Robotic competition
Attend to the health and wellbeing of all stakeholders through the implementation of robust systems and support mechanisms to monitor and improve their wellbeing.	<ul style="list-style-type: none"> Develop and implement a wellbeing booklet for staff Investigate, develop and implement a plan to increase wellbeing for students 	<ul style="list-style-type: none"> Review wellbeing booklet for staff 	<ul style="list-style-type: none"> School values are explicit and visible in all aspects of school operations and practices. 	<ul style="list-style-type: none"> Students and whanau actively involved in decisions that impact on their wellbeing through the curriculum, pastoral care processes and identification of wellbeing priorities.

Paerata School

For the year ended 31 December 2019

Kiwisport Statement

Kiwisport is a Government initiative to support student's participation in organised sport. In 2019 the school received total Kiwisport funding of \$1,981.79 (excluding GST).

The funding was spent on various sporting activities including soccer and "give it ago day".

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Independent Auditor's Report

To the readers of Paerata School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Paerata School (the School). The Auditor-General has appointed me, Brendon Foy, using the staff and resources of RSM Hayes Audit, 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 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 30 October 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 note 23 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of 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 includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, 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 Paerata School.

A handwritten signature in blue ink, appearing to read 'Brendon Foy'.

Brendon Foy
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand