



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2020**

School Directory

Ministry Number:	3352
Principal:	Dion Stechmann
School Address:	Homebush Road, Glentunnel
School Postal Address:	Homebush Road P D C, Glentunnel, 7638
School Phone:	03 318 2717
School Email:	<a href="mailto:admin@glentunnel.school.nz">admin@glentunnel.school.nz</a>

# GLENTUNNEL SCHOOL

Annual Report - For the year ended 31 December 2020

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# Glentunnel 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 reflect the financial position and operations of the School.

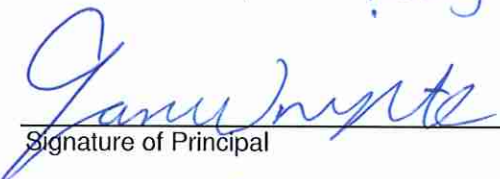
The School's 2020 financial statements are authorised for issue by the Board.

BEN HARDY  
Full Name of Board Chairperson

  
Signature of Board Chairperson

04 June 21  
Date:

Jane Wright  
Full Name of Principal *Acting Principal*

  
Signature of Principal

04/06/2021  
Date:

# Glentunnel School

## Members of the Board of Trustees

For the year ended 31 December 2020

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Held Until</b>
Ben Hardy	Chairperson	Elected Member	May 2022
Dion Stechmann	Principal	ex Officio	
Hamish Wright	Parent Rep	Elected Member	May 2022
Keith Tallentire	Parent Rep	Elected Member	May 2022
Mark Moore	Parent Rep	Elected Member	May 2022
Emily Jones	Parent Rep	Elected Member	May 2022
Anne Cornish	Staff Rep	Elected Member	May 2022

### **In Attendance**

Alison Brown                      Minute Secretary

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

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	1,079,937	884,473	1,053,025
Locally Raised Funds	3	88,070	12,687	75,158
Interest Income		143	2,000	291
		<u>1,168,150</u>	<u>899,160</u>	<u>1,128,474</u>
<b>Expenses</b>				
Locally Raised Funds	3	17,619	956	24,583
Learning Resources	4	755,148	546,073	780,125
Administration	5	58,697	59,383	57,208
Finance		1,690	-	1,257
Property	6	287,937	271,949	277,046
Depreciation	7	29,953	6,956	31,646
		<u>1,151,044</u>	<u>885,317</u>	<u>1,171,865</u>
<b>Net Surplus / (Deficit) for the year</b>		17,106	13,843	(43,391)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>17,106</u>	<u>13,843</u>	<u>(43,391)</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.

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

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Balance at 1 January</b>		<u>343,887</u>	<u>343,887</u>	<u>387,278</u>
Total comprehensive revenue and expense for the year		17,106	13,843	(43,391)
<b>Equity at 31 December</b>	23	<u>360,993</u>	<u>357,730</u>	<u>343,887</u>
Retained Earnings		360,993	357,730	343,887
<b>Equity at 31 December</b>		<u>360,993</u>	<u>357,730</u>	<u>343,887</u>

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

# Glentunnel School

## Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	122,954	181,935	161,136
Accounts Receivable	9	43,391	42,076	42,076
GST Receivable		24,690	-	-
Prepayments		7,461	6,775	6,775
Inventories	10	9,539	9,243	9,243
Funds owing for Capital Works Projects	16	20,718	-	-
		<u>228,753</u>	<u>240,029</u>	<u>219,230</u>
<b>Current Liabilities</b>				
GST Payable		-	5,153	5,153
Accounts Payable	12	59,178	53,760	53,760
Revenue Received in Advance	13	1,789	1,284	1,284
Provision for Cyclical Maintenance	14	9,607	21,532	21,532
Finance Lease Liability - Current Portion	15	9,429	8,478	8,478
Funds held for Capital Works Projects	16	-	12,285	12,285
Funds Held on Behalf of the Reading Together Cluster	17	10,601	12,872	12,872
		<u>90,604</u>	<u>115,364</u>	<u>115,364</u>
<b>Working Capital Surplus/(Deficit)</b>		138,149	124,665	103,866
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	263,975	276,714	283,670
		<u>263,975</u>	<u>276,714</u>	<u>283,670</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	27,695	22,643	22,643
Finance Lease Liability	15	13,436	21,006	21,006
		<u>41,131</u>	<u>43,649</u>	<u>43,649</u>
<b>Net Assets</b>		<u>360,993</u>	<u>357,730</u>	<u>343,887</u>
<b>Equity</b>	23	<u>360,993</u>	<u>357,730</u>	<u>343,887</u>

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

**Glentunnel School**  
**Statement of Cash Flows**  
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		297,693	245,510	249,087
Locally Raised Funds		88,843	12,687	74,890
Goods and Services Tax (net)		(29,843)	-	(6,701)
Payments to Employees		(180,953)	(139,951)	(157,333)
Payments to Suppliers		(144,653)	(99,447)	(160,338)
Funds Administered on Behalf of Third Parties		(2,271)	-	(2,569)
Cyclical Maintenance payments in the Year		(16,767)	-	(12,081)
Interest Received		143	2,000	291
Net cash from/(to) Operating Activities		12,192	20,799	(14,754)
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(8,076)	-	(5,090)
Net cash from/(to) Investing Activities		(8,076)	-	(5,090)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(9,295)	-	(12,190)
Funds held for Capital Works Projects		(33,003)	-	12,285
Net cash from/(to) Financing Activities		(42,298)	-	95
<b>Net (decrease)/increase in cash and cash equivalents</b>		<b>(38,182)</b>	<b>20,799</b>	<b>(19,749)</b>
Cash and cash equivalents at the beginning of the year	8	161,136	161,136	180,885
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>122,954</b>	<b>181,935</b>	<b>161,136</b>

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

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



# Glentunnel School

## Notes to the Financial Statements

For the year ended 31 December 2020

### 1. Statement of Accounting Policies

#### 1.1. Reporting Entity

Glentunnel 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.

#### 1.2. 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.

##### **Useful lives of property, plant and equipment**

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

##### **Cyclical Maintenance**

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

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

### **1.3. 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.

### **1.4. 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.

### **1.5. 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.

### **1.6. 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.

### **1.7. 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.

### 1.8. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's 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.

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.

### 1.9. Property, Plant and Equipment

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

Property, plant and equipment 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	40 years
Furniture and equipment	5–10 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### 1.10. 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.

### **1.11. 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.

### **1.12. Employment Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

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

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

### **1.13. Revenue Received in Advance**

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

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

### **1.14. 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).

### **1.15. 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, 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.

### **1.16. Borrowings**

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

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

### **1.17. 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.

**1.18. Budget Figures**

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

**1.19. Services received in-kind**

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

## 2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	233,632	192,995	200,445
Teachers' Salaries Grants	572,172	430,087	612,822
Use of Land and Buildings Grants	208,876	208,876	191,116
Other MoE Grants	65,257	52,515	48,642
	<u>1,079,937</u>	<u>884,473</u>	<u>1,053,025</u>

The School has opted in to the donations scheme for this year. Total amount received was \$16,200.

Other MOE Grants total includes additional COVID-19 funding totalling \$9,654 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 \$
<b>Revenue</b>			
Donations	45,511	(7,130)	23,919
Fundraising	6,325	348	6,594
Other Revenue	31,777	11,817	35,314
Trading	4,457	7,478	9,288
Activities	-	174	43
	<u>88,070</u>	<u>12,687</u>	<u>75,158</u>
<b>Expenses</b>			
Activities	3,200	(2,174)	750
Trading	6,601	7,478	10,614
Fundraising (Costs of Raising Funds)	7,818	-	8,415
Other Locally Raised Funds Expenditure	-	(4,348)	4,804
	<u>17,619</u>	<u>956</u>	<u>24,583</u>
<i>Surplus for the year Locally raised funds</i>	<u>70,451</u>	<u>11,731</u>	<u>50,575</u>

## 4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	38,537	2,000	44,720
Information and Communication Technology	870	6,039	2,066
Library Resources	55	696	22
Employee Benefits - Salaries	695,328	521,121	715,786
Staff Development	20,358	16,217	17,531
	<u>755,148</u>	<u>546,073</u>	<u>780,125</u>

## 5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	3,436	2,783	3,335
Board of Trustees Fees	3,520	3,500	3,130
Board of Trustees Expenses	702	1,265	2,126
Communication	1,747	1,826	1,444
Consumables	10,923	14,000	9,045
Other	2,350	2,478	2,727
Employee Benefits - Salaries	26,719	25,357	27,904
Insurance	3,221	3,826	2,511
Service Providers, Contractors and Consultancy	6,079	4,348	4,986
	<u>58,697</u>	<u>59,383</u>	<u>57,208</u>

## 6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	4,144	2,174	2,964
Cyclical Maintenance Provision	9,894	10,435	23,124
Grounds	7,515	5,652	16,589
Heat, Light and Water	13,944	10,000	9,186
Rates	2,951	3,043	2,645
Repairs and Maintenance	7,029	8,209	3,979
Use of Land and Buildings	208,876	208,876	191,116
Employee Benefits - Salaries	33,584	23,560	27,443
	<u>287,937</u>	<u>271,949</u>	<u>277,046</u>

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

## 7. Depreciation of Property, Plant and Equipment

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements	6,603	1,500	6,603
Furniture and Equipment	8,172	1,500	8,209
Information and Communication Technology	5,057	1,500	5,249
Leased Assets	9,151	1,500	10,608
Library Resources	970	956	977
	<u>29,953</u>	<u>6,956</u>	<u>31,646</u>

## 8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	9,034	181,935	16,879
Bank Call Account	113,920	-	144,257
Cash and cash equivalents for Statement of Cash Flows	<u>122,954</u>	<u>181,935</u>	<u>161,136</u>

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

Of the \$122,954 Cash and Cash Equivalents, \$10,601 is held by the School on behalf of the Reading Together cluster. See note 17 for details of how the funding received for the cluster has been spent in the year.

## 9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	-	268	268
Teacher Salaries Grant Receivable	43,391	41,808	41,808
	<u>43,391</u>	<u>42,076</u>	<u>42,076</u>
Receivables from Exchange Transactions	-	268	268
Receivables from Non-Exchange Transactions	43,391	41,808	41,808
	<u>43,391</u>	<u>42,076</u>	<u>42,076</u>

## 10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	542	824	824
School Uniforms	8,997	8,419	8,419
	<u>9,539</u>	<u>9,243</u>	<u>9,243</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2020</b>	\$	\$	\$	\$	\$	\$
Land	15,000	-	-	-	-	15,000
Building Improvements	190,673	-	-	-	(6,603)	184,070
Furniture and Equipment	29,943	7,156	-	-	(8,172)	28,927
Information and Communication Technology	11,213	-	-	-	(5,057)	6,156
Leased Assets	29,999	2,182	-	-	(9,151)	23,030
Library Resources	6,842	920	-	-	(970)	6,792
<b>Balance at 31 December 2020</b>	<b>283,670</b>	<b>10,258</b>	<b>-</b>	<b>-</b>	<b>(29,953)</b>	<b>263,975</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2020</b>	\$	\$	\$
Land	15,000	-	15,000
Building Improvements	264,139	(80,069)	184,070
Furniture and Equipment	186,804	(157,877)	28,927
Information and Communication Technology	101,031	(94,875)	6,156
Leased Assets	34,078	(11,048)	23,030
Library Resources	26,328	(19,536)	6,792
<b>Balance at 31 December 2020</b>	<b>627,380</b>	<b>(363,405)</b>	<b>263,975</b>

The net carrying value of equipment held under a finance lease is \$23,030 (2019: \$29,999)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
<b>2019</b>	\$	\$	\$	\$	\$	\$
Land	15,000	-	-	-	-	15,000
Building Improvements	197,276	-	-	-	(6,603)	190,673
Furniture and Equipment	34,731	3,421	-	-	(8,209)	29,943
Information and Communication Technology	15,045	1,417	-	-	(5,249)	11,213
Leased Assets	15,501	31,896	(6,790)	-	(10,608)	29,999
Library Resources	7,567	252	-	-	(977)	6,842
<b>Balance at 31 December 2019</b>	<b>285,120</b>	<b>36,986</b>	<b>(6,790)</b>	<b>-</b>	<b>(31,646)</b>	<b>283,670</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
<b>2019</b>	\$	\$	\$
Land	15,000	-	15,000
Building Improvements	264,137	(73,464)	190,673
Furniture and Equipment	181,786	(151,843)	29,943
Information and Communication Technology	128,659	(117,446)	11,213
Leased Assets	34,220	(4,221)	29,999
Library Resources	25,407	(18,565)	6,842
<b>Balance at 31 December 2019</b>	<b>649,209</b>	<b>(365,539)</b>	<b>283,670</b>

## 12. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
Operating creditors	\$ 3,914	\$ 1,461	\$ 1,461
Accruals	3,590	4,714	4,714
Employee Entitlements - salaries	43,756	41,808	41,808
Employee Entitlements - leave accrual	7,918	5,777	5,777
	<b>59,178</b>	<b>53,760</b>	<b>53,760</b>
Payables for Exchange Transactions	59,178	53,760	53,760
	<b>59,178</b>	<b>53,760</b>	<b>53,760</b>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other	1,789	1,284	1,284
	1,789	1,284	1,284

### 14. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	44,175	44,175	33,132
Increase/ (decrease) to the Provision During the Year	9,894	-	23,124
Use of the Provision During the Year	(16,767)	-	(12,081)
Provision at the End of the Year	37,302	44,175	44,175
Cyclical Maintenance - Current	9,607	21,532	21,532
Cyclical Maintenance - Term	27,695	22,643	22,643
	37,302	44,175	44,175

### 15. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	10,461	14,712	14,712
Later than One Year and no Later than Five Years	13,682	39,837	39,837
	24,143	54,549	54,549

### 16. Funds Held for Capital Works

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 Contributions \$	Closing Balances \$
Block 1 upgrade	In Progress	12,285	395,614	(428,617)	-	(20,718)
Totals		12,285	395,614	(428,617)	-	(20,718)

#### Represented by:

Funds Due from the Ministry of Education	(20,718)
	(20,718)

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Block 1 upgrade	In Progress	-	30,000	(17,715)	-	12,285
Totals		-	30,000	(17,715)	-	12,285

## 17. Funds Held on Behalf of the Reading Together Cluster

Glentunnel School is the lead school and holds funds on behalf of the Reading Together cluster, a group of schools funded by the Ministry of Education to share reading resources.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	12,872	12,872	15,441
Funds Spent on Behalf of the Cluster	(2,271)	-	(2,569)
Funds Held at Year End	10,601	12,872	12,872

## 18. 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.

## 19. 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	3,520	3,130
Full-time equivalent members	0.07	0.08
<i>Leadership Team</i>		
Remuneration	216,631	202,051
Full-time equivalent members	2.00	2.00
Total key management personnel remuneration	220,151	205,181
Total full-time equivalent personnel	2.07	2.08

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	120 - 130	110-120
Benefits and Other Emoluments	0-5	3-4
Termination Benefits	0 - 0	0 - 0

### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 -110	-	-
110 -120	-	-
120 - 130	-	-
	-	-

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

## 20. Compensation and Other Benefits Upon Leaving

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

	2020 Actual		2019 Actual	
Total	\$	-	\$	-
Number of People		-		-

## 21. Contingencies

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

### Holidays Act Compliance – Schools payroll

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

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

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

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board has entered into the following contract agreements for capital works.

(a) \$475,785 contract for Block 1 Upgrade to be completed in 2021. The project will be funded by the Ministry of Education and the School Board in the amounts of \$465,914 and \$9,871, respectively. To date, \$425,614 has been received from the Ministry and \$446,332 has been spent on the project.

(Capital commitments at 31 December 2019: nil)

### (b) Operating Commitments

As at 31 December 2020 the Board has not entered into any operating contracts:

(Operating commitments at 31 December 2019: \$nil)

## 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.

## 24. Financial Instruments

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

### Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	122,954	181,935	161,136
Receivables	43,391	42,076	42,076
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	<u>166,345</u>	<u>224,011</u>	<u>203,212</u>

### Financial liabilities measured at amortised cost

Payables	59,178	53,760	53,760
Finance Leases	22,865	29,484	29,484
Total Financial liabilities measured at amortised Cost	<u>82,043</u>	<u>83,244</u>	<u>83,244</u>

## 25. Events After Balance Date

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

## Analysis of Variance 2020

# Partnerships for Learning

**Goal:** To provide and promote educationally powerful partnerships that enhance student learning and support cultural awareness, learning and understanding.

**Targets:** To develop an annual strategic plan for regular communication and consultation with our Māori whānau.  
To further develop and consolidate our understanding of PaCT (Writing) as a tool for improving teacher practice and assessment for learning.  
To positively contribute to Te Hū o Kākāpōtahi Kāhui Ako.

**Baseline Data/Historical Position:** Writing and in particular Māori boys writing has been a concern for our school and Kāhui Ako for a number of years. We believe that through building relationships with Māori whānau, and developing our knowledge of the PaCT tool and Learning Progressions, we will enhance teacher pedagogy which in turn will help our Māori boys/girls (and all other students) achieve success and progress with their writing. There was significant progress made in this area last year, with for the first time in four years Māori students achieving above 85% at or above expectations. We hope to maintain this momentum in the future.

**Relative student targets:**

Source:	2019	2020	2021	2022
Writing data	86% of Māori students at or above	To have 8 out of 10 Māori students achieving at or above expectations for writing.	To continue to aim for above 80% of Māori students achieving at or above expectations.	To continue to aim for above 80% of Māori students achieving at or above expectations.

### Key Improvement Actions:

When	What	Who	Indicators of Progress
Term 1-2	<ul style="list-style-type: none"> <li>To develop in consultation with Māori whānau a strategic plan for regular communication and consultation around Māori students achieving success as Māori.</li> </ul>	Dion	<ul style="list-style-type: none"> <li>That by the end of Term 2 there is a three year plan in place that has been developed collaboratively by the school and Māori whānau.</li> </ul>

Term 1	<ul style="list-style-type: none"> <li>To have a meeting in Term 1 to reflect on last year's goals and achievement success and to start to map out the future plan.</li> </ul>	Dion	<ul style="list-style-type: none"> <li>A meeting was held in Term 1 to celebrate the success of last year, and reaching our two goals.</li> <li>The meeting is recorded on the Whānau Hui Google Doc.</li> </ul>
Term 1-4	<ul style="list-style-type: none"> <li>For the teaching team to further unpack PaCT Writing as a tool for assessing and for improving teaching.</li> <li>For the teaching team to explore the Learning Progression Framework that supports the PaCT tool.</li> </ul>	Jane & Dion	<ul style="list-style-type: none"> <li>That each term there is scheduled staff PD on using the LPF and PaCT writing tools.</li> <li>By the end of Term 3 each teacher can comment on how they are using these tools to enhance their teaching practices and student achievement.</li> </ul>
Term 1-4	<ul style="list-style-type: none"> <li>For the principal to attend and contribute to Te Hū o Kākāpōtahi Kāhui Ako meetings, including Stewardship meetings.</li> <li>To plan for our Deputy Principal to continue to support the Te Hū o Kākāpōtahi Kāhui Ako as a member of the Middle Leaders Group.</li> </ul>	Dion  Jane	<ul style="list-style-type: none"> <li>That the principal has attended all meetings and played a key role by being in an Expert Principal role.</li> <li>Jane has been released when available to attend Middle Leaders Group meetings.</li> <li>That Jane is able to contribute to the Spirals of Inquiry development across the Kāhui Ako.</li> </ul>

Analysis of variance – future action (how are we doing? Where are the gaps? What needs to change?)

Mid-year ...

There was no mid-year data gathered due to the effects caused by Covid. It was decided not to put unnecessary pressure on our students and staff.

End of year ...

After lockdown, and once the school and it's community were more settled we have been successful in reaching most of our indicators of success. There was a Maori whanau hui held in August where we reflected on last year's goals, and made plans and goals for the future. The outcomes are recorded below.

#### Outcomes

1. That there would be a Māori Whānau hui held every year in Term 3. This hui would include some Māori language and tikanga through karakia,

- waiata and whakataukī. We would also continue to connect through kai at the start of the hui.
2. That the school may look to hold another hui for all school whānau during the year.

### Goals

Through the rich korero we decided that we would look to action the following goals in 2020/2021.

1. To investigate hosting Whānau Te Reo and Tikanga learning evenings at school.
2. To investigate developing our cultural narrative into a visual representation to be displayed at school and on new kapa haka uniforms.

Teachers have entered writing data on to PaCT using the Learning Progression Framework for mid-year, and the end of year. This carries on from last year and will provide a trail of progression for our students. Teachers have also started to use the writing framework as a teaching and planning tool, making explicit links to their teaching from the gaps shown in the data.

The principal continues in their role as expert principal supporting and leading the Malvern Principals group. The middle leadership group has yet to be established and therefore Jane has yet to be involved.

Our data shows that we have 8 out of 10 Māori students achieving at or above expectations for writing. One of these students is special needs and so therefore needs to be removed from the data. Therefore we have 8 out of 9 Māori students achieving at or above expectations for writing, 89%. This is very pleasing and carries on from the mahi that happened in 2019. It is rewarding to see that these students continue to achieve to a high standard and that our actions for improvement have maintained our momentum for this cohort of students. Our next step is to look at how to support our 1 underachieving student and continue this momentum.

# Responsive Curriculum

**Goal:** To provide an innovative curriculum that is localised with a strong bi-cultural focus while being responsive and personalised to individual ākongā needs.

**Targets:** To develop our learning curriculum to incorporate our Curriculum Compass and the new Digital Technologies Curriculum.  
To work with whānau, Mātauraka Mahaanui and Te Taumutu Rūnanga in order to develop a bi-cultural and localised curriculum.  
To continue our Spirals of Inquiry in order to guide and enhance our curriculum development from student, whānau and community input.

**Baseline Data/Historical Position:** In reviewing our School Values we created a wellbeing curriculum for our kura. This has naturally progressed to us needing to review and update our learning curriculum. We wish to develop strong links and connections between the two while using current pedagogy and research to guide us. We will measure the success with our curriculum development through student progress and achievement in Reading and Mathematics. In particular we will look at Māori students achieving the same success as all other students in Mathematics.

## Relative student targets:

Source:	2019	2020	2021	2022
Reading and Mathematics data	<p><b>Reading</b> Other students 90% Māori students 93%</p> <p><b>Mathematics</b> Other students 93% Māori students 79%</p>	<p><b>Reading</b> To have 90% of other and Māori students both achieving at or above expectations</p> <p><b>Mathematics</b> To have 90% of Other and Māori students both achieving at or above expectations</p>	To continue to aim for 90% of both Other and Māori students achieving at or above expectations.	To continue to aim for 90% of both Other and Māori students achieving at or above expectations.

## Key Improvement Actions:

When	What	Who	Indicators of Progress
Term 1-4	<ul style="list-style-type: none"> <li>To start organising a concept curriculum folder/file which will include the following, Curriculum Compass design and breakdown/explanation of the different parts of the</li> </ul>	Dion with staff	<ul style="list-style-type: none"> <li>By the end of Term 2 there is a file established which collects and shares all current developments with our curriculum.</li> </ul>



	compass, an outline of explicit actions to meet our compass beliefs, an overview of each curriculum area, assessment plan to support our new curriculum and long term implementation of localised themes.		<ul style="list-style-type: none"> <li>By the end of the year there are draft documents in place for all the actions listed under the what bullet point.</li> </ul>
Term 1-4  Term 2-4	<ul style="list-style-type: none"> <li>To support all staff to attend professional development through either Mātauraka Mahaanui, Te Taumutu Rūnanga or other appropriate options.</li> <li>Funding available through the board PD account.</li> <li>There is a draft Te Reo language acquisition plan developed for the school in collaboration with our Kāhui Ako.</li> </ul>	Dion & Jane  Jane?	<ul style="list-style-type: none"> <li>That staff have been made aware of PD opportunities and are supported to attend where possible.</li> <li>Staff have attended PD and had the opportunity to share their learning and reflections with their colleagues.</li> <li>There has been a draft plan established which has been started, or planned to start in 2021.</li> </ul>
Term 1-4	<ul style="list-style-type: none"> <li>To continue our whole school Spirals of Inquiry to support our curriculum development.</li> <li>To establish a plan for implementing our Spirals of Inquiry over the year with staff (staff meetings, TOD and recording of process).</li> <li>To look at gathering information from other stakeholders, parents etc (part of plan).</li> </ul>	Jane with staff	<ul style="list-style-type: none"> <li>There will be a written record of Spirals PD and teacher reflections and sharing.</li> <li>A plan will be in place for implementing Spirals of Inquiry over the year.</li> <li>Information from a range of stakeholders will be collected and shared.</li> </ul>
<p>Analysis of variance – future action (how are we doing? Where are the gaps? What needs to change?)</p> <p>Mid-year ... There was no mid-year data gathered due to the effects caused by Covid. It was decided not to put unnecessary pressure on our students and staff.</p> <p>End of year ... There has been work done on developing a curriculum design and overview document. The document has an overview of our beliefs and curriculum compass while also showing our three year curriculum design. This is an evolving document which we will continue to be refined and added to over the next few years. This will include overviews for each curriculum area and assessment practices.</p>			

There is also an ongoing document developed by Jane to record our school wide spiral of inquiry. Jane and I develop a plan for engaging with our inquiry over a term and map this out over staff meetings and TOD. This year the focus has been on how we can support students to work more collaboratively with each other to enhance their learning.

Almost all teaching staff have been involved in bi-cultural profession development this year. Three staff members attended the Te Ahu o Te Reo course while another two staff attended professional development with Te Taumutu Rūnanga. We are yet to establish a Te Reo acquisition plan and wait to see if this becomes a priority for our Kahui Ako. If not we will look to establish our own plan through consultation with local preschools and the high school.

Our data shows that we have been very close to achieving our targets for Māori and non Māori students. Below is a breakdown of this data.

- Students achieving at or above expectations in reading; Māori - 89%, Non Māori - 87%
- Students achieving at or above expectations in writing; Māori - 89%, Non Māori - 79%
- Students achieving at or above expectations in mathematics; Māori - 89%, Non Māori - 87%

Given the interrupted and unusual year we have had I feel this is a positive result for our students and school. The results are consistent with what we achieved last year with our lower performing area being writing for our Non Māori students. Our reading and mathematics data shows we were very close to achieving our target of 90%. Given our small numbers one student making enough progress to move from below to at would alter this data. Our next step is to look at different ways we can support our Non Māori students to progress at a faster rate in order to achieve more than a year's progress in writing.

# Wellbeing

(Students and Staff)

**Goal:** To promote the health and wellbeing of all ākonga and kaimahi through explicit planning and systems throughout the school.

**Targets:** To develop and implement an annual wellbeing plan for staff. To develop guidelines for staff to be able to consistently record student behaviours.

**Baseline Data/Historical Position:** With an increasingly strong focus on student wellbeing developing over the last three years, the staff have become more aware of the need to also focus more on their own wellbeing. The staff and board feel it is important to role model the importance, values and skills we are installing in our students, in ourselves.

## Key Improvement Actions:

When	What	Who	Indicators of Progress
Term 1 Term 1-4 Term 1-4 Term 1-4 Term 1-4 Term 3	<ul style="list-style-type: none"> <li>● Include a well-being goal in the teacher appraisal process.</li> <li>● To reflect on progress with goals throughout the year at staff meetings and TOD.</li> <li>● To include a 'what's on top' section in our staff meetings to share and build relationship trust.</li> <li>● Goals are also part of Reciprocal Relationships meetings.</li> <li>● Support staff meetings each term with a wellbeing focus.</li> <li>● Support staff annual breakfast.</li> </ul>	<p>Dion</p> <p>Dion &amp; Jane</p> <p>Dion &amp; Jane</p> <p>Dion &amp; Jane</p> <p>Dion &amp; Anne</p> <p>Dion &amp; Anne</p>	<ul style="list-style-type: none"> <li>● Each teacher has a wellbeing goal in their appraisal document which they work towards over the year.</li> <li>● Teachers have the opportunity to share and reflect on their goals regularly throughout the year.</li> <li>● Wellbeing and checking in with each other becomes a normal and valued part of our meetings.</li> <li>● Teachers are discussing their goals when meeting with their Reciprocal Relationship partner.</li> <li>● A what's on top section will be included in support staff meetings.</li> <li>● Support staff will feel valued for their mahi.</li> </ul>
Term 1-2	<ul style="list-style-type: none"> <li>● To work with staff to create guidelines for recording student behaviours.</li> </ul>	Dion	<ul style="list-style-type: none"> <li>● By the end of Term 2 there will be guidelines created for consistently recording student behaviours.</li> </ul>

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Analysis of variance – future action (how are we doing? Where are the gaps? What needs to change?)

End of year ...

Wellbeing has become even more of a focus for us as we navigated a very unusual and interrupted year. Our indicators of success have been met and we now have a wellbeing annual plan in place to ensure we continue to value wellbeing and our staff throughout the year. The plan was shared with staff and will be reflected on each year.

The staff created behaviour for learning guidelines to develop clear expectations across the school. Within these guidelines were protocols for recording student behaviours on a tracking document. A child friendly version is displayed in each class and referred to by teachers and staff. The tracking document has been used to look for trends and needs within a class and across the school. Teachers were given a release day in term 4 to plan for and provide targeted support for identified needs.

# Stewardship

**Goal:** The board meets statutory requirements and positively represents and serves the community.

The board scrutinises the work of the school in achieving the best student outcomes possible and evaluates its performance in this role.

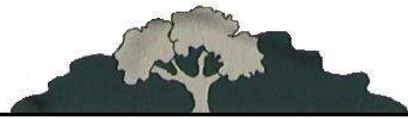
**Target:** To strengthen the processes of evaluating school data and information on student wellbeing, achievement and progress.

**Baseline Data/Historical Position:** The schools latest ERO review in 2019 identified that the school could improve the data and information it shared with the board. A key element of this feedback was the need for the board to use the data and information received to critically evaluate the progress of all students. Although steps have been made in 2019 to remedy this, we feel it's important to seek further improvement in this area.

## Key Improvement Actions:

When	What	Who	Indicators of Progress
Term 2 and 4	<ul style="list-style-type: none"> <li>To analyse the mid and end of year data to establish whether sufficient progress has been made for all students in the core curriculum areas of literacy and mathematics.</li> </ul>	Board	<ul style="list-style-type: none"> <li>The board will examine the mid and end of year data and information and determine whether sufficient progress has been made for all students in literacy and mathematics.</li> </ul>
Term 2 and 4	<ul style="list-style-type: none"> <li>To analyse the student target document (students with social, emotional and learning needs) mid and end of year to establish whether sufficient progress has been made.</li> </ul>	Board	<ul style="list-style-type: none"> <li>The board will examine the student target document and determine whether sufficient progress has been achieved.</li> </ul>
Term 2 and 4	<ul style="list-style-type: none"> <li>To analyse the mid and end of year Learner Profile data to establish if sufficient progress has been made.</li> </ul>	Board	<ul style="list-style-type: none"> <li>The board will examine the Learner Profile data and determine whether sufficient progress has been made.</li> </ul>
Term 2 and 4	<ul style="list-style-type: none"> <li>For the board to evaluate its role in analysing the schools work in achieving its goals and targets.</li> </ul>	Board	<ul style="list-style-type: none"> <li>The board will examine its role in supporting the school to successfully make sufficient progress towards their goals and targets.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>To survey all staff on their wellbeing.</li> </ul>	Board	<ul style="list-style-type: none"> <li>The board will have completed a wellbeing survey for all staff.</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>To survey students on their wellbeing (possibly using the wellbeing at schools website).</li> </ul>	Dion	<ul style="list-style-type: none"> <li>The board will examine the results from the student wellbeing survey and determine if the school is successful</li> </ul>

			in creating a safe, happy and nurturing environment.
<p>Analysis of variance – future action (how are we doing? Where are the gaps? What needs to change?)</p> <p>Mid-year ... Given the unforeseen circumstances of Covid there was no data to analyze at the midpoint of the year.</p> <p>End of year ... The board received detailed data for the end year in order to determined if sufficient progress has been made.</p>			



# GLENTUNNEL SCHOOL

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Glentunnel  
CANTERBURY 7638



3182 717



3182 673

[admin@glentunnel.school.nz](mailto:admin@glentunnel.school.nz)

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18 February 2021

## **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$1,547.55 (excluding GST). The funding was spent towards funding the Physical Activity Activator, and attending events run by Physical Activity Activator. The number of students participating in organised sport has remained at 100% of the school roll (Kiwisport is compulsory for all students).

Alison Brown  
School Administrator

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## INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Glentunnel School (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, 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 3 to 18, 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 Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 4 June 2021. This is the date at which our opinion is expressed.

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

## Basis for our opinion

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

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

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

## Responsibilities of the Board for the financial statements

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



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

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

#### Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

#### Other information

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

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

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

#### Independence

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

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



Michael Rondel  
BDO Christchurch  
On behalf of the Auditor-General  
Christchurch, New Zealand