

# PUTARURU PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2020

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# PUTARURU PRIMARY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

<b>Ministry Number:</b>	1658
<b>Principal:</b>	Patricia Scown
<b>School Address:</b>	Kennedy Drive
<b>School Postal Address:</b>	P O Box 180, Putaruru, 3443
<b>School Phone:</b>	07 883 7166
<b>School Email:</b>	reception@putaruru.school.nz; sue@putaruru.sc

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Debbie Meads	Chairperson	Elected	Jun 2022
Ashley Thompson	Parent Rep	Elected	Jun 2022
Nathan Bennetto	Parent Rep	Elected	Jun 2022
James Wellington	Parent Rep	Co-opted	Jun 2022
Timatanga Smith	Parent Rep	Elected	Jun 2022
Natalie Ward	Parent Rep	Elected	Jun 2022
Kerry Farrant	Staff Rep	Elected	Jun 2022

**Accountant / Service Provider:** Education Services Ltd

# Putaruru Primary School

## Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Debbie Marie Meads

Full Name of Board Chairperson

Patricia Joan Scown

Full Name of Principal

Debbie Meads

Signature of Board Chairperson

Patricia Scown

Signature of Principal

25/05/2021

Date:

25/5/2021

Date:

**Putaruru Primary School**  
**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,816,052	1,800,850	1,758,372
Locally Raised Funds	3	48,617	8,000	63,942
Interest income		8,821	15,000	15,702
		<u>1,873,490</u>	<u>1,823,850</u>	<u>1,838,016</u>
<b>Expenses</b>				
Locally Raised Funds	3	40,512	10,600	34,867
Learning Resources	4	1,208,160	1,239,397	1,210,684
Administration	5	120,202	114,925	107,477
Finance		1,099	653	527
Property	6	416,679	402,534	440,823
Depreciation	7	47,246	51,000	51,222
Loss on Disposal of Property, Plant and Equipment		-	-	7,900
		<u>1,833,898</u>	<u>1,819,109</u>	<u>1,853,500</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>39,592</b>	<b>4,741</b>	<b>(15,484)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>39,592</u></u>	<u><u>4,741</u></u>	<u><u>(15,484)</u></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.



**Putaruru Primary School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		<u>826,394</u>	<u>763,896</u>	<u>841,878</u>
Total comprehensive revenue and expense for the year		39,592	4,741	(15,484)
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	25	<u>865,986</u>	<u>768,637</u>	<u>826,394</u>
Retained Earnings		865,986	768,637	826,394
<b>Equity at 31 December</b>		<u>865,986</u>	<u>768,637</u>	<u>826,394</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.



**Putaruru Primary 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	39,009	(33,480)	423,336
Accounts Receivable	9	81,884	76,486	80,298
GST Receivable		11,307	7,819	-
Prepayments		12,100	11,803	11,418
Inventories	10	17,460	23,737	19,414
Investments	11	500,000	500,000	500,000
Funds owed for Capital Works Projects	18	12,968	-	-
Bus Network Investment		3,139	3,924	3,305
		<u>677,867</u>	<u>590,289</u>	<u>1,037,771</u>
<b>Current Liabilities</b>				
GST Payable		-	-	23,563
Accounts Payable	13	102,363	112,609	300,724
Revenue Received in Advance	14	2,304	7,725	1,565
Provision for Cyclical Maintenance	15	60,490	-	-
Finance Lease Liability - Current Portion	16	7,393	4,644	3,990
Funds held in Trust	17	-	10,859	10,473
Funds held for Capital Works Projects	18	-	-	163,081
Funds held on behalf of Putaruru KiwiSport Cluster	19	302	18,906	22,241
		<u>172,852</u>	<u>154,743</u>	<u>525,637</u>
<b>Working Capital Surplus/(Deficit)</b>		505,015	435,546	512,134
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	373,741	363,509	376,657
		<u>373,741</u>	<u>363,509</u>	<u>376,657</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	3,844	28,988	57,004
Finance Lease Liability	16	8,926	1,430	5,393
		<u>12,770</u>	<u>30,418</u>	<u>62,397</u>
<b>Net Assets</b>		<u>865,986</u>	<u>768,637</u>	<u>826,394</u>
<b>Equity</b>		<u>865,986</u>	<u>768,637</u>	<u>826,394</u>

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



# Putaruru Primary 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		551,230	490,925	456,359
Locally Raised Funds		48,728	8,000	57,782
Goods and Services Tax (net)		(34,870)	-	31,382
Funds Administered on Behalf of Third Parties		(32,412)	-	2,929
Payments to Employees		(315,448)	(282,000)	(287,381)
Payments to Suppliers		(202,402)	(198,713)	(212,859)
Cyclical Maintenance Payments in the year		-	(66,539)	-
Interest Paid		(1,099)	(653)	(527)
Interest Received		15,114	15,000	17,381
Net cash from/(to) Operating Activities		28,839	(33,980)	65,066
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(31,405)	(20,500)	(30,582)
Purchase of Investments		(500,000)	-	-
Proceeds from Sale of Investments		500,000	-	-
Net cash from/(to) Investing Activities		(31,405)	(20,500)	(30,582)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(3,395)	(3,990)	(2,130)
Painting contract payments		-	(6,574)	-
Funds Held for Capital Works Projects		(378,366)	-	359,418
Net cash from/(to) Financing Activities		(381,761)	(10,564)	357,288
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(384,327)</b>	<b>(65,044)</b>	<b>391,772</b>
Cash and cash equivalents at the beginning of the year	8	423,336	31,564	31,564
<b>Cash and cash equivalents at the end of the year</b>	8	<b>39,009</b>	<b>(33,480)</b>	<b>423,336</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.



# Putaruru Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Putaruru Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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



### **Critical Accounting Estimates And Assumptions**

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

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

#### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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

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

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

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

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

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

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

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



**Other Grants**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**i) Inventories**

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



## **j) Investments**

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

## **k) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10-18 Years
Furniture and Equipment	5-10 Years
Information and Communication	4 Years
Motor Vehicles	10 Years
Textbooks	8 Years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease



## **l) Intangible Assets**

### *Software costs*

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

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

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

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

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

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

### *Non cash generating assets*

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

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

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

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

## **n) Accounts Payable**

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



## **o) Employee Entitlements**

### *Short-term employee entitlements*

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

### *Long-term employee entitlements*

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

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

## **p) Revenue Received in Advance**

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

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

## **q) Funds Held in Trust**

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

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

## **r) Shared Funds**

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

## **s) Provision for Cyclical Maintenance**

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

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

## **t) Financial Instruments**

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

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

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



**u) Borrowings**

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

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

**v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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



## 2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	472,654	452,357	418,579
Teachers' Salaries Grants	998,726	1,045,596	1,020,492
Use of Land and Buildings Grants	264,058	264,329	263,597
Resource Teachers Learning and Behaviour Grants	1,273	-	905
Other MoE Grants	79,341	38,568	53,352
Other Government Grants	-	-	1,447
	<u>1,816,052</u>	<u>1,800,850</u>	<u>1,758,372</u>

The school has opted in to the donations scheme for this year. Total amount received was \$30,000.

## 3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	16,021	-	6,172
Bequests & Grants	770	2,000	12,305
Activities	12,834	4,000	25,824
Trading	17,565	-	17,271
Fundraising	1,427	2,000	2,370
	<u>48,617</u>	<u>8,000</u>	<u>63,942</u>
<b>Expenses</b>			
Activities	16,600	10,600	17,337
Trading	17,722	-	15,764
Fundraising (Costs of Raising Funds)	6,190	-	1,586
Other Locally Raised Funds Expenditure	-	-	180
	<u>40,512</u>	<u>10,600</u>	<u>34,867</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>8,105</u>	<u>(2,600)</u>	<u>29,075</u>

## 4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	16,789	25,001	17,688
Library Resources	549	800	769
Employee Benefits - Salaries	1,183,042	1,205,596	1,190,870
Staff Development	7,780	8,000	1,357
	<u>1,208,160</u>	<u>1,239,397</u>	<u>1,210,684</u>



## 5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	5,185	5,000	4,013
Board of Trustees Fees	4,545	6,000	4,455
Board of Trustees Expenses	3,336	2,000	2,662
Communication	3,458	3,100	3,125
Consumables	11,662	13,800	14,623
Operating Lease	42	-	-
Other	12,840	12,825	10,936
Employee Benefits - Salaries	57,415	50,000	48,469
Insurance	9,899	10,400	10,374
Service Providers, Contractors and Consultancy	11,820	11,800	8,820
	<u>120,202</u>	<u>114,925</u>	<u>107,477</u>

## 6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	4,990	3,500	3,472
Consultancy and Contract Services	6,574	-	30,003
Cyclical Maintenance Expense	7,330	7,935	2,492
Grounds	8,197	4,600	7,384
Heat, Light and Water	18,538	24,100	27,854
Rates	8,634	8,900	8,836
Repairs and Maintenance	25,104	17,070	23,552
Use of Land and Buildings	264,058	264,329	263,597
Security	152	100	115
Employee Benefits - Salaries	73,102	72,000	73,518
	<u>416,679</u>	<u>402,534</u>	<u>440,823</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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings	350	348	350
Building Improvements	11,986	12,323	12,377
Furniture and Equipment	7,578	8,296	8,331
Information and Communication Technology	20,072	23,392	23,494
Leased Assets	6,164	5,351	5,374
Library Resources	1,096	1,290	1,296
	<u>47,246</u>	<u>51,000</u>	<u>51,222</u>



## 8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	40	-	40
Bank Current Account	38,969	(33,480)	423,296
Cash and cash equivalents for Statement of Cash Flows	<u>39,009</u>	<u>(33,480)</u>	<u>423,336</u>

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

## 9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	-	(1,447)
Receivables from the Ministry of Education	-	-	2,894
Banking Staffing Underuse	-	2,875	-
Interest Receivable	-	7,972	6,293
Teacher Salaries Grant Receivable	81,884	65,639	72,558
	<u>81,884</u>	<u>76,486</u>	<u>80,298</u>
Receivables from Exchange Transactions	-	7,972	6,293
Receivables from Non-Exchange Transactions	81,884	68,514	74,005
	<u>81,884</u>	<u>76,486</u>	<u>80,298</u>

## 10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	7,835	4,633	4,098
Uniforms	9,625	19,104	15,316
	<u>17,460</u>	<u>23,737</u>	<u>19,414</u>

## 11. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	500,000	500,000	500,000
Total Investments	<u>500,000</u>	<u>500,000</u>	<u>500,000</u>



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	13,378	-	-	-	(350)	13,028
Building Improvements	271,942	-	-	-	(11,986)	259,956
Furniture and Equipment	28,303	23,812	-	-	(7,578)	44,537
Information and Communication Tech	45,404	7,275	-	-	(20,072)	32,607
Leased Assets	9,209	12,925	-	-	(6,164)	15,971
Library Resources	8,421	318	-	-	(1,096)	7,642
<b>Balance at 31 December 2020</b>	<b>376,657</b>	<b>44,330</b>	<b>-</b>	<b>-</b>	<b>(47,246)</b>	<b>373,741</b>

The net carrying value of equipment held under a finance lease is \$15,971 (2019: \$9,209)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	13,986	(958)	13,028
Building Improvements	479,425	(219,469)	259,956
Furniture and Equipment	439,692	(395,155)	44,537
Information and Communication	285,861	(253,254)	32,607
Motor Vehicles	24,990	(24,990)	-
Textbooks	148,091	(148,091)	-
Leased Assets	28,058	(12,087)	15,971
Library Resources	46,160	(38,518)	7,642
<b>Balance at 31 December 2020</b>	<b>1,466,263</b>	<b>(1,092,522)</b>	<b>373,741</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	13,727	-	-	-	(350)	13,378
Building Improvements	291,561	-	(7,243)	-	(12,377)	271,942
Furniture and Equipment	21,503	15,131	-	-	(8,331)	28,303
Information and Communication Tech	60,398	8,500	-	-	(23,494)	45,404
Leased Assets	5,995	8,589	-	-	(5,374)	9,209
Library Resources	10,025	350	(658)	-	(1,296)	8,421
<b>Balance at 31 December 2019</b>	<b>403,209</b>	<b>32,570</b>	<b>(7,901)</b>	<b>-</b>	<b>(51,222)</b>	<b>376,657</b>

The net carrying value of equipment held under a finance lease is \$9,209 (2018: \$5,995)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	13,986	(608)	13,378
Building Improvements	479,425	(207,483)	271,942
Furniture and Equipment	444,555	(416,252)	28,303
Information and Communication	386,439	(341,035)	45,404
Motor Vehicles	24,990	(24,990)	-
Textbooks	148,091	(148,091)	-
Leased Assets	15,133	(5,924)	9,209
Library Resources	45,842	(37,421)	8,421
<b>Balance at 31 December 2019</b>	<b>1,558,461</b>	<b>(1,181,804)</b>	<b>376,657</b>

### 13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	2,081	16,458	209,283
Accruals	3,485	4,298	3,358
Banking Staffing Overuse	-	15,675	-
Employee Entitlements - Salaries	81,884	65,639	72,558
Employee Entitlements - Leave Accrual	14,913	10,539	15,525
	<u>102,363</u>	<u>112,609</u>	<u>300,724</u>
Payables for Exchange Transactions	102,363	112,609	300,724
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>102,363</u>	<u>112,609</u>	<u>300,724</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Income in Advance	2,304	7,725	1,565
	<u>2,304</u>	<u>7,725</u>	<u>1,565</u>

### 15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	57,004	21,053	54,512
Increase to the Provision During the Year	7,330	7,935	2,492
Provision at the End of the Year	<u>64,334</u>	<u>28,988</u>	<u>57,004</u>
Cyclical Maintenance - Current	60,490	-	-
Cyclical Maintenance - Term	3,844	28,988	57,004
	<u>64,334</u>	<u>28,988</u>	<u>57,004</u>

### 16. 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	8,323	4,644	3,990
Later than One Year and no Later than Five Years	10,067	1,430	5,393
	<u>18,390</u>	<u>6,074</u>	<u>9,383</u>



### 17. Funds held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	10,859	10,473
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>-</u>	<u>10,859</u>	<u>10,473</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

### 18. Funds Owed (Held) for Capital Works Projects

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Doors Upgrade <i>completed</i>		(2,546)	-	(2,546)	-	-
ILE Blocks B, D & E <i>in progress</i>		(160,535)	-	(164,474)	-	3,939
SIP Netball/Playground <i>in progress</i>		-	-	(9,029)	-	9,029
Totals		<u>(163,081)</u>	<u>-</u>	<u>(176,049)</u>	<u>-</u>	<u>12,968</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	12,968
	<u>12,968</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Doors Upgrade <i>in progress</i>		(5,980)	(3,434)	-	-	(2,546)
ILE Blocks B, D & E <i>in progress</i>		-	340,963	(180,428)	-	(160,535)
Totals		<u>(5,980)</u>	<u>337,529</u>	<u>(180,428)</u>	<u>-</u>	<u>(163,081)</u>

### 19. Funds held on behalf of Putaruru KiwiSport Cluster

Putaruru School is the lead school and holds funds on behalf of the KiwiSport cluster, a group of schools funded by the Ministry of Education.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	22,240	18,906	18,906
Funds Received from Cluster Members	9,951	-	34,040
Funds Spent on Behalf of the Cluster	31,889	-	30,705
Funds Held at Year End	<u>302</u>	<u>18,906</u>	<u>22,241</u>

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.



## 20. 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.

## 21. Remuneration

### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,545	4,455
Full-time equivalent members	0.06	0.07
<i>Leadership Team</i>		
Remuneration	475,480	442,571
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	480,025	447,026
Total full-time equivalent personnel	4.06	4.07

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	150 - 160	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	1.00	2.00
110 - 120	.1.00	-
	2.00	2.00

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



## 22. 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	-	-

## 23. 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.

## 24. Commitments

### (a) Capital Commitments

There are capital commitments as at 31 December 2020 (Capital commitments at 31 December 2019: \$484,166).

The Board has entered into contract agreements for capital works as follows: \$348,933 contract with ASAP Contracting for capital works project AMS ILE and Various Works to be completed, which is fully funded by the Ministry of Education. As at 31 December 2020, \$340,963 has been received of which \$344,902 has been spent on the project to date;

The Board has entered into contract agreements for capital works as follows: \$69,771 contract for capital works project Playground, which is fully funded by the Ministry of Education. As at 31 December 2020, \$0 has been received of which \$9,029 has been spent on the project to date;

The school has entered into a painting contract with Carus with a 10 year term which expires in 2029. The project sum is \$128,990 (excl GST) of which \$7,669 has been paid to date.

### (b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

## 25. 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.



## 26. 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	39,009	(33,480)	423,336
Receivables	81,884	76,486	80,298
Investments - Term Deposits	500,000	500,000	500,000

### Total Financial assets measured at amortised cost

620,893	543,006	1,003,634
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### Financial liabilities measured at amortised cost

Payables	102,363	112,609	300,724
Finance Leases	16,319	6,074	9,383

### Total Financial Liabilities Measured at Amortised Cost

118,682	118,683	310,107
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## 27. Events After Balance Date

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

## 28. Comparatives

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



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF PUTARURU PRIMARY SCHOOL'S FINANCIAL  
STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Putaruru Primary School (the School). The Auditor-General has appointed me, Richard Currie, using the staff and resources of Crowe, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 21, that comprise the Statement of Financial Position as at 31 December 2020, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 26 May 2021. This is the date at which our opinion is expressed.

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

**Basis 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.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

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*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.  
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## **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 arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the included Kiwisport and Analysis of Variance information, 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.



Richard Currie  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Hamilton, New Zealand

## **Putaruru Primary School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$2,570 (excluding GST). The funding was spent on sporting endeavours.

## Putaruru Primary School 2020 Analysis of Variance in Writing

<p><b>Strategic Goal One:</b> In Literacy and Numeracy all students will be achieving at their full potential.</p> <p><b>Strategic Goal Two:</b> Maori students are engaged in their learning and are achieving educational success as Maori, with pride in their unique identity, language and culture.</p>	<p><b>Annual Aim</b></p> <p>To increase the number of students achieving at or above the appropriate curriculum level in Writing.</p>	<p><b>Targets</b></p> <p>To accelerate the learning of all students with a particular focus on Maori students working below and well below the appropriate curriculum level.</p>	
<p><b>Baseline Data:</b> Writing data Dec 2019 showed</p> <ul style="list-style-type: none"> <li>61% ( 91/150) of all students were achieving at or above the appropriate curriculum level.</li> <li>57% (53/93) of Maori Students are achieving at or above the appropriate curriculum levels compared to 61% (31/50) of European students.</li> <li>42%( 34/80) of boys are achieving at or above the appropriate curriculum levels compared to 78% (55/70) of girls.</li> <li>31% (11/35) of Year 5 students are achieving at or above the appropriate curriculum levels compared to 61% (23/38) or higher at all other year levels.</li> </ul>			
<p><b>Actions (What did we do?)</b></p>	<p><b>Outcomes (What happened?)</b></p>	<p><b>Reasons for the Variance (Why did it happen?)</b></p>	<p><b>Evaluation (Where to next?)</b></p>
<ul style="list-style-type: none"> <li>Board funded Mutukaroa teacher to build home/school partnerships.</li> <li>Professional development in student agency.</li> <li>Teachers to identify target children in their class early in T1 and use assessment data to target their learning needs.</li> <li>A particular focus on our year 6 students to see how we can accelerate their learning.</li> <li>Work with staff to look at ways they can improve their pedagogy for teaching Maori students.</li> <li>Planned time at team meetings to work collaboratively to discuss learning and teaching programmes and target children progress.</li> <li>E-astle writing competed twice yearly for all students. In depth analysis to inform next steps.</li> <li>Professional Development around student agency.</li> <li>Regular analysis of target groups to inform next learning steps.</li> </ul>	<ul style="list-style-type: none"> <li>Overall, considering the impact of COVID-19 we are pleased with the improving trend in our data.</li> <li>All groups other than Maori boys made good Improvement over the year.</li> <li>Maori boys dropped from 47% (25/53) to 40% (19/48) achieving at or above the appropriate curriculum level</li> <li>The overall percentage of students with 61% (94/155) working at or above the appropriate curriculum level has stayed the same.</li> <li>58% (59/102) of Maori student are achieving at or above the appropriate curriculum level compared to 69% (31/45)of our European students.</li> <li>47 % (35/74) of boys are achieving at or above the appropriate curriculum level compared to 73 % (59/81) of girls.</li> <li>40 % (19/28)of Maori boys are achieving at or above the appropriate curriculum level compared to 62.5 % (15/24) of European boys</li> <li>74 % (40/54) of Maori girls are achieving at or above the appropriate curriculum level compared to 76 % (16/21) of European girls.</li> <li>Last years Year 5 cohort of children have increased from 31% (11/35) as Y5 students to 55% (17/31) as Y6 students achieving at or above the appropriate curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>The low Maori Boys data is having a big impact on the overall data.</li> <li>Of the 24 Maori Boys in the Year 3 to 6 age group who are below or well below the appropriate curriculum level attendance is an issue: <ul style="list-style-type: none"> <li>* 3 have attended our school for less than a Term.</li> <li>* 7 have attendance below 85%</li> <li>* 5 have attendance between 85—88%</li> <li>* 1 is regularly late</li> <li>* 7 are on the Special Needs Register</li> </ul> </li> <li>We have had a more settled roll with less transient children. We have had 57 new students enrolling and 21 leaving the school.</li> <li>Teacher Aide Programmes run targeting Y6 students</li> </ul>	<ul style="list-style-type: none"> <li>The Board continue to put funding into employing teacher aides to run programmes to support learning.</li> <li>Regular review of teacher aide programmes to ensure best use of TA time to support target children.</li> <li>Continue to build on the Mutukaora programme to help build home/school partnerships.</li> <li>Particular focus on Maori boys across all areas of the school.</li> <li>Ongoing Professional development in student agency.</li> <li>The RTLit will be working with 4 second year teachers to help support their literacy programmes</li> <li>Regular review of target children as part of team meetings.</li> <li>Further research and development of Structured Literacy programmes in the junior area.</li> <li>Work with staff to look at ways we can improve learning for Maori students.</li> <li>Gather student voice to ensure students know what they are learning, why they are learning this, what their next learning step is and how they will know when they have learnt it.</li> </ul>

## Putaruru Primary School 2020 Analysis of Variance in Mathematics

<p><b>Strategic Goal One:</b> In Literacy and Numeracy all students will be achieving at their full potential.</p> <p><b>Strategic Goal Two:</b> Maori students are engaged in their learning and are achieving educational success as Maori, with pride in their unique identity, language and culture.</p>	<p><b>Annual Aim:</b> To increase the number of students achieving at or above the appropriate curriculum level in Maths</p>	<p><b>Targets:</b> To accelerate the learning of all students with a particular focus on Maori students working below and well below the appropriate curriculum level.</p>	
<p><b>Baseline Data:</b> Maths data in Dec 2019 showed</p> <ul style="list-style-type: none"> <li>62%(93/150) of students were achieving at or above appropriate curriculum level.</li> <li>54% (50/93) of Maori students are achieving at or above the appropriate curriculum compared to 70% (35/50) of European students.</li> <li>52% (41/80) of boys are achieving at or above the appropriate curriculum levels compared to 70% (49/70) of girls.</li> <li>29% (10/35) of Year 5 students are achieving at or above the appropriate curriculum levels compared to 61% (23/38) or higher at all other year levels.</li> </ul>			
<p><b>Actions (What did we do?)</b></p> <ul style="list-style-type: none"> <li>Board funded Mutukaroa teacher to build home/school partnerships.</li> <li>Professional development in student agency.</li> <li>Teachers to identify target children early Term 1 and use assessment data to target their learning needs.</li> <li>A particular focus on our year 6 students to see how we can accelerate their learning.</li> <li>Work with staff to look at ways they can improve their pedagogy for teaching Maori students.</li> <li>Planned time at team meetings to work collaboratively to discuss learning and teaching programmes and target children progress.</li> <li>Analyse P.A.T, Gloss Jam data to identify learning priorities.</li> <li>Targeted remedial programmes—e ako and numicon</li> <li>Professional Development around student agency.</li> <li>Regular analysis of target groups to inform next learning steps.</li> </ul>	<p><b>Outcomes (What happened?)</b></p> <ul style="list-style-type: none"> <li>There has been a slight improvement overall with 65% (100/154)of students now working at or above the appropriate curriculum level.</li> <li>70 % (38/54) of Maori girls are achieving at or above the appropriate curriculum level compared to 70% (14/20) of European girls.</li> <li>58 % (28/48) of Maori boys are achieving at or above the appropriate curriculum level compared to 67 % (16/24) of European boys.</li> <li>61 % (45/74) of boys are achieving at or above the appropriate curriculum level compared to 69% (55/80) of girls.</li> <li>Last years Year 5 cohort of children have increased from 29% (10/35) as Y5 students to 55% (16/31) as Y6 students achieving at or above the appropriate curriculum level.</li> </ul>	<p><b>Reasons for the Variance (Why did it happen?)</b></p> <ul style="list-style-type: none"> <li>The low Maori Boys data is having a big impact on the overall data.</li> <li>Of the 15 Maori Boys in the Year 3 to 6 age group who are below or well below the appropriate curriculum level attendance is an issue: <ul style="list-style-type: none"> <li>* 2 have attended our school for less than a Term.</li> <li>* 5 have attendance below 85%</li> <li>* 5 have attendance between 85—88%</li> <li>*6 are on the Special Needs Register</li> </ul> </li> <li>We have had a more settled roll with less transient children.</li> <li>We have had 57 new students enrolling and 21 leaving the school.</li> <li>Teacher Aide Programmes run targeting Y6 students</li> </ul>	<p><b>Evaluation (Where to next?)</b></p> <ul style="list-style-type: none"> <li>The Board continue to put funding into employing teacher aides to run programmes to support learning.</li> <li>Regular review of teacher aide programmes to ensure best use of TA time to support target children.</li> <li>Continue to build on the Mutukaora programme to help build home/school partnerships.</li> <li>Particular focus on Maori boys across all areas of the school.</li> <li>Ongoing Professional development in student agency.</li> <li>Regular review of target children as part of team meetings.</li> <li>Work with staff to look at ways we can improve learning for Maori students.</li> <li>Gather student voice to ensure students know what they are learning, why they are learning this, what their next learning step is and how they will know when they have learnt it.</li> <li>Develop teacher knowledge and pedagogy in mathematics.</li> </ul>

# PUTARURU PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2020

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# PUTARURU PRIMARY SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2020

#### School Directory

<b>Ministry Number:</b>	1658
<b>Principal:</b>	Patricia Scown
<b>School Address:</b>	Kennedy Drive
<b>School Postal Address:</b>	P O Box 180, Putaruru, 3443
<b>School Phone:</b>	07 883 7166
<b>School Email:</b>	reception@putaruru.school.nz; sue@putaruru.sc

#### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expires/ Expired</b>
Debbie Meads	Chairperson	Elected	Jun 2022
Ashley Thompson	Parent Rep	Elected	Jun 2022
Nathan Bennetto	Parent Rep	Elected	Jun 2022
James Wellington	Parent Rep	Co-opted	Jun 2022
Timatanga Smith	Parent Rep	Elected	Jun 2022
Natalie Ward	Parent Rep	Elected	Jun 2022
Kerry Farrant	Staff Rep	Elected	Jun 2022

**Accountant / Service Provider:** Education Services Ltd

# Putaruru Primary School

## Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Debbie Marie Meads

Full Name of Board Chairperson

Patricia Joan Scown

Full Name of Principal

Debbie Meads

Signature of Board Chairperson

Patricia Scown

Signature of Principal

25/05/2021

Date:

25/5/2021

Date:

**Putaruru Primary School**  
**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	1,816,052	1,800,850	1,758,372
Locally Raised Funds	3	48,617	8,000	63,942
Interest income		8,821	15,000	15,702
		<hr/>	<hr/>	<hr/>
		1,873,490	1,823,850	1,838,016
<b>Expenses</b>				
Locally Raised Funds	3	40,512	10,600	34,867
Learning Resources	4	1,208,160	1,239,397	1,210,684
Administration	5	120,202	114,925	107,477
Finance		1,099	653	527
Property	6	416,679	402,534	440,823
Depreciation	7	47,246	51,000	51,222
Loss on Disposal of Property, Plant and Equipment		-	-	7,900
		<hr/>	<hr/>	<hr/>
		1,833,898	1,819,109	1,853,500
<b>Net Surplus / (Deficit) for the year</b>		39,592	4,741	(15,484)
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
		39,592	4,741	(15,484)

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.



**Putaruru Primary School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		<u>826,394</u>	<u>763,896</u>	<u>841,878</u>
Total comprehensive revenue and expense for the year		39,592	4,741	(15,484)
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
<b>Equity at 31 December</b>	25	<u>865,986</u>	<u>768,637</u>	<u>826,394</u>
Retained Earnings		865,986	768,637	826,394
<b>Equity at 31 December</b>		<u>865,986</u>	<u>768,637</u>	<u>826,394</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.



**Putaruru Primary 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	39,009	(33,480)	423,336
Accounts Receivable	9	81,884	76,486	80,298
GST Receivable		11,307	7,819	-
Prepayments		12,100	11,803	11,418
Inventories	10	17,460	23,737	19,414
Investments	11	500,000	500,000	500,000
Funds owed for Capital Works Projects	18	12,968	-	-
Bus Network Investment		3,139	3,924	3,305
		<u>677,867</u>	<u>590,289</u>	<u>1,037,771</u>
<b>Current Liabilities</b>				
GST Payable		-	-	23,563
Accounts Payable	13	102,363	112,609	300,724
Revenue Received in Advance	14	2,304	7,725	1,565
Provision for Cyclical Maintenance	15	60,490	-	-
Finance Lease Liability - Current Portion	16	7,393	4,644	3,990
Funds held in Trust	17	-	10,859	10,473
Funds held for Capital Works Projects	18	-	-	163,081
Funds held on behalf of Putaruru KiwiSport Cluster	19	302	18,906	22,241
		<u>172,852</u>	<u>154,743</u>	<u>525,637</u>
<b>Working Capital Surplus/(Deficit)</b>		505,015	435,546	512,134
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	373,741	363,509	376,657
		<u>373,741</u>	<u>363,509</u>	<u>376,657</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	3,844	28,988	57,004
Finance Lease Liability	16	8,926	1,430	5,393
		<u>12,770</u>	<u>30,418</u>	<u>62,397</u>
<b>Net Assets</b>		<u>865,986</u>	<u>768,637</u>	<u>826,394</u>
<b>Equity</b>		<u>865,986</u>	<u>768,637</u>	<u>826,394</u>

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



# Putaruru Primary 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		551,230	490,925	456,359
Locally Raised Funds		48,728	8,000	57,782
Goods and Services Tax (net)		(34,870)	-	31,382
Funds Administered on Behalf of Third Parties		(32,412)	-	2,929
Payments to Employees		(315,448)	(282,000)	(287,381)
Payments to Suppliers		(202,402)	(198,713)	(212,859)
Cyclical Maintenance Payments in the year		-	(66,539)	-
Interest Paid		(1,099)	(653)	(527)
Interest Received		15,114	15,000	17,381
Net cash from/(to) Operating Activities		28,839	(33,980)	65,066
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(31,405)	(20,500)	(30,582)
Purchase of Investments		(500,000)	-	-
Proceeds from Sale of Investments		500,000	-	-
Net cash from/(to) Investing Activities		(31,405)	(20,500)	(30,582)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(3,395)	(3,990)	(2,130)
Painting contract payments		-	(6,574)	-
Funds Held for Capital Works Projects		(378,366)	-	359,418
Net cash from/(to) Financing Activities		(381,761)	(10,564)	357,288
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(384,327)</b>	<b>(65,044)</b>	<b>391,772</b>
Cash and cash equivalents at the beginning of the year	8	423,336	31,564	31,564
<b>Cash and cash equivalents at the end of the year</b>	8	<b>39,009</b>	<b>(33,480)</b>	<b>423,336</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.



# Putaruru Primary School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### **a) Reporting Entity**

Putaruru Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### **b) Basis of Preparation**

###### ***Reporting Period***

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

###### ***Basis of Preparation***

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

###### ***Financial Reporting Standards Applied***

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

###### ***PBE Accounting Standards Reduced Disclosure Regime***

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

###### ***Measurement Base***

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

###### ***Presentation Currency***

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

###### ***Specific Accounting Policies***

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



### **Critical Accounting Estimates And Assumptions**

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

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

#### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

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

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

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

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

## **c) Revenue Recognition**

### **Government Grants**

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

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

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

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



**Other Grants**

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

**Donations, Gifts and Bequests**

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

**Interest Revenue**

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

**d) Use of Land and Buildings Expense**

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

**e) Operating Lease Payments**

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

**f) Finance Lease Payments**

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

**g) Cash and Cash Equivalents**

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

**h) Accounts Receivable**

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

**i) Inventories**

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



## **j) Investments**

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

## **k) Property, Plant and Equipment**

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building Improvements	10-18 Years
Furniture and Equipment	5-10 Years
Information and Communication	4 Years
Motor Vehicles	10 Years
Textbooks	8 Years
Library Resources	12.5% DV
Leased assets held under a Finance Lease	Term of Lease



## **l) Intangible Assets**

### *Software costs*

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

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

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

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

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

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

### *Non cash generating assets*

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

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

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

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

## **n) Accounts Payable**

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



## **o) Employee Entitlements**

### *Short-term employee entitlements*

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

### *Long-term employee entitlements*

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

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

## **p) Revenue Received in Advance**

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

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

## **q) Funds Held in Trust**

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

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

## **r) Shared Funds**

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

## **s) Provision for Cyclical Maintenance**

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

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

## **t) Financial Instruments**

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

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

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



**u) Borrowings**

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

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

**v) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**w) Budget Figures**

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

**x) Services received in-kind**

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



## 2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	472,654	452,357	418,579
Teachers' Salaries Grants	998,726	1,045,596	1,020,492
Use of Land and Buildings Grants	264,058	264,329	263,597
Resource Teachers Learning and Behaviour Grants	1,273	-	905
Other MoE Grants	79,341	38,568	53,352
Other Government Grants	-	-	1,447
	<u>1,816,052</u>	<u>1,800,850</u>	<u>1,758,372</u>

The school has opted in to the donations scheme for this year. Total amount received was \$30,000.

## 3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations	16,021	-	6,172
Bequests & Grants	770	2,000	12,305
Activities	12,834	4,000	25,824
Trading	17,565	-	17,271
Fundraising	1,427	2,000	2,370
	<u>48,617</u>	<u>8,000</u>	<u>63,942</u>
<b>Expenses</b>			
Activities	16,600	10,600	17,337
Trading	17,722	-	15,764
Fundraising (Costs of Raising Funds)	6,190	-	1,586
Other Locally Raised Funds Expenditure	-	-	180
	<u>40,512</u>	<u>10,600</u>	<u>34,867</u>
<i>Surplus/(Deficit) for the year Locally raised funds</i>	<u>8,105</u>	<u>(2,600)</u>	<u>29,075</u>

## 4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	16,789	25,001	17,688
Library Resources	549	800	769
Employee Benefits - Salaries	1,183,042	1,205,596	1,190,870
Staff Development	7,780	8,000	1,357
	<u>1,208,160</u>	<u>1,239,397</u>	<u>1,210,684</u>



## 5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	5,185	5,000	4,013
Board of Trustees Fees	4,545	6,000	4,455
Board of Trustees Expenses	3,336	2,000	2,662
Communication	3,458	3,100	3,125
Consumables	11,662	13,800	14,623
Operating Lease	42	-	-
Other	12,840	12,825	10,936
Employee Benefits - Salaries	57,415	50,000	48,469
Insurance	9,899	10,400	10,374
Service Providers, Contractors and Consultancy	11,820	11,800	8,820
	<u>120,202</u>	<u>114,925</u>	<u>107,477</u>

## 6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	4,990	3,500	3,472
Consultancy and Contract Services	6,574	-	30,003
Cyclical Maintenance Expense	7,330	7,935	2,492
Grounds	8,197	4,600	7,384
Heat, Light and Water	18,538	24,100	27,854
Rates	8,634	8,900	8,836
Repairs and Maintenance	25,104	17,070	23,552
Use of Land and Buildings	264,058	264,329	263,597
Security	152	100	115
Employee Benefits - Salaries	73,102	72,000	73,518
	<u>416,679</u>	<u>402,534</u>	<u>440,823</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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings	350	348	350
Building Improvements	11,986	12,323	12,377
Furniture and Equipment	7,578	8,296	8,331
Information and Communication Technology	20,072	23,392	23,494
Leased Assets	6,164	5,351	5,374
Library Resources	1,096	1,290	1,296
	<u>47,246</u>	<u>51,000</u>	<u>51,222</u>



## 8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	40	-	40
Bank Current Account	38,969	(33,480)	423,296
Cash and cash equivalents for Statement of Cash Flows	<u>39,009</u>	<u>(33,480)</u>	<u>423,336</u>

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

## 9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	-	(1,447)
Receivables from the Ministry of Education	-	-	2,894
Banking Staffing Underuse	-	2,875	-
Interest Receivable	-	7,972	6,293
Teacher Salaries Grant Receivable	81,884	65,639	72,558
	<u>81,884</u>	<u>76,486</u>	<u>80,298</u>
Receivables from Exchange Transactions	-	7,972	6,293
Receivables from Non-Exchange Transactions	81,884	68,514	74,005
	<u>81,884</u>	<u>76,486</u>	<u>80,298</u>

## 10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	7,835	4,633	4,098
Uniforms	9,625	19,104	15,316
	<u>17,460</u>	<u>23,737</u>	<u>19,414</u>

## 11. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	500,000	500,000	500,000
Total Investments	<u>500,000</u>	<u>500,000</u>	<u>500,000</u>



## 12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	13,378	-	-	-	(350)	13,028
Building Improvements	271,942	-	-	-	(11,986)	259,956
Furniture and Equipment	28,303	23,812	-	-	(7,578)	44,537
Information and Communication Tech	45,404	7,275	-	-	(20,072)	32,607
Leased Assets	9,209	12,925	-	-	(6,164)	15,971
Library Resources	8,421	318	-	-	(1,096)	7,642
<b>Balance at 31 December 2020</b>	<b>376,657</b>	<b>44,330</b>	<b>-</b>	<b>-</b>	<b>(47,246)</b>	<b>373,741</b>

The net carrying value of equipment held under a finance lease is \$15,971 (2019: \$9,209)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	13,986	(958)	13,028
Building Improvements	479,425	(219,469)	259,956
Furniture and Equipment	439,692	(395,155)	44,537
Information and Communication	285,861	(253,254)	32,607
Motor Vehicles	24,990	(24,990)	-
Textbooks	148,091	(148,091)	-
Leased Assets	28,058	(12,087)	15,971
Library Resources	46,160	(38,518)	7,642
<b>Balance at 31 December 2020</b>	<b>1,466,263</b>	<b>(1,092,522)</b>	<b>373,741</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	13,727	-	-	-	(350)	13,378
Building Improvements	291,561	-	(7,243)	-	(12,377)	271,942
Furniture and Equipment	21,503	15,131	-	-	(8,331)	28,303
Information and Communication Tech	60,398	8,500	-	-	(23,494)	45,404
Leased Assets	5,995	8,589	-	-	(5,374)	9,209
Library Resources	10,025	350	(658)	-	(1,296)	8,421
<b>Balance at 31 December 2019</b>	<b>403,209</b>	<b>32,570</b>	<b>(7,901)</b>	<b>-</b>	<b>(51,222)</b>	<b>376,657</b>

The net carrying value of equipment held under a finance lease is \$9,209 (2018: \$5,995)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	13,986	(608)	13,378
Building Improvements	479,425	(207,483)	271,942
Furniture and Equipment	444,555	(416,252)	28,303
Information and Communication	386,439	(341,035)	45,404
Motor Vehicles	24,990	(24,990)	-
Textbooks	148,091	(148,091)	-
Leased Assets	15,133	(5,924)	9,209
Library Resources	45,842	(37,421)	8,421
<b>Balance at 31 December 2019</b>	<b>1,558,461</b>	<b>(1,181,804)</b>	<b>376,657</b>

### 13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	2,081	16,458	209,283
Accruals	3,485	4,298	3,358
Banking Staffing Overuse	-	15,675	-
Employee Entitlements - Salaries	81,884	65,639	72,558
Employee Entitlements - Leave Accrual	14,913	10,539	15,525
	<u>102,363</u>	<u>112,609</u>	<u>300,724</u>
Payables for Exchange Transactions	102,363	112,609	300,724
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>102,363</u>	<u>112,609</u>	<u>300,724</u>

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Income in Advance	2,304	7,725	1,565
	<u>2,304</u>	<u>7,725</u>	<u>1,565</u>

### 15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	57,004	21,053	54,512
Increase to the Provision During the Year	7,330	7,935	2,492
Provision at the End of the Year	<u>64,334</u>	<u>28,988</u>	<u>57,004</u>
Cyclical Maintenance - Current	60,490	-	-
Cyclical Maintenance - Term	3,844	28,988	57,004
	<u>64,334</u>	<u>28,988</u>	<u>57,004</u>

### 16. 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	8,323	4,644	3,990
Later than One Year and no Later than Five Years	10,067	1,430	5,393
	<u>18,390</u>	<u>6,074</u>	<u>9,383</u>



### 17. Funds held in Trust

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	10,859	10,473
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>-</u>	<u>10,859</u>	<u>10,473</u>

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

### 18. Funds Owed (Held) for Capital Works Projects

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Doors Upgrade <i>completed</i>		(2,546)	-	(2,546)	-	-
ILE Blocks B, D & E <i>in progress</i>		(160,535)	-	(164,474)	-	3,939
SIP Netball/Playground <i>in progress</i>		-	-	(9,029)	-	9,029
Totals		<u>(163,081)</u>	<u>-</u>	<u>(176,049)</u>	<u>-</u>	<u>12,968</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	-
Funds Due from the Ministry of Education	12,968
	<u>12,968</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Doors Upgrade <i>in progress</i>		(5,980)	(3,434)	-	-	(2,546)
ILE Blocks B, D & E <i>in progress</i>		-	340,963	(180,428)	-	(160,535)
Totals		<u>(5,980)</u>	<u>337,529</u>	<u>(180,428)</u>	<u>-</u>	<u>(163,081)</u>

### 19. Funds held on behalf of Putaruru KiwiSport Cluster

Putaruru School is the lead school and holds funds on behalf of the KiwiSport cluster, a group of schools funded by the Ministry of Education.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	22,240	18,906	18,906
Funds Received from Cluster Members	9,951	-	34,040
Funds Spent on Behalf of the Cluster	31,889	-	30,705
Funds Held at Year End	<u>302</u>	<u>18,906</u>	<u>22,241</u>

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.



## 20. 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.

## 21. Remuneration

### *Key management personnel compensation*

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,545	4,455
Full-time equivalent members	0.06	0.07
<i>Leadership Team</i>		
Remuneration	475,480	442,571
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	480,025	447,026
Total full-time equivalent personnel	4.06	4.07

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	150 - 160	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

### *Other Employees*

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	1.00	2.00
110 - 120	.1.00	-
	2.00	2.00

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



## 22. 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	-	-

## 23. 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.

## 24. Commitments

### (a) Capital Commitments

There are capital commitments as at 31 December 2020 (Capital commitments at 31 December 2019: \$484,166).

The Board has entered into contract agreements for capital works as follows: \$348,933 contract with ASAP Contracting for capital works project AMS ILE and Various Works to be completed, which is fully funded by the Ministry of Education. As at 31 December 2020, \$340,963 has been received of which \$344,902 has been spent on the project to date;

The Board has entered into contract agreements for capital works as follows: \$69,771 contract for capital works project Playground, which is fully funded by the Ministry of Education. As at 31 December 2020, \$0 has been received of which \$9,029 has been spent on the project to date;

The school has entered into a painting contract with Carus with a 10 year term which expires in 2029. The project sum is \$128,990 (excl GST) of which \$7,669 has been paid to date.

### (b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

## 25. 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.



## 26. 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	39,009	(33,480)	423,336
Receivables	81,884	76,486	80,298
Investments - Term Deposits	500,000	500,000	500,000

### Total Financial assets measured at amortised cost

620,893	543,006	1,003,634
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### Financial liabilities measured at amortised cost

Payables	102,363	112,609	300,724
Finance Leases	16,319	6,074	9,383

### Total Financial Liabilities Measured at Amortised Cost

118,682	118,683	310,107
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## 27. Events After Balance Date

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

## 28. Comparatives

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



**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF PUTARURU PRIMARY SCHOOL'S FINANCIAL  
STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Putaruru Primary School (the School). The Auditor-General has appointed me, Richard Currie, using the staff and resources of Crowe, to carry out the audit of the financial statements of the School on his behalf.

**Opinion**

We have audited the financial statements of the School on pages 2 to 21, that comprise the Statement of Financial Position as at 31 December 2020, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2020; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 26 May 2021. This is the date at which our opinion is expressed.

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

**Basis 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.

*The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.*

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## **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 arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the included Kiwisport and Analysis of Variance information, 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.



Richard Currie  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Hamilton, New Zealand

## **Putaruru Primary School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$2,570 (excluding GST). The funding was spent on sporting endeavours.

## Putaruru Primary School 2020 Analysis of Variance in Writing

<p><b>Strategic Goal One:</b> In Literacy and Numeracy all students will be achieving at their full potential.</p> <p><b>Strategic Goal Two:</b> Maori students are engaged in their learning and are achieving educational success as Maori, with pride in their unique identity, language and culture.</p>	<p><b>Annual Aim</b></p> <p>To increase the number of students achieving at or above the appropriate curriculum level in Writing.</p>	<p><b>Targets</b></p> <p>To accelerate the learning of all students with a particular focus on Maori students working below and well below the appropriate curriculum level.</p>	
<p><b>Baseline Data:</b> Writing data Dec 2019 showed</p> <ul style="list-style-type: none"> <li>61% ( 91/150) of all students were achieving at or above the appropriate curriculum level.</li> <li>57% (53/93) of Maori Students are achieving at or above the appropriate curriculum levels compared to 61% (31/50) of European students.</li> <li>42%( 34/80) of boys are achieving at or above the appropriate curriculum levels compared to 78% (55/70) of girls.</li> <li>31% (11/35) of Year 5 students are achieving at or above the appropriate curriculum levels compared to 61% (23/38) or higher at all other year levels.</li> </ul>			
<p><b>Actions (What did we do?)</b></p>	<p><b>Outcomes (What happened?)</b></p>	<p><b>Reasons for the Variance (Why did it happen?)</b></p>	<p><b>Evaluation (Where to next?)</b></p>
<ul style="list-style-type: none"> <li>Board funded Mutukaroa teacher to build home/school partnerships.</li> <li>Professional development in student agency.</li> <li>Teachers to identify target children in their class early in T1 and use assessment data to target their learning needs.</li> <li>A particular focus on our year 6 students to see how we can accelerate their learning.</li> <li>Work with staff to look at ways they can improve their pedagogy for teaching Maori students.</li> <li>Planned time at team meetings to work collaboratively to discuss learning and teaching programmes and target children progress.</li> <li>E-astle writing competed twice yearly for all students. In depth analysis to inform next steps.</li> <li>Professional Development around student agency.</li> <li>Regular analysis of target groups to inform next learning steps.</li> </ul>	<ul style="list-style-type: none"> <li>Overall, considering the impact of COVID-19 we are pleased with the improving trend in our data.</li> <li>All groups other than Maori boys made good Improvement over the year.</li> <li>Maori boys dropped from 47% (25/53) to 40% (19/48) achieving at or above the appropriate curriculum level</li> <li>The overall percentage of students with 61% (94/155) working at or above the appropriate curriculum level has stayed the same.</li> <li>58% (59/102) of Maori student are achieving at or above the appropriate curriculum level compared to 69% (31/45)of our European students.</li> <li>47 % (35/74) of boys are achieving at or above the appropriate curriculum level compared to 73 % (59/81) of girls.</li> <li>40 % (19/28)of Maori boys are achieving at or above the appropriate curriculum level compared to 62.5 % (15/24) of European boys</li> <li>74 % (40/54) of Maori girls are achieving at or above the appropriate curriculum level compared to 76 % (16/21) of European girls.</li> <li>Last years Year 5 cohort of children have increased from 31% (11/35) as Y5 students to 55% (17/31) as Y6 students achieving at or above the appropriate curriculum level.</li> </ul>	<ul style="list-style-type: none"> <li>The low Maori Boys data is having a big impact on the overall data.</li> <li>Of the 24 Maori Boys in the Year 3 to 6 age group who are below or well below the appropriate curriculum level attendance is an issue: <ul style="list-style-type: none"> <li>* 3 have attended our school for less than a Term.</li> <li>* 7 have attendance below 85%</li> <li>* 5 have attendance between 85—88%</li> <li>* 1 is regularly late</li> <li>* 7 are on the Special Needs Register</li> </ul> </li> <li>We have had a more settled roll with less transient children. We have had 57 new students enrolling and 21 leaving the school.</li> <li>Teacher Aide Programmes run targeting Y6 students</li> </ul>	<ul style="list-style-type: none"> <li>The Board continue to put funding into employing teacher aides to run programmes to support learning.</li> <li>Regular review of teacher aide programmes to ensure best use of TA time to support target children.</li> <li>Continue to build on the Mutukaora programme to help build home/school partnerships.</li> <li>Particular focus on Maori boys across all areas of the school.</li> <li>Ongoing Professional development in student agency.</li> <li>The RTLit will be working with 4 second year teachers to help support their literacy programmes</li> <li>Regular review of target children as part of team meetings.</li> <li>Further research and development of Structured Literacy programmes in the junior area.</li> <li>Work with staff to look at ways we can improve learning for Maori students.</li> <li>Gather student voice to ensure students know what they are learning, why they are learning this, what their next learning step is and how they will know when they have learnt it.</li> </ul>

## Putaruru Primary School 2020 Analysis of Variance in Mathematics

<p><b>Strategic Goal One:</b> In Literacy and Numeracy all students will be achieving at their full potential.</p> <p><b>Strategic Goal Two:</b> Maori students are engaged in their learning and are achieving educational success as Maori, with pride in their unique identity, language and culture.</p>	<p><b>Annual Aim:</b> To increase the number of students achieving at or above the appropriate curriculum level in Maths</p>	<p><b>Targets:</b> To accelerate the learning of all students with a particular focus on Maori students working below and well below the appropriate curriculum level.</p>
<p><b>Baseline Data:</b> Maths data in Dec 2019 showed</p> <ul style="list-style-type: none"> <li>62%(93/150) of students were achieving at or above appropriate curriculum level.</li> <li>54% (50/93) of Maori students are achieving at or above the appropriate curriculum compared to 70% (35/50) of European students.</li> <li>52% (41/80) of boys are achieving at or above the appropriate curriculum levels compared to 70% (49/70) of girls.</li> <li>29% (10/35) of Year 5 students are achieving at or above the appropriate curriculum levels compared to 61% (23/38) or higher at all other year levels.</li> </ul>		
<p><b>Actions (What did we do?)</b></p> <ul style="list-style-type: none"> <li>Board funded Mutukaroa teacher to build home/school partnerships.</li> <li>Professional development in student agency.</li> <li>Teachers to identify target children early Term 1 and use assessment data to target their learning needs.</li> <li>A particular focus on our year 6 students to see how we can accelerate their learning.</li> <li>Work with staff to look at ways they can improve their pedagogy for teaching Maori students.</li> <li>Planned time at team meetings to work collaboratively to discuss learning and teaching programmes and target children progress.</li> <li>Analyse P.A.T, Gloss Jam data to identify learning priorities.</li> <li>Targeted remedial programmes—e ako and numicon</li> <li>Professional Development around student agency.</li> <li>Regular analysis of target groups to inform next learning steps.</li> </ul>	<p><b>Outcomes (What happened?)</b></p> <ul style="list-style-type: none"> <li>There has been a slight improvement overall with 65% (100/154)of students now working at or above the appropriate curriculum level.</li> <li>70 % (38/54) of Maori girls are achieving at or above the appropriate curriculum level compared to 70% (14/20) of European girls.</li> <li>58 % (28/48) of Maori boys are achieving at or above the appropriate curriculum level compared to 67 % (16/24) of European boys.</li> <li>61 % (45/74) of boys are achieving at or above the appropriate curriculum level compared to 69% (55/80) of girls.</li> <li>Last years Year 5 cohort of children have increased from 29% (10/35) as Y5 students to 55% (16/31) as Y6 students achieving at or above the appropriate curriculum level.</li> </ul>	<p><b>Reasons for the Variance (Why did it happen?)</b></p> <ul style="list-style-type: none"> <li>The low Maori Boys data is having a big impact on the overall data.</li> <li>Of the 15 Maori Boys in the Year 3 to 6 age group who are below or well below the appropriate curriculum level attendance is an issue: <ul style="list-style-type: none"> <li>* 2 have attended our school for less than a Term.</li> <li>* 5 have attendance below 85%</li> <li>* 5 have attendance between 85—88%</li> <li>*6 are on the Special Needs Register</li> </ul> </li> <li>We have had a more settled roll with less transient children.</li> <li>We have had 57 new students enrolling and 21 leaving the school.</li> <li>Teacher Aide Programmes run targeting Y6 students</li> </ul>
<p><b>Evaluation (Where to next?)</b></p> <ul style="list-style-type: none"> <li>The Board continue to put funding into employing teacher aides to run programmes to support learning.</li> <li>Regular review of teacher aide programmes to ensure best use of TA time to support target children.</li> <li>Continue to build on the Mutukaora programme to help build home/school partnerships.</li> <li>Particular focus on Maori boys across all areas of the school.</li> <li>Ongoing Professional development in student agency.</li> <li>Regular review of target children as part of team meetings.</li> <li>Work with staff to look at ways we can improve learning for Maori students.</li> <li>Gather student voice to ensure students know what they are learning, why they are learning this, what their next learning step is and how they will know when they have learnt it.</li> <li>Develop teacher knowledge and pedagogy in mathematics.</li> </ul>		