

WHARENUI SCHOOL

Annual Report For the year ended 31 December 2020

Ministry Number: 3591
Principal: Janet Ackerley - Acting
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School Phone: 03 3485263
School Email: helen.tuuta@wharenuui.school.nz

Members of the Board of Trustees

Name	Ceased
Keri-Louise Reid	
Isha Masoodi	
Phil Stedman	
Sarah de Heer	
David Woods	
Rosalie Dyksma	
Janet Ackerley - Acting Principal	
Gretchen Smith - Principal	Oct-20

The term finishes, except for the principal, in May 2022.

Accountant / Service Provider:

Geoff Gillam Consultants

Wharenui School

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Wharenui School
Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees (the Board) has pleasure in presenting the annual report of Wharenui School incorporating the financial statements and the auditor's report, 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 Chairperson and the principal.

DAVID WOODS

Full Name of Board Chairperson

Janet Adkerley
(Acting)

Full Name of Principal

D. Woods

Signature of Board Chairperson

J. Adkerley

Signature of Principal

31-5-21

Date:

31-5-2021

Date:

Wharenui School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	3,363,212	3,231,300	3,073,333
Locally Raised Funds	3	40,928	8,000	37,651
Interest Earned		20,274	16,000	23,724
		<u>3,424,414</u>	<u>3,255,300</u>	<u>3,134,708</u>
Expenses				
Locally Raised Funds	3	23,770	10,500	11,092
Learning Resources	4	1,993,538	1,986,600	1,761,531
Administration	5	99,754	112,481	91,376
Finance Costs		1,635	-	1,584
Property	6	1,088,075	1,068,380	1,078,458
Depreciation	7	77,240	55,000	67,447
Impairment of Property, Plant and Equipment		451	-	-
		<u>3,284,463</u>	<u>3,232,961</u>	<u>3,011,488</u>
Net Surplus / (Deficit)		139,951	22,339	123,220
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>139,951</u></u>	<u><u>22,339</u></u>	<u><u>123,220</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.

Wharenui School Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January	<u>1,069,667</u>	<u>1,069,667</u>	<u>926,264</u>
Total comprehensive revenue and expense for the year	139,951	22,339	123,220
Owner transactions			
Contribution - Furniture and Equipment Grant	-	-	20,183
Equity at 31 December	<u>1,209,618</u>	<u>1,092,006</u>	<u>1,069,667</u>
Retained Earnings	1,209,618	1,092,006	1,069,667
Reserves	-	-	-
Equity at 31 December 2020	<u>1,209,618</u>	<u>1,092,006</u>	<u>1,069,667</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.

Wharenui School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	250,643	50,822	25,520
Accounts Receivable	9	97,881	97,000	88,188
GST Receivable		8,163	8,000	8,364
Prepayments		1,528	-	666
Investments	10	711,189	700,000	686,727
		<u>1,069,404</u>	<u>855,822</u>	<u>809,465</u>
Current Liabilities				
Accounts Payable	12	132,499	125,000	118,425
Finance Lease Liability - Current Portion	13	14,338	16,000	13,052
Funds held for Capital Works Projects	14	111,841	-	-
		<u>258,678</u>	<u>141,000</u>	<u>131,477</u>
Working Capital Surplus or (Deficit)		810,726	714,822	677,988
Non-current Assets				
Property, Plant and Equipment	11	418,230	399,684	420,964
		<u>418,230</u>	<u>399,684</u>	<u>420,964</u>
Non-current Liabilities				
Finance Lease Liability	13	19,338	22,500	29,285
		<u>19,338</u>	<u>22,500</u>	<u>29,285</u>
Net Assets		<u><u>1,209,618</u></u>	<u><u>1,092,006</u></u>	<u><u>1,069,667</u></u>
Equity		<u><u>1,209,618</u></u>	<u><u>1,092,006</u></u>	<u><u>1,069,667</u></u>

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

Wharenui School

Cash Flow Statement

For the year ended 31 December 2020

	2020	2020	2019
Note	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	886,226	761,300	751,602
Locally Raised Funds	40,928	8,000	37,651
Goods and Services Tax (net)	201	364	(6,101)
Payments to Employees	(414,327)	(367,911)	(351,763)
Payments to Suppliers	(311,231)	(342,945)	(299,342)
Interest Paid	(1,635)	-	(1,584)
Interest Received	21,200	17,324	23,631
Funds Administered on Behalf of Third Parties	111,841	-	-
Net cash from / (to) the Operating Activities	333,203	76,132	154,094
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	-	-	-
Purchase of PPE (and Intangibles)	(70,274)	(23,720)	(166,021)
Purchase of Investments	(24,462)	(13,273)	(21,169)
Proceeds from Sale of Investments	-	-	-
Net cash from / (to) the Investing Activities	(94,736)	(36,993)	(187,190)
Cash flows from Financing Activities			
Contribution by the Ministry of Education - Furniture and Equipment Grants	-	-	20,183
Finance Lease Payments	(13,344)	(13,837)	(13,666)
Net cash from Financing Activities	(13,344)	(13,837)	6,517
Net increase/(decrease) in cash and cash equivalents	225,123	25,302	(26,579)
Cash and cash equivalents at the beginning of the year	8 25,520	25,520	52,099
Cash and cash equivalents at the end of the year	8 250,643	50,822	25,520

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

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

Wharenui School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2020

a) Reporting Entity

Wharenui School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying PBE Accounting Standards (PBE IPSAS) 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 publically 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.

Useful lives of property, plant and equipment

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

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.

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.

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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.

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.

Donations

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) 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.

Investments that are shares are categorised as “available for sale” for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment. After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements under schedule 6 section 28 of the Education Act 1989 in relation to the acquisition of securities.

j) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:	Years
Building improvements – Crown	40
Furniture and equipment	5-10
Information and communication technology	5
Plant	10
Leased	3
Library resources	10

k) 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.

l) 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.

m) Revenue Received in Advance

Revenue received in advance relates to fees received from 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, should the School be unable to provide the services to which they relate.

n) 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).

o) Funds Held in Trust

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

p) 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 measured at fair value through other comprehensive income" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education, and painting contract liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

q) Goods and Services Tax (GST)

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

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	635,424	636,300	569,017
Teachers' salaries grants	1,569,463	1,565,000	1,409,393
Use of Land and Buildings grants	907,523	905,000	902,685
Other government grants	250,802	125,000	192,238
	<u>3,363,212</u>	<u>3,231,300</u>	<u>3,073,333</u>

The school has opted in to the donations scheme for this year. Total amount received was \$49,200.

MOE Grants total includes additional COVID-19 funding totalling \$9,721 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<i>Revenue</i>			
Donations	6,441	2,000	10,602
Activities	12,695	-	12,982
Trading	21,792	6,000	14,067
	<u>40,928</u>	<u>8,000</u>	<u>37,651</u>
<i>Expenses</i>			
Activities	17,565	10,500	11,085
Trading	6,205	-	7
	<u>23,770</u>	<u>10,500</u>	<u>11,092</u>
<i>Surplus for the year Locally raised funds</i>	<u>17,158</u>	<u>(2,500)</u>	<u>26,559</u>

4 Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	74,992	116,600	67,711
Employee Benefits - Salaries	1,893,379	1,850,000	1,667,321
Staff Development	25,167	20,000	26,499
	<u>1,993,538</u>	<u>1,986,600</u>	<u>1,761,531</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	3,376	3,376	3,278
Board of Trustees Fees	4,050	5,000	4,475
Board of Trustees Expenses	3,400	2,710	3,036
Communication	4,286	8,600	4,321
Consumables	11,466	19,000	13,438
Operating Lease	6,596	11,300	4,069
Staff Expenses	17,316	10,800	10,090
Other	7,256	8,695	7,587
Employee Benefits - Salaries	42,008	43,000	41,082
	<u>99,754</u>	<u>112,481</u>	<u>91,376</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	10,340	8,150	8,092
Consultancy and Contract Services	48,890	45,000	46,391
Grounds	11,965	17,000	19,907
Heat, Light and Water	19,143	19,000	19,599
Rates	9,437	9,000	8,116
Repairs and Maintenance	26,866	26,230	22,554
Use of Land and Buildings - Non-Integrated	907,523	905,000	902,685
Employee Benefits - Salaries	53,911	39,000	51,114
	<u>1,088,075</u>	<u>1,068,380</u>	<u>1,078,458</u>

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Depreciation of Property, Plant and Equipment

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	3,307	2,500	2,858
Furniture and Equipment	28,505	20,000	22,865
Information and Communication Technology	22,329	16,500	21,157
Plant	7,858	5,000	5,590
Leased Assets	13,745	10,000	13,726
Library Resources	1,496	1,000	1,251
	<u>77,240</u>	<u>55,000</u>	<u>67,447</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	250,566	50,622	19,645
Bank Call Account	77	200	5,875
Short-term Bank Deposits with a Maturity of Three Months or Less	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>250,643</u>	<u>50,822</u>	<u>25,520</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)	\$
Interest Accrued	2,398	2,000	3,324
Teacher Salaries Grant Receivable	95,483	95,000	84,864
	<u>97,881</u>	<u>97,000</u>	<u>88,188</u>
Receivables from Exchange Transactions	2,398	2,000	3,324
Receivables from Non-Exchange Transactions	95,483	95,000	84,864
	<u>97,881</u>	<u>97,000</u>	<u>88,188</u>

10. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	711,189	700,000	686,727

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2020.

11. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Buildings	76,678	-	-	-	(3,307)	73,371
Furniture and Equipment	185,641	25,451	-	-	(28,505)	182,587
Information and Communication Plant	65,526	23,328	-	-	(22,329)	66,525
Plant	42,949	18,537	(451)	-	(7,858)	53,177
Leased Assets	42,393	4,683	-	-	(13,745)	33,331
Library Resources	7,777	2,958	-	-	(1,496)	9,239
Balance at 31 December 2020	420,964	74,957	(451)	-	(77,240)	418,230

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Buildings	122,619	(49,248)	73,371
Furniture and Equipment	308,770	(126,183)	182,587
Information and Communication Plant	164,481	(97,956)	66,525
Plant	108,934	(55,757)	53,177
Leased Assets	53,505	(20,174)	33,331
Library Resources	53,862	(44,623)	9,239
Balance at 31 December 2020	812,171	(393,941)	418,230

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Buildings	68,756	10,780	-	-	(2,858)	76,678
Furniture and Equipment	101,760	106,746	-	-	(22,865)	185,641
Information and Communication Plant	53,031	33,652	-	-	(21,157)	65,526
Plant	36,413	12,126	-	-	(5,590)	42,949
Leased Assets	13,124	48,820	(5,825)	-	(13,726)	42,393
Library Resources	6,311	2,717	-	-	(1,251)	7,777
Balance at 31 December 2019	279,395	214,841	(5,825)	-	(67,447)	420,964

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Buildings	122,619	(45,941)	76,678
Furniture and Equipment	285,714	(100,073)	185,641
Information and Communication Plant	206,602	(141,076)	65,526
Plant	94,213	(51,264)	42,949
Leased Assets	52,229	(9,836)	42,393
Library Resources	50,904	(43,127)	7,777
Balance at 31 December 2019	812,281	(391,317)	420,964

12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	15,597	15,000	17,650
Banking Staffing Overuse	-	-	-
Employee Benefits Payable - Salaries	95,483	95,000	84,864
Employee Benefits Payable - Leave Accrual	21,419	15,000	15,911
	<u>132,499</u>	<u>125,000</u>	<u>118,425</u>
Payables for Exchange Transactions	132,499	125,000	118,425
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>132,499</u>	<u>125,000</u>	<u>118,425</u>

The carrying value of payables approximates their fair value.

13. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	14,338	16,000	13,052
Later than One Year and no Later than Five Years	19,338	22,500	29,285
Later than Five Years	-	-	-
	<u>33,676</u>	<u>38,500</u>	<u>42,337</u>

14. Funds Held for Capital Works Projects

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
Fencing	<i>in progress</i>	-	26,046	26,435	(389)
Classroom	<i>in progress</i>	-	93,101	1,200	91,901
Outdoor Carpet	<i>in progress</i>	-	21,529	1,200	20,329
Totals		<u>-</u>	<u>140,676</u>	<u>28,835</u>	<u>111,841</u>

15. 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.

16. 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	4,050	4,475
Full-time equivalent members	0.18	0.18
<i>Leadership Team</i>		
Remuneration	444,168	427,575
Full-time equivalent members	4	4
Total key management personnel remuneration	<u>448,218</u>	<u>432,050</u>
Total full-time equivalent personnel	<u>4.18</u>	<u>4.18</u>

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	100-110	140-150
Salary and Other Payments	20-30	-
Benefits and Other Emoluments	10-20	10-20
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	3	1
	<u>3</u>	<u>1</u>

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

17. 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 \$0	2019 Actual \$0
Total	-	-
Number of People	-	-

18. 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).

Contingent liability - cyclical maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school was part of the Christchurch Schools Rebuild Programme which resulted in the School's buildings either being recently repaired or rebuilt. At the present time, the School is working with the Ministry of Education to create a cyclical maintenance plan for future maintenance. Until such time as a plan has been developed and approved by the Ministry, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain any buildings that are not replaced.

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

19. Commitments

(a) Capital Commitments

As at 31 December 2020, the Board had no capital commitments.

(Capital commitments at 31 December 2019: nil)

(b) Operating Commitments

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

(Operating commitments at 31 December 2019: nil)

20. 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 generate a small surplus from year to year.

21. 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	250,643	50,822	25,520
Receivables	97,881	97,000	88,188
Investments - Term Deposits	711,189	700,000	686,727
Total Cash and Receivables	1,059,713	847,822	800,435

Financial liabilities measured at amortised cost

Payables	132,499	125,000	118,425
Finance Leases	33,676	38,500	42,337
Total Financial Liabilities Measured at Amortised Cost	166,175	163,500	160,762

22. Events After Balance Date

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

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Wharenui School's (the School). The Auditor-General has appointed me, Michael Rondel, using the staff and resources of BDO Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 16, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 31/5/2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the analysis of variance, Kiwisport and board of trustees' reports but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



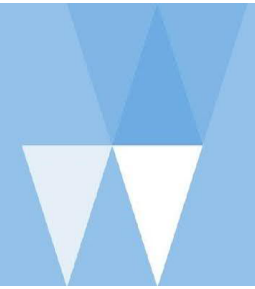
Michael Rondel
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand

Analysis of Variance Reporting



School Name:	Wharenui School	School Number:	3591
Strategic Aim	To improve learning outcomes for all.		
Annual Aim:	To provide high quality, engaging, culturally responsive teaching that ensures that every child has multiple opportunities to experience success and actively participate in a wide range of learning contexts.		
Target:	<p>Our 2020 Targets:</p> <p>Target 1 – Year 5 below in Maths will progress two sub-levels by the end of the year.</p> <p>Target 2 – Year 8 below in Maths will progress two sub-levels by the end of the year.</p> <p>Target 3 – All funded ESOL students will progress two sub-levels in the ELLP in Listening and Speaking.</p>		
Baseline Data:	<p>Summary of Achievement in 2019:</p> <p>Target 1: Year 4 below in Math</p> <ul style="list-style-type: none"> Sixteen Year 5 students (59%) were below or well below in Maths at the end of 2019. <p>Target 2: Year 7 below in Math</p> <ul style="list-style-type: none"> 22 Year 8 students (76%) were below or well below in Maths at the end of 2019. <p>Target 3: All funded ESOL students Listening/Speaking</p> <p>Listening:</p> <ul style="list-style-type: none"> 89% (118 students) of Funded English Language Learners were at Stage 2 or below for listening on the ELLP. More than 50% of Funded English Language Learners (72 students, 55%) progressed at least one stage in the Listening area of the Learning Progressions. <p>Speaking:</p> <ul style="list-style-type: none"> 92% (121 students) of Funded English Language Learners were at Stage 2 or below for speaking on the ELLP. Almost two-thirds (80 students, 61%) of Funded English Language Learners progressed at least one stage in the Speaking domain. 		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Target 1 & 2</p> <ul style="list-style-type: none"> ● Problem-based learning that links to students identity, culture and local experiences. ● DMIC approach in year 5 classrooms. ● Increased Math Resourcing for STRAND by developing class kits to support hands on learning for students. ● Effective mixed-ability grouping as a key to accelerating improvement and promoting equity. ● Regular monitoring and assessment of target students to track progress. <p>Target 3</p> <ul style="list-style-type: none"> ● Oral Language Focus in every classroom with explicit teaching & modelling of OL skills. ● Professional development workshops to share 	<p>Results Target 1</p> <ul style="list-style-type: none"> ● Sixteen Year 5 students (59%) were below or well below in Maths at the end of 2019. This decreased to fifteen (55%) at the end of 2020. ● Eleven Year 5 students (41%) were at the expected curriculum level in Maths at the end of 2019. This increased to twelve students (45%) being at or above expected at the end of 2020. ● Less students were below the expected level in 2020 than in 2019. ● More students were at or above the expected level in 2020 than in 2019. <p>Results Target 2</p> <ul style="list-style-type: none"> ● 22 Year 8 students (76%) were below or well below in Maths at the end of 2019. This decreased to sixteen (55%) at the end of 2020. ● Seven Year 8 students (24%) were at the expected curriculum level in Maths at the end of 2019. This increased to thirteen students (45%) being at or above expected at the end of 2020. ● Less students were below the expected level in 2020 than in 2019. ● More students were at or above the expected level in 2020 than in 2019. <p>Results Target 3 Listening</p> <ul style="list-style-type: none"> ● 68 Funded English Language Learners (45%) progressed at least one stage in the Listening 	<ul style="list-style-type: none"> ● Although there has been a positive shift for each of our targets, as predicted Covid-19 has impacted the outcomes for targets. ● Teachers have monitored contact, engagement and return to school data during Covid-19 and we are more than satisfied that our community have remained engaged and returned promptly to school. ● Math & Oral Language were school-wide focus areas for all staff. ● Collaborative teaching and planning for students ensured consistency of routines and learning expectations. ● Learning Assistant support across classrooms to help scaffold and embed learning for target students. ● We have a high number of both funded and non-funded ESOL students ● Literacy Learning Progressions showed evidence of student progress and growth across all classrooms. 	<ul style="list-style-type: none"> ● Teachers are more prepared for online/remote learning that is tailored to students' individual needs. ● Oral Language will continue to be a target for 2021 as we look into more explicit teaching of skills round Presentational Talk for our learners. ● Teachers will continue to monitor students regularly and set specific tasks to enhance their learning. ● Launch of NPDL (New Pedagogies for Deep Learning) to our students, whanau and wider community through our Kahui Ako. ● Project Based Learning as an authentic context for language acquisition. ● Continue to use Learning Assistants to support classroom programs in Math & Oral Language. ● Explore the use of a range of resources available to gather evidence and assess Math & Oral Language across year levels.



Tātaritanga raraunga

<p>expertise and deepen understanding of OL strategies from Sheena Cameron & Jane van der Zeyden.</p> <ul style="list-style-type: none"> ● TALL Program ● Learning through play is embedded in years 1-2 and introduced to years 3-4. ● Learning Assistants who are bilingual. ● Language option classes weekly for students in years 4-8. Student led opportunities such as speech, poetry, readers theatre. ● Interweaving OL into all areas of the curriculum, monitoring progress across the year for all students. 	<p>area of the English Language Learning Progressions.</p> <ul style="list-style-type: none"> ● The greatest movement was students progressing from Foundation Stage to Stage 1 (24 students, 14%) ● The majority of Year 4-8 students (47 students, 59%) progressed at least one stage in the English Language learning progressions. ● The majority of Year 1-3 students (48 students, 72%) remained at the same stage, although progressed within that stage. <p>Speaking</p> <ul style="list-style-type: none"> ● The highest percentage of Funded English Language learners (25 students, 14%) progressed from Foundation to Stage 1 in the Speaking domain. ● While no students were at Stage 4 at the beginning of the year, five students (3%) were at Stage 4 at the end of 2020. ● Almost half (65 students, 45%) of Funded English Language Learners progressed at least one stage in the Speaking domain. ● The majority of Year 4-8 students (48 students, 61%) progressed at least one stage in the English Language learning progressions. ● The majority of Year 1-3 students (50 students, 75%) remained at the same stage, although progressed within that stage. 	<ul style="list-style-type: none"> ● Ways to accelerate progress in classes were shared in team meetings across the school. 	<ul style="list-style-type: none"> ● Continue to focus on assessment to support staff with making OTJ's through robust moderation. ● Interlead- Linking Teachers' inquiry (TAI) into their practice through collaborative approaches to address our 2021 targets. ● Increased use of student progress data (formative & summative) to consider and reflect on the impact of their teaching.
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Tātaritanga raraunga

Planning for next year:

- High expectations expected for all students
- Refining strategic planning to focus on goals and actions that will have the most impact on student learning and wellbeing
- Review of Mathematics and Literacy Curriculum, and assessments used.
- Increasing understanding of how to use internal evaluation and inquiry to ensure innovation and initiatives are improving student outcomes
- Kahui Ako WST & AST to support the implementation of NPDL across teams to create authentic learning that goes deeper for all students. It creates authentic contexts to accelerate learning in Reading, Writing and Oral Language.
- Learning partnerships with a wide range of stakeholders including Board, staff, students, whanau and the community, collecting and analysing community and student voice.
- Welcoming and culturally responsive. Diverse student, learning assistants and teacher representation.
- Oral Language: PD 2021. Teaching as Inquiry across the school. Focus data collection on speaking: the language of presentation. Form a target group from initial data, monitored and class programmes adjusted. Sheena Cameron, The Oral Language Book will be the significant resource to scaffold Oral Language.
- Maths: Mathletic resource for Years 4 to 8. Invest in teacher capability to maximise Mathletics to accelerate learning.
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Motto: ONWARD

Wharenuui School

Year Ended 31st December 2020

During the 2020 financial year, Wharenuui School received a total of \$5,070.8 in respect of Kiwisport Partnership Funding.

At Wharenuui School one of our core values is Doing Your Best and this applies equally to sporting and academic endeavours.

Sport plays an important part in the overall development of our students who continue to benefit from the wide-ranging efforts made by the school to encourage and engage students in sporting activities. This applies equally to students who have sporting talent and those who may just want to experience participation in a sport.

With its overall objective, the Kiwisport funding of \$5070,98 has been used to contribute to the following:

- The purchase of new sports uniforms.
- Replacement of sports gear

The Kiwisport funding received in 2020 has contributed significantly to our sports programme.

Your sincerely

Janet Ackerley

Acting Principal