

TITAHI BAY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	3045
Principal:	Kerry Delaney
School Address:	Kura Street, Titahi Bay, Porirua
School Postal Address:	PO Box 50441, Porirua, PORIRUA, 5240
School Phone:	04 236 8399
School Email:	office@titahibay.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Kerry Delaney	Principal	ex Officio		
Lynette Renouf	Parent Rep	Elected		Jun 2019
Gaby Wesley- Smith	Parent Rep	Elected		Jun 2022
Ria Tomoana	Parent Rep	Elected	Research Manager - Tge Matawai	
Scott Hemsley	Parent Rep	Elected		Jun 2019
Sarah Campbell	Parent Rep	Elected	Governance Advisor- STA	Jun 2022
Anna McGavin	Parent Rep	Co-opted	Regional Manager - True North	Jun 2022
Leanne Parsons	Parent Rep	Co-opted		Jun 2019
Duncan Emo	Parent Rep	Co-opted	IT Project Manger	Jun 2022
Vanepale Sopoaga	Parent Rep	Appointed	Wgtn Regional Facilitator - ASB	Jun 2022
Abby Kepler	Parent Rep	Appointed	Adpos & Yield Manager - Metservice	Jun 2022
Sharon Thompson	Staff Rep	Elected	Teacher	Jun 2022
Jodene Gooch	Other	Appointed	BOT Secretary	Jun 2022

Accountant / Service Provider: Education Services Ltd

TITAHI BAY SCHOOL

Annual Report - For the year ended 31 December 2019

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Titahi Bay School

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Sarah Campbell

Full Name of Board Chairperson

Kerny Delaroy

Full Name of Principal

Sarah Campbell

Signature of Board Chairperson

Kerny Delaroy

Signature of Principal

14/5/20

Date:

14/5/20

Date:

Titahi Bay School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	3,065,855	2,905,616	2,935,709
Locally Raised Funds	3	112,423	58,000	113,246
Interest income		17,127	12,000	23,932
		<u>3,195,405</u>	<u>2,975,616</u>	<u>3,072,887</u>
Expenses				
Locally Raised Funds	3	25,938	-	20,251
Learning Resources	4	2,306,638	2,230,429	2,183,248
Administration	5	142,143	122,630	129,660
Finance		2,067	700	3,517
Property	6	559,649	556,884	552,699
Depreciation	7	151,280	100,000	134,606
Loss on Disposal of Property, Plant and Equipment		3,503	-	-
		<u>3,191,218</u>	<u>3,010,643</u>	<u>3,023,981</u>
Net Surplus / (Deficit) for the year		4,187	(35,027)	48,906
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>4,187</u>	<u>(35,027)</u>	<u>48,906</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.

Titahi Bay School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		1,441,592	1,247,229	1,392,686
Total comprehensive revenue and expense for the year		4,187	(35,027)	48,906
Capital Contributions from the Ministry of Education				
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	24	1,445,779	1,212,202	1,441,592
Retained Earnings		1,445,779	1,212,202	1,441,592
Equity at 31 December		1,445,779	1,212,202	1,441,592

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.

Titahi Bay School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	344,476	529,098	508,622
Accounts Receivable	9	139,762	157,722	158,185
GST Receivable		-	40,351	11,386
Prepayments		12,786	1,864	1,726
Inventories	10	843	812	666
Investments	11	307,862	-	297,760
		805,729	729,847	978,345
Current Liabilities				
GST Payable		1,913	-	-
Accounts Payable	13	187,406	247,156	165,798
Revenue Received in Advance	14	3,000	-	-
Provision for Cyclical Maintenance	15	9,000	24,355	99,000
Finance Lease Liability - Current Portion	16	14,768	11,853	15,628
Funds held in Trust	17	-	8,863	17,736
Funds held for Capital Works Projects	18	65,125	-	5,700
		281,212	292,227	303,862
Working Capital Surplus/(Deficit)		524,517	437,620	674,483
Non-current Assets				
Property, Plant and Equipment	12	932,266	797,411	787,222
		932,266	797,411	787,222
Non-current Liabilities				
Provision for Cyclical Maintenance	15	8,000	-	7,000
Finance Lease Liability	16	3,004	22,829	13,113
		11,004	22,829	20,113
Net Assets		1,445,779	1,212,202	1,441,592
Equity		1,445,779	1,212,202	1,441,592

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

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

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		776,534	710,353	790,864
Locally Raised Funds		115,423	58,000	113,246
Goods and Services Tax (net)		13,299	-	28,965
Payments to Employees		(421,353)	(385,750)	(393,925)
Payments to Suppliers		(341,704)	(387,653)	(347,021)
Cyclical Maintenance Payments in the year		(72,898)	-	-
Interest Paid		(2,067)	(700)	(3,517)
Interest Received		17,699	12,000	24,412
Net cash from Operating Activities		84,933	6,250	213,024
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(294,639)	(100,500)	(142,621)
Purchase of Investments		(10,102)	-	(9,980)
Net cash from Investing Activities		(304,741)	(100,500)	(152,601)
Cash flows from Financing Activities				
Finance Lease Payments		(2,446)	-	(8,437)
Funds Administered on Behalf of Third Parties		(17,736)	-	8,873
Funds Held for Capital Works Projects		75,844	-	(175,585)
Net cash from Financing Activities		55,662	-	(175,149)
Net increase/(decrease) in cash and cash equivalents		(164,146)	(94,250)	(114,726)
Cash and cash equivalents at the beginning of the year	8	508,622	623,348	623,348
Cash and cash equivalents at the end of the year	8	344,476	529,098	508,622

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.

Titahi Bay School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 28.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Cyclical Maintenance Provision

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.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

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

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$250 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:

Building Improvements	20 years
Furniture and Equipment	10 years
Information and Communication	5 years
Library Resources	8 years
Leased assets are depreciated over the life of the 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, annual leave earned 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 school 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 Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

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.

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but 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 at the start of the year.

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	637,834	604,353	615,354
Teachers' Salaries Grants	1,871,211	1,827,429	1,780,537
Use of Land and Buildings Grants	405,459	392,834	392,985
Assistive Technology Grant	-	-	1,304
Resource Teachers Learning and Behaviour Grants	5,640	-	2,738
Other MoE Grants	133,194	81,000	126,834
Other Government Grants	12,517	-	15,957
	<u>3,065,855</u>	<u>2,905,616</u>	<u>2,935,709</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	25,929	22,000	20,750
Bequests & Grants	30,140	25,000	32,243
Activities	20,533	-	18,832
Trading	1,557	-	1,839
Fundraising	34,264	11,000	39,582
	<u>112,423</u>	<u>58,000</u>	<u>113,246</u>
Expenses			
Activities	18,283	-	10,081
Trading	1,600	-	1,377
Fundraising (Costs of Raising Funds)	6,055	-	8,793
	<u>25,938</u>	<u>-</u>	<u>20,251</u>
<i>Surplus for the year Locally raised funds</i>	<u>86,485</u>	<u>58,000</u>	<u>92,995</u>

4. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	98,793	116,500	114,913
Library Resources	21,736	20,000	28,654
Employee Benefits - Salaries	2,164,357	2,063,929	2,013,179
Staff Development	21,752	30,000	26,502
	<u>2,306,638</u>	<u>2,230,429</u>	<u>2,183,248</u>

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,374	7,330	6,277
Board of Trustees Fees	3,880	5,000	3,750
Board of Trustees Expenses	7,827	7,000	9,439
Communication	7,961	5,450	7,169
Consumables	3,185	6,750	2,744
Operating Lease	99	-	1,263
Other	9,305	11,350	11,237
Employee Benefits - Salaries	82,304	60,250	66,140
Insurance	6,208	3,000	6,641
Service Providers, Contractors and Consultancy	15,000	16,500	15,000
	<u>142,143</u>	<u>122,630</u>	<u>129,660</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	10,851	8,750	8,632
Cyclical Maintenance Expense	(16,102)	15,000	1,000
Grounds	4,878	7,000	7,066
Heat, Light and Water	26,685	23,500	25,561
Rates	6,636	2,500	3,237
Repairs and Maintenance	44,908	38,000	42,951
Use of Land and Buildings	405,459	392,834	392,985
Security	2,501	2,000	739
Employee Benefits - Salaries	71,661	64,000	70,528
Contracts	2,172	3,300	-
	<u>559,649</u>	<u>556,884</u>	<u>552,699</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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	34,429	18,718	25,196
Furniture and Equipment	54,624	37,778	50,851
Information and Communication Technology	42,739	29,469	39,667
Leased Assets	15,799	11,172	15,038
Library Resources	3,689	2,863	3,854
	<u>151,280</u>	<u>100,000</u>	<u>134,606</u>

8. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	149,169	529,098	90,400
Bank Call Account	-	-	2,228
Short-term Bank Deposits	195,307	-	415,994
Cash equivalents for Cash Flow Statement	<u>344,476</u>	<u>529,098</u>	<u>508,622</u>

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

Of the \$344,476 Cash and Cash Equivalents, \$65,400 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	938	1,567	938
Receivables from the Ministry of Education	2,903	-	-
Banking Staffing Underuse	-	38,935	26,865
Interest Receivable	1,406	2,458	1,978
Teacher Salaries Grant Receivable	134,515	114,762	128,404
	<u>139,762</u>	<u>157,722</u>	<u>158,185</u>
Receivables from Exchange Transactions	2,344	4,025	2,916
Receivables from Non-Exchange Transactions	137,418	153,697	155,269
	<u>139,762</u>	<u>157,722</u>	<u>158,185</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	843	812	666
	<u>843</u>	<u>812</u>	<u>666</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	307,862	-	297,760
Total Investments	<u>307,862</u>	<u>-</u>	<u>297,760</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	326,705	218,099	-	-	(34,429)	510,375
Furniture and Equipment	294,294	53,035	(2,898)	-	(54,624)	289,807
Information and Communication Tech	125,380	20,885	(605)	-	(42,739)	102,921
Leased Assets	28,368	4,885	(572)	-	(15,799)	16,881
Library Resources	12,475	3,495	-	-	(3,689)	12,282
Balance at 31 December 2019	787,222	300,399	(4,075)	-	(151,280)	932,266

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	808,070	(297,695)	510,375
Furniture and Equipment	630,469	(340,662)	289,807
Information and Communication	343,065	(240,144)	102,921
Leased Assets	63,955	(47,074)	16,881
Library Resources	47,881	(35,599)	12,282
Balance at 31 December 2019	1,893,440	(961,174)	932,266

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	348,375	3,526	-	-	(25,196)	326,705
Furniture and Equipment	286,032	59,113	-	-	(50,851)	294,294
Information and Communication Tech	85,568	79,479	-	-	(39,667)	125,380
Leased Assets	35,391	8,015	-	-	(15,038)	28,368
Library Resources	14,545	1,785	-	-	(3,854)	12,475
Balance at 31 December 2018	769,911	151,918	-	-	(134,606)	787,222

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	589,972	(263,267)	326,705
Furniture and Equipment	606,498	(312,204)	294,294
Information and Communication	384,215	(258,835)	125,380
Leased Assets	62,894	(34,526)	28,368
Library Resources	59,064	(46,589)	12,475
Balance at 31 December 2018	1,702,643	(915,421)	787,222

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	36,824	121,018	22,217
Accruals	6,374	5,919	6,188
Capital Accruals for PPE items	2,160	-	1,284
Employee Entitlements - Salaries	134,515	114,762	128,404
Employee Entitlements - Leave Accrual	7,533	5,457	7,705
	<u>187,406</u>	<u>247,156</u>	<u>165,798</u>
Payables for Exchange Transactions	187,406	247,156	165,798
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>187,406</u>	<u>247,156</u>	<u>165,798</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income In Advance	3,000	-	-
	<u>3,000</u>	<u>-</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	106,000	9,355	105,000
Increase/(decrease) to the Provision During the Year	(16,102)	15,000	1,000
Use of the Provision During the Year	(72,898)	-	-
Provision at the End of the Year	<u>17,000</u>	<u>24,355</u>	<u>106,000</u>
Cyclical Maintenance - Current	9,000	24,355	99,000
Cyclical Maintenance - Term	8,000	-	7,000
	<u>17,000</u>	<u>24,355</u>	<u>106,000</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:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	14,768	11,853	16,545
Later than One Year and no Later than Five Years	3,004	22,829	13,410
	<u>17,772</u>	<u>34,682</u>	<u>29,955</u>

17. Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	-	8,863	17,736
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	-	8,863	17,736

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 Held (Owed) for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Refurbishment Classroom 12 & 13	<i>completed</i>	(6,150)	-	(6,150)	-	-
Drain	<i>completed</i>	14,050	-	14,050	-	-
Deck	<i>completed</i>	(2,200)	-	(2,200)	-	-
Drain No 2	<i>completed</i>	-	18,048	18,048	-	-
Warm Water Bathrooms	<i>in progress</i>	-	11,000	10,600	-	400
Driveway Reinstatement	<i>in progress</i>	-	10,500	10,775	-	(275)
Rm 9,10,11,Asbestos & Refurbish	<i>in progress</i>	-	75,000	10,000	-	65,000
Totals		5,700	114,548	55,123	-	65,125

Represented by:

Funds Held on Behalf of the Ministry of Education	65,400
Funds Due from the Ministry of Education	(275)
	65,125

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Refurbishment Classroom 12 & 13	<i>in progress</i>	93,401	135,152	234,703	-	(6,150)
Boiler	<i>completed</i>	-	14,330	14,330	-	-
Drain	<i>in progress</i>	-	24,050	10,000	-	14,050
Warm water toilets	<i>completed</i>	-	5,830	5,830	-	-
Deck	<i>in progress</i>	-	-	2,200	-	(2,200)
Totals		93,401	179,362	267,063	-	5,700

19. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

20. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,880	3,750
Full-time equivalent members	0.32	0.27
<i>Leadership Team</i>		
Remuneration	339,957	410,708
Full-time equivalent members	3.00	4.00
Total key management personnel remuneration	343,837	414,458
Total full-time equivalent personnel	3.32	4.27

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	130 - 140
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	2019 FTE Number	2018 FTE Number
100 - 110	-	-
	0.00	0.00

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

21. 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:

	2019 Actual	2018 Actual
Total	-	-
Number of People	-	-

22. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance: The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

24. 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.

25. Financial Instruments

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

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	344,476	529,098	508,622
Receivables	139,762	157,722	158,185
Investments - Term Deposits	307,862	-	297,760
Total Financial assets measured at amortised cost	792,100	686,820	964,567

Financial liabilities measured at amortised cost

Payables	187,406	247,156	165,798
Borrowings - Loans	-	-	-
Finance Leases	17,772	34,682	28,741
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	205,178	281,838	194,539

26. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

27. Comparatives

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

At note 2 of the financial statements, the prior year figures have been revised to align with the coding reflected in the current year. Therefore the balance for Activities, and Fundraising differ from what was disclosed in the Approved financial statements for 2018. Activities revenue has decreased by \$26,688, and Fundraising has decreased by this same amount. No other balances are affected.

28. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 11 Investments:

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

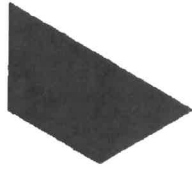
Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

Analysis of Variance Reporting

School Name:	Titahi Bay School		School Number:	3045								
Strategic Aim:	Our student achievement will meet the high expectations of the school community through learning programmes based on quality assessment and analysis of data, which will result in improved learning outcomes for all students.											
Annual Aim:	Our student achievement will meet the high expectations of the school community through learning programmes based on quality assessment and analysis of data, which will result in improved learning outcomes for all students.											
Target:	We aim to reduce this group from 20 to 10 students working Below expected levels within curriculum level by the end of year 3 in Maths											
Baseline Data:	<p>The 2018 Year 2 data</p> <table border="1"> <thead> <tr> <th>Below all ethnicities</th> <th>Below Māori</th> <th>Below Pasifika</th> <th>Below Pakeha/Other</th> </tr> </thead> <tbody> <tr> <td>Year 2 20 (27%)</td> <td>Year 2 12 (43%)</td> <td>Year 2 3 (33%)</td> <td>Year 2 5 (15%)</td> </tr> </tbody> </table> <p>The group of twenty Year 3 students working below our expected levels for them in mathematics will be tested further, using the new Primary Maths Assessment Tool created by Charlotte Wilkinson. Most of the 20 students are on SPRING into Maths programme in Term 1. They will also be in class targets. We aim to drop the number from 20 to 10 in Year 3 2019.</p>				Below all ethnicities	Below Māori	Below Pasifika	Below Pakeha/Other	Year 2 20 (27%)	Year 2 12 (43%)	Year 2 3 (33%)	Year 2 5 (15%)
Below all ethnicities	Below Māori	Below Pasifika	Below Pakeha/Other									
Year 2 20 (27%)	Year 2 12 (43%)	Year 2 3 (33%)	Year 2 5 (15%)									
Variance Reporting												

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>This group of 20 children were all a focus for extra learning in maths. They were all part of a SPRING into maths programme.</p> <p>We kept this going all year a full SPRING into maths focus in terms 1 and 2 to focus on number knowledge and understanding of additive strategies. Then a basic facts focus in terms 3 and 4. The teachers had identified that this was the area in number knowledge that they were making the slowest progress.</p>	<p>We used Charlotte Wilkinson's Primary Maths Assessment Tool to measure the progress of SPRING. All children except one showed progress in being able to correctly answer the addition and subtraction problems</p> <p>We used a timed test to measure basic facts progress.</p> <p>The average score on the timed basic facts test at the beginning of the term was 14/40</p> <p>The average score on the timed basic facts test at the end of the term was 24/40</p> <p>18 of the 20 identified children made at least 1 year's progress. 2 did not. 1 we have applied for ICS for, the other we are continuing to focus on in multiple areas including attendance.</p> <p>4 Made accelerated progress and with 2 years progress are now at the expected level.</p> <p>The cohort remains a focus in maths learning with 18/75 or 24% working in curriculum level 1.</p>	<p>We made progress with all children, especially in their confidence and attitude though not as much in their strategy stage as we had aimed for.</p> <p>The children we targeted made good progress but had a lot of knowledge gaps especially in basic facts to fill before we could really move their strategy knowledge.</p> <p>Due to spending so much time consolidating basic facts knowledge and some forward and backwards sequencing gaps we didn't make the strategy progress we had anticipated.</p>	<p>For SPRING Primary Maths Assessment wasn't the best pre and post assessment tool to use. What this assessment does not show is how the children progressed in their Maths knowledge such as, forwards and backwards sequence, number ID, basic facts to 10 and 20. JAM would have been a better assessment to show knowledge progress and we will use this in future.</p> <p>Make sure we track confidence and attitude towards a subject we are targeting.</p> <p>We are working with Julie Roberts from NZCER in 2020.</p>
<p>Ministry of Education Analysis of Variance Reporting</p>			

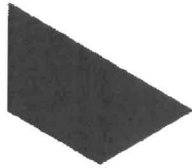
Analysis of Variance Reporting



School Name:	Titahi Bay School		School Number:	3045												
Strategic Aim:	Our student achievement will meet the high expectations of the school community through learning programs based on quality assessment and analysis of data, which will result in improved learning outcomes for all students.															
Annual Aim:	Our student achievement will meet the high expectations of the school community through learning programs based on quality assessment and analysis of data, which will result in improved learning outcomes for all students.															
Target:	We aim to reduce this group from 16 to 10 students working Below expected levels within curriculum level by the end of year 5 in WRITING															
Baseline Data:	<table border="1"> <tr> <th colspan="4">2018 data (Year 4)</th> </tr> <tr> <th>Below all ethnicities</th> <th>Below Maori</th> <th>Below Pasifika</th> <th>Below Pakeha/Other</th> </tr> <tr> <td>Year 4 16 (20%)</td> <td>Year 4 10 (32%)</td> <td>Year 4 0</td> <td>Year 4 6 (14%)</td> </tr> </table>				2018 data (Year 4)				Below all ethnicities	Below Maori	Below Pasifika	Below Pakeha/Other	Year 4 16 (20%)	Year 4 10 (32%)	Year 4 0	Year 4 6 (14%)
2018 data (Year 4)																
Below all ethnicities	Below Maori	Below Pasifika	Below Pakeha/Other													
Year 4 16 (20%)	Year 4 10 (32%)	Year 4 0	Year 4 6 (14%)													
	<ul style="list-style-type: none"> The group of sixteen Year 4 working below our expected levels for them in writing will be tested further, especially in their spelling knowledge and skills. We will run a targeted spelling program for them and make them in class priorities for our ongoing Writing PLD working with outside providers. Maori will be the main focus as they are the group underperforming most. Boys will be our second focus as more than half of the students struggling with writing from this group are boys. We need to engage these boys through the use of experiences, visuals, and culturally responsive writing models. 															
Variance Reporting	<ul style="list-style-type: none"> We aim to drop the number from 16 to 10 this year. 															

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>We prioritised these students and had them working in a small group using Joy Allcock's program learning the sounds of English and spelling rules. We identified after talking to some students that often spelling words or a lack of confidence to do so is what has held them back from getting more down on paper when writing. We also continued our work with Caron Watson and Andrea Piters (formerly of Auckland University) From Learning Solutions. This work was upskilling our teachers in their confidence in engaging and teaching our students how to write. A lot of work was done on modeling and using 'mentor texts' as examples of what good writing looks like and how to produce it.</p>	<p>15/16 students moved at least half a curriculum level (or one year worth of progress). 1 student made accelerated progress making 2 years progress and making it to the level expected for his year group. All of the students made progress in their spelling knowledge. We did not meet our goal of moving 10 of the 16 students from below to at in writing this year.</p>	<p>We definitely made a difference for these students in their ability to encode words and put their ideas on paper. We didn't get the outcome desired as we focused on one area of writing too much when giving extra support to these students. They were more confident in writing the words but needed extra practice in developing sentences and enjoying writing. The teaching of sounds is important for our writers and readers especially in our senior school if they have gaps in their knowledge which our testing shows that they do. We will continue to teach this.</p>	<p>We need to keep a record of student's confidence and attitude towards the subject they are being targeted in. Sometimes we can change attitudes in a year but the attainment takes longer to kick in.</p> <p>We need to give these students short authentic writing tasks where it can have an immediate impact/or is fun and humorous to do.</p> <p>Keep the sound work in class. All students will benefit from this work and it hasn't had an impact on the writing of these students in our senior school we would have liked for the amount of time put in.</p> <p>We will plan collaboratively for writing in year 5/6 and bounce ideas about how to engage these students.</p> <p>We will continue to work with Learning Solutions in Term 1 and will be part of the Shine Project all year.</p>
Ministry of Education Analysis of Variance Reporting			

Analysis of Variance Reporting



School Name:	Titahi Bay School		School Number:	3045
Strategic Aim:	Our student achievement will meet the high expectations of the school community through learning programmes based on quality assessment and analysis of data, which will result in improved learning outcomes for all students.			
Annual Aim:	Our student achievement will meet the high expectations of the school community through learning programmes based on quality assessment and analysis of data, which will result in improved learning outcomes for all students.			
Target:	We aim to reduce this group from 23 to 10 students working Below expected levels within curriculum level by the end of year 2 in READING			
Baseline Data:	2018 data (Year 1)			
	Below all ethnicities	Below Maori	Below Pasifika	Below Pakeha/Other
	Year 1 23 (34%)	Year 1 12 (50%)	Year 1 1 (17%)	Year 1 10 (27%)
	<p>The group of 23 children in year 1 working below our expected levels for them in reading will be tested further, those who meet criteria will be prioritised for Reading Recovery. We are also running Quick 60 and Early Words as reading interventions.</p> <p>These children have been prioritised for these programmes.</p> <p>Maori will be the main focus as they are the group underperforming most.</p>			
	<p><small>Variance Reporting</small></p> <p><small>New Zealand Government</small></p>			

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>Of the 23 identified children: 2 have left our school 4 have been through Reading Recovery - each progressing at least 11 reading levels 12 of these children were put on the Early Words programme over the year with an average increase of 18 known sight words while on the programme. A further 11 of these students have been on the Q60 programme during the year. 4 Students have been involved in a small group learning the sounds of English 3 have been involved in a clay words programme aimed at helping children with dyslexia learning tendencies.</p>	<p>These children have increased in confidence. Of the remaining 21 children, 17 have made at least a year's progress (81%) 10 of the 22 are still reading at a level below that expected for their age. (48%) 3 of those are slightly below (a month or 2.) (14%) 4 are still significantly below. (19%) 10 are now working at the expected level for their age (48%) 1 is working at a level a year ahead of their age. (4%) Of those 12 Māori students below, 7 have moved to 'at' and 1 has left, leaving 4 reading at a level below what is expected for age. The whole cohort has 81% reading at upper level 1 or level 2 of the curriculum.</p>	<p>The variety of support offered to these students allowed us to target their next learning steps on the way to being literate learners without enforcing a programme on students for an extended period of time that didn't have the desired impact. Those 4 students who we were unsuccessful in moving at least 1 year's progress over the year were given opportunities in different terms to be part of different strategies. All took part Early Words and a Sounds based small group programme and 1 of them was also tried on the Clay words programme. All 4 were also on the RTLB roll in 2019 for Learning. We will continue to use a variety of approaches to accelerate the reading learning of our year 2 students in reading. Whole words, sounds, small group reading and 1:1. This has the best chance of meeting the varying needs of our learners.</p>	<p>There is going to be a focus on the teaching of sounds and decoding in our year 1 and 2 hubs in 2020 and a team leader with special skills in these areas have moved there to lead this. We will continue with Reading Recovery as this makes the most difference for individuals. We will also continue with Early Words and Quick 60. The 4 students who made limited progress we will continue to monitor and, with RTLB help, continue to search for strategies to unlock their potential.0.</p>
Ministry of Education Analysis of Variance Reporting			New Zealand Government
Planning for next year:			

KIWI SPORT 2019 for Titahi Bay School 2019

Titahi Bay School recieved **\$6081.12** in our Operational grant for 2019.

This was spent on

Water safety lessons	\$1576
Wellington Hockey	\$347
Interschool cross country	\$152
Kelly Sports skills	\$1150
Wellington Hockey	\$52
Norths Rugby	\$50
Buses for swimming	\$417
Buses for Sports cluster	\$315
Beach Education	\$50
El Rancho	\$2000

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF TITAHİ BAY SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Titahi Bay School (the School). The Auditor-General has appointed me, Chrissie Murray, using the staff and resources of Baker Tilly Staples Rodway Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 14 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

In preparing the financial statements, the Board of Trustees is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board of Trustees is also responsible for

disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information obtained at the date of our report is the analysis of variance, a Kiwisport statement and a list of the Trustees, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Chrissie Murray
Baker Tilly Staples Rodway Audit Limited

On behalf of the Auditor-General
Wellington, New Zealand