

# ELSTHORPE SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020



### School Directory

**Ministry Number:** 2556  
**Principal:** Sandy Crawford  
**School Address:** 25 Kenderdine Road, Elsthorpe  
**School Postal Address:** 25 Kenderdine Road, Elsthorpe  
**School Phone:** 06 858 4228  
**School Email:** office@elsthorpe.school.nz

### Members of the Board of Trustees

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/Expires</b>
Lucie Gilbertson	Chairperson	Elected May 2019	Nov 2023
Sandy Crawford	Principal		
Catherine Ewan	Treasurer	Elected 2019	May 2022
Nicola Wall	Parent Rep	Elected	Nov 2023
Mark Ferguson	Parent Rep	Elected	Nov 2023
Ange Scott	Secretary	Appointed	
Horiana Goldsmith	Staff Rep	Elected	May 2022
Quentin Hunter	Parent Rep	Elected	Dec 2020
Geoff Strong	Parent Rep	Elected	Nov 2020
Rhonda Bartlet	Parent Rep	Elected	May 2022

**Accountant / Service Provider:** Eclipse Solutions 4 Schools Ltd

# ELSTHORPE SCHOOL

Annual Report - For the year ended 31 December 2020

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# Elsthorpe School

## Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

LUCIE GILBERTSON

Full Name of Board Chairperson

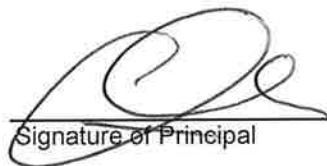
Lucie Gilbertson

Signature of Board Chairperson

Date: 21 May 2021

Alexander Duncan Gillies Crawford

Full Name of Principal



Signature of Principal

Date: 21 May 2021

# Elsthorpe School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
<b>Revenue</b>				
Government Grants	2	574,954	510,234	510,555
Locally Raised Funds	3	73,082	81,420	88,471
Interest income		567	-	2,266
Other Revenue		1,070	-	-
		<u>649,673</u>	<u>591,654</u>	<u>601,292</u>
<b>Expenses</b>				
Locally Raised Funds	3	40,158	43,700	39,594
Learning Resources	4	389,600	351,599	363,118
Administration	5	86,842	72,100	85,518
Finance		845	-	940
Property	6	81,888	98,393	106,276
Depreciation	7	20,062	18,000	20,834
Loss on Disposal of Property, Plant and Equipment		1,876	-	891
		<u>621,271</u>	<u>583,792</u>	<u>617,171</u>
<b>Net Surplus / (Deficit) for the Year</b>		<b>28,402</b>	<b>7,862</b>	<b>(15,879)</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><u>28,402</u></u>	<u><u>7,862</u></u>	<u><u>(15,879)</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.

# Elsthorpe School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
<b>Balance at 1 January</b>		419,856	419,856	435,735
Total Comprehensive Revenue and Expense for the Year		28,402	7,862	(15,879)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		3,272	-	-
<b>Equity at 31 December</b>	22	451,530	427,718	419,856
Retained Earnings		451,530	427,718	419,856
Reserves		-	-	-
<b>Equity at 31 December</b>		451,530	427,718	419,856

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.

# Elsthorpe School

## Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Current Assets</b>				
Cash and Cash Equivalents	8	285,290	189,856	198,913
Accounts Receivable	9	31,640	22,000	23,052
GST Receivable		2,827	1,753	2,410
Prepayments		1,474	4,000	5,206
Inventories	10	50,407	70,000	52,170
		<u>371,638</u>	<u>287,609</u>	<u>281,751</u>
<b>Current Liabilities</b>				
Accounts Payable	12	44,141	35,000	30,505
Revenue Received in Advance	13	7,000	-	-
Provision for Cyclical Maintenance	14	-	10,800	3,057
Finance Lease Liability - Current Portion	15	4,715	4,500	4,473
Funds Held for Capital Works Projects	16	37,549	-	-
		<u>93,405</u>	<u>50,300</u>	<u>38,035</u>
<b>Working Capital Surplus/(Deficit)</b>		278,233	237,309	243,716
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	202,652	220,000	211,338
		<u>202,652</u>	<u>220,000</u>	<u>211,338</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	25,967	23,091	28,722
Finance Lease Liability	15	3,388	6,500	6,476
		<u>29,355</u>	<u>29,591</u>	<u>35,198</u>
<b>Net Assets</b>		<u>451,530</u>	<u>427,718</u>	<u>419,856</u>
<b>Equity</b>	22	<u>451,530</u>	<u>427,718</u>	<u>419,856</u>

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

# Elsthorpe School

## Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		174,679	144,113	145,620
Locally Raised Funds		78,361	79,420	71,722
Goods and Services Tax (net)		(417)	1,237	(557)
Payments to Employees		(89,504)	(68,300)	(85,520)
Payments to Suppliers		(101,187)	(126,050)	(112,534)
Cyclical Maintenance Payments in the Year		-	(6,588)	-
Interest Paid		(845)	-	(940)
Interest Received		-	-	2,266
Net Cash from/(to) Operating Activities		61,087	23,832	20,057
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	2,263
Purchase of Property Plant & Equipment (and Intangibles)		(12,685)	(26,000)	(22,439)
Net Cash from/(to) Investing Activities		(12,685)	(26,000)	(20,176)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		3,272	-	-
Finance Lease Payments		(2,846)	24	2,281
Funds Held for Capital Works Projects		37,549	-	-
Net Cash from/(to) Financing Activities		37,975	24	2,281
<b>Net increase/(decrease) in Cash and Cash Equivalents</b>		<b>86,377</b>	<b>(2,144)</b>	<b>2,162</b>
Cash and Cash Equivalents at the Beginning of the Year	8	198,913	192,000	196,751
<b>Cash and Cash Equivalents at the End of the Year</b>	8	<b>285,290</b>	<b>189,856</b>	<b>198,913</b>

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

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

# Elsthorpe School

## Notes to the Financial Statements

### For the year ended 31 December 2020

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

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

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

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

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

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

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

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

###### *Cyclical maintenance*

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

###### *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.

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

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

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

### **e) 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.

### **f) 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.

### **g) 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.

### **h) Inventories**

Inventories are consumable items held for sale and comprised of stationery, livestock 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.

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

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

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

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

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

### **Finance Leases**

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

### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	50 years
Furniture and equipment	5-10 years
Information and communication technology	3 years
Leased assets held under a Finance Lease	3 - 5 years
Library resources	12.5% Diminishing value

### **j) 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.

### **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 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.

**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) 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.

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.

**p) 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.

**q) Budget Figures**

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

**r) 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	138,027	142,492	126,427
Teachers' Salaries Grants	336,891	297,049	297,049
Use of Land and Buildings Grants	63,384	67,693	67,693
Resource Teachers Learning and Behaviour Grants	1,739	-	-
Other MoE Grants	27,084	3,000	10,885
Transport grants	5,926	-	6,310
Other Government Grants	1,903	-	2,191
	<b>574,954</b>	<b>510,234</b>	<b>510,555</b>

The school has opted in to the donations scheme for this year. Total amount received was \$7,650.

Other MOE Grants total includes additional COVID-19 funding totalling \$2,130 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)	\$
<b>Revenue</b>			
Donations	3,348	12,000	15,176
Activities	8,441	1,300	4,064
Trading	34,515	42,800	49,980
Fundraising	160	-	-
Other Revenue	26,618	25,320	19,251
	<b>73,082</b>	<b>81,420</b>	<b>88,471</b>
<b>Expenses</b>			
Activities	14,852	10,600	10,316
Trading	25,306	33,100	29,278
	<b>40,158</b>	<b>43,700</b>	<b>39,594</b>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<b>32,924</b>	<b>37,720</b>	<b>48,877</b>

## 4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	6,946	14,800	11,731
Equipment Repairs	439	400	843
Information and Communication Technology	3,424	4,800	9,275
Library Resources	637	100	150
Employee Benefits - Salaries	370,465	323,349	333,234
Staff Development	7,689	8,150	7,885
	<b>389,600</b>	<b>351,599</b>	<b>363,118</b>

## 5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	4,110	4,500	4,665
Board of Trustees Fees	4,175	5,000	4,270
Board of Trustees Expenses	3,113	5,050	10,322
Communication	1,071	1,000	1,091
Consumables	7,223	4,500	5,105
Other	4,736	2,450	5,485
Employee Benefits - Salaries	56,388	42,000	48,914
Insurance	566	2,500	566
Service Providers, Contractors and Consultancy	5,460	5,100	5,100
	86,842	72,100	85,518

## 6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	3,090	2,800	2,124
Cyclical Maintenance Provision	(5,812)	8,700	11,203
Grounds	1,702	4,300	8,215
Heat, Light and Water	7,032	7,000	7,577
Repairs and Maintenance	12,492	7,900	9,464
Use of Land and Buildings	63,384	67,693	67,693
	81,888	98,393	106,276

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

## 7. Depreciation

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Buildings - School	4,333	4,000	4,317
Furniture and Equipment	5,011	6,000	6,006
Information and Communication Technology	5,167	4,500	4,798
Leased Assets	4,109	2,500	4,120
Library Resources	1,442	1,000	1,593
	20,062	18,000	20,834

## 8. Cash and Cash Equivalents

	2020	2020 Budget (Unaudited)	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Bank Current Account	90,202	40,000	43,993
Bank Call Account	195,088	149,856	154,920
	<u>285,290</u>	<u>189,856</u>	<u>198,913</u>
Cash and cash equivalents for Statement of Cash Flows			

Of the \$285,290 Cash and Cash Equivalents, \$42,300 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$285,290 Cash and Cash Equivalents, \$7,000 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

## 9. Accounts Receivable

	2020	2020 Budget (Unaudited)	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Receivables	5,101	2,000	2,310
Teacher Salaries Grant Receivable	26,539	20,000	20,742
	<u>31,640</u>	<u>22,000</u>	<u>23,052</u>
Receivables from Exchange Transactions	5,101	2,000	2,310
Receivables from Non-Exchange Transactions	26,539	20,000	20,742
	<u>31,640</u>	<u>22,000</u>	<u>23,052</u>

## 10. Inventories

	2020	2020 Budget (Unaudited)	2019
	Actual	(Unaudited)	Actual
	\$	\$	\$
Stationery	1,752	1,500	1,273
School Uniforms	1,775	2,500	2,341
Livestock	46,880	66,000	48,556
	<u>50,407</u>	<u>70,000</u>	<u>52,170</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	161,662	5,091	(1,876)	-	(4,333)	160,544
Furniture and Equipment	18,444	3,206	-	-	(5,011)	16,639
Information and Communication Technology	9,415	2,909	-	-	(5,167)	7,157
Leased Assets	10,363	1,095	-	-	(4,109)	7,349
Library Resources	11,454	951	-	-	(1,442)	10,963
<b>Balance at 31 December 2020</b>	<b>211,338</b>	<b>13,252</b>	<b>(1,876)</b>	<b>-</b>	<b>(20,062)</b>	<b>202,652</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	221,078	(60,534)	160,544
Furniture and Equipment	168,618	(151,979)	16,639
Information and Communication Technology	52,796	(45,639)	7,157
Leased Assets	14,809	(7,460)	7,349
Library Resources	33,279	(22,316)	10,963
<b>Balance at 31 December 2020</b>	<b>490,580</b>	<b>(287,928)</b>	<b>202,652</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	165,979	-	-	-	(4,317)	161,662
Furniture and Equipment	23,311	1,139	-	-	(6,006)	18,444
Information and Communication Technology	1,643	12,570	-	-	(4,798)	9,415
Leased Assets	3,017	13,714	(2,248)	-	(4,120)	10,363
Library Resources	12,715	333	(1)	-	(1,593)	11,454
<b>Balance at 31 December 2019</b>	<b>206,665</b>	<b>27,756</b>	<b>(2,249)</b>	<b>-</b>	<b>(20,834)</b>	<b>211,338</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	218,226	(56,564)	161,662
Furniture and Equipment	172,135	(153,691)	18,444
Information and Communication Technology	49,887	(40,472)	9,415
Leased Assets	16,464	(6,101)	10,363
Library Resources	32,328	(20,874)	11,454
<b>Balance at 31 December 2019</b>	<b>489,040</b>	<b>(277,702)</b>	<b>211,338</b>

## 12. Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	11,840	10,000	5,293
Accruals	4,824	4,500	3,990
Employee Entitlements - Salaries	26,539	20,000	20,742
Employee Entitlements - Leave Accrual	938	500	480
	<u>44,141</u>	<u>35,000</u>	<u>30,505</u>
Payables for Exchange Transactions	44,141	35,000	30,505
	<u>44,141</u>	<u>35,000</u>	<u>30,505</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	7,000	-	-
	<u>7,000</u>	<u>-</u>	<u>-</u>

## 14. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	31,779	31,779	20,576
Increase/ (decrease) to the Provision During the Year	(5,812)	8,700	11,203
Use of the Provision During the Year	-	(6,588)	-
Provision at the End of the Year	<u>25,967</u>	<u>33,891</u>	<u>31,779</u>
Cyclical Maintenance - Current	-	10,800	3,057
Cyclical Maintenance - Term	25,967	23,091	28,722
	<u>25,967</u>	<u>33,891</u>	<u>31,779</u>

## 15. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	4,715	4,500	4,473
Later than One Year and no Later than Five Years	4,079	6,500	7,891
	<u>8,794</u>	<u>11,000</u>	<u>12,364</u>



## 16. Funds Held for Capital Works Projects

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

	2020	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Pool Infrastructure Remediation	<i>in progress</i>	-	43,095	(47,846)	-	(4,751)
Resurface Hardstand Court	<i>in progress</i>	-	42,300	-	-	42,300
Totals		-	85,395	(47,846)	-	37,549

### Represented by:

Funds Held on Behalf of the Ministry of Education	42,300
Funds Due from the Ministry of Education	4,751
	<u>37,549</u>

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Totals		-	-	-	-	-

## 17. Related Party Transactions

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

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

## 18. Remuneration

### Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,175	4,270
Full-time equivalent members	0.11	0.15
<i>Leadership Team</i>		
Remuneration	106,792	106,376
Full-time equivalent members	1	1.00
Total key management personnel remuneration	<u>110,967</u>	<u>110,646</u>
Total full-time equivalent personnel	<u>1.11</u>	<u>1.15</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 1

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	70 - 80
Benefits and Other Emoluments	0 - 5	2 - 3
Termination Benefits	-	-

### Principal 2

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	-	20 - 30
Benefits and Other Emoluments	-	0 - 1
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
	-	-
	<u>0.00</u>	<u>0.00</u>

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

## 19. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	\$0	\$0
Number of People	-	-

## 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at **31 December 2020** (Contingent liabilities: nil, and assets \$500 at **31 December 2019**).

### *Holidays Act Compliance – schools payroll*

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

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

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

## 21. Commitments

### (a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- (a) \$60,269 contract for Pool Infrastructure Remediation as agent for the Ministry of Education. This project is partially funded by the Ministry (\$49,801) and \$43,095 has been received of which \$47,846 has been spent on the project to balance date. \$10,468 is funded by the Board of Trustees. This project has been approved by the Ministry; and
- (b) \$50,000 contract to Resurface the hardstand court as agent for the Ministry of Education. The project is fully funded by the Ministry and \$42,300 has been received of which \$nil has been spent on the project to balance date. This project has been approved by the Ministry.

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

## 22. 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.

### 23. 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	285,290	189,856	198,913
Receivables	31,640	22,000	23,052
Total Financial assets measured at amortised cost	<u>316,930</u>	<u>211,856</u>	<u>221,965</u>

#### Financial liabilities measured at amortised cost

Payables	44,141	35,000	30,505
Finance Leases	8,103	11,000	10,949
Total Financial Liabilities Measured at Amortised Cost	<u>52,244</u>	<u>46,000</u>	<u>41,454</u>

### 24. Events After Balance Date

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

### 25. Comparatives

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

# **Elsthorpe School**

## **Kiwisport Report**

For the year ended 31 December 2020

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2020 the school received total Kiwisport funding of \$677 (excluding GST). The funding was put towards a range of sports equipment to resource the school to support and initiate student participation in a variety of sports.

The number of students participating in organised sport continues to be at excellent levels.



<b>School Name:</b>	Elsthorpe School	<b>School Number:</b>	2556
<b>Strategic Aim:</b>	To promote equitable and excellent outcomes for all students through quality teaching and learning opportunities, and positive relationships.		
<b>Annual Aim:</b>	Strategic Target 1. Continue to develop Student Agency across the curriculum with a focus on Writing then introduce aspects in other areas.		
<b>Target:</b>	<ul style="list-style-type: none"> <li>• 85% of all students working at or above the expected level in Reading</li> <li>• The Reading Recovery programme to be set up and implemented effectively at Elsthorpe School</li> <li>• 4 students begin the programme and reach the required level to come off the programme</li> </ul>		
<b>Baseline Data:</b>	<p><b>Baseline data against the National Curriculum Feb 2020:</b></p> <ul style="list-style-type: none"> <li>• 17% of students achieving above end of year expectation</li> <li>• 60% of students achieving at or above end of year expectation</li> <li>• 15% of students need extra support at this stage and are in target groups</li> <li>• 56% of Maori are achieving at expectation</li> </ul> <p>Cohort for 2020: Year 2 to 4 students (9 Students)</p> <p>Working above Working at - 1 student Working below - 4 students Working Well Below - 4 students</p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Began training year of Reading Recovery with 4 students and another 2 coming on in the second half of the year.</p> <p>Yolanda Sorryl phonics programme taught in Junior and Middle classes</p> <p>Developing the teaching of specific comprehension strategies in the Senior Room.</p> <p>Constant monitoring of students progress in the Middle and Junior classes.</p> <p>Small Target groups focussed on needs</p> <p>Chunking words into meaningful pieces</p> <p>Goal setting and knowing next steps</p> <p>Unpack new vocabulary.</p> <p>Develop strategies to confidently decode new vocabulary.</p> <p>Increased high frequency word banks of Junior students.</p>	<p><u>School wide data</u></p> <ul style="list-style-type: none"> <li>33% of students achieved above the end of year expectation</li> <li>77% of students achieved at or above the end of year expectation</li> <li>Reading Recovery training year took place with 3/4 students accelerated off Reading Recovery</li> <li>2% of students needed extra support next year and are in target group</li> <li>67% of Maori students are achieving at or above the end of year expectation</li> <li>86% of Year 2s are achieving at or above expectation compared to 17% of cohort as Year 1s</li> <li>5/12 working towards expectation are Year 1 and are developing their learning</li> </ul> <p><u>Target Students</u></p> <ul style="list-style-type: none"> <li>5/9 students made accelerated progress</li> <li>9/9 made progress</li> <li>8/9 achieved the expected level in Reading</li> <li>1/1 target Maori student made progress</li> <li>3/4 Reading Recovery students made accelerated progress</li> </ul>	<p>The COVID-19 break in Term 1 and 2, and the ensuing learning from home for 8 weeks was managed well but caused disruption to class learning programmes.</p> <p>Most target students are reading with a great deal more confidence and have made significant progress because;</p> <ul style="list-style-type: none"> <li>We started Reading Recovery and it made a significant difference to students on it</li> <li>they were reading every day</li> <li>the teachers knew exactly where the students were at and constantly used running records to monitor the students throughout the year</li> <li>they used material that was appealing to their students and engaged their interest</li> <li>the teachers were developing specific reading strategies that were appropriate to the target students</li> <li>Early Words and Yolanda Sorryl phonics programmes were used implemented in the Junior class and followed up by TA working with target group</li> <li>students developed their understanding of what they were reading by retelling the main ideas or facts they had read</li> <li>Teachers did a needs analysis for their students to start the year and redid it after mid-year. They</li> </ul>	<ul style="list-style-type: none"> <li>Years 2, and 8 are groups that need to be monitored with specific strategies</li> <li>Continue with Reading Recovery to support Junior students who need extra support</li> <li>Investigate Structured Literacy in the Junior Room</li> <li>Contact MOE about receiving Structured Literacy books Learning Media are producing</li> <li>Students taking ownership of their learning and being able to articulate what there are learning to do in reading and what their next steps are</li> <li>Developing student tracking of learning similar to our Writing matrix</li> <li>Developing the teaching of specific comprehension strategies in the Senior and Middle Room</li> </ul>

thought about the specific needs  
their learnings had and what  
they could do to meet those  
needs

**Planning for next year:**

**Annual plan goals**

- 85% of all students working at or above the expected level in Reading
- 80% of Maori students working at or above the expected level in Reading





<b>School Name:</b>	Elsthorpe School	<b>School Number:</b>	2556
<b>Strategic Aim:</b>	To promote equitable and excellent outcomes for all students through quality teaching and learning opportunities, and positive relationships.		
<b>Annual Aim:</b>	Strategic Target 1. Continue to develop Student Agency across the curriculum with a focus on Writing then introduce aspects in other areas.		
<b>Targets:</b>	<ul style="list-style-type: none"> <li>● 85% of all students working at or above the expected level in Mathematics</li> <li>● 80% of Senior students working at or above the expected level in Mathematics</li> <li>● 80% of Maori students working at or above the expected level in Mathematics</li> </ul>		
<b>Baseline Data:</b>	<p><b>Baseline data against the National Curriculum Feb 2020:</b></p> <ul style="list-style-type: none"> <li>● 9% of students achieving above end of year expectation</li> <li>● 40% of students achieving at or above end of year expectation</li> <li>● 33% of Senior students achieving at or above end of year expectation</li> <li>● 17% of students need extra support and are in target groups</li> <li>● Majority of Maori need to be monitored to ensure they are on target to reach expectation by end of the year</li> </ul> <p>Cohort for 2020: Year 3 to 8 students (6 Students)</p> <p>Working above -            Working at -            Working below - 4 Students            Working Well Below - 2 Students</p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Class Needs Analysis completed by each teacher to identify specific needs to support students in target group.</p> <p>We used Teacher Aide support to help students improve specific Mathematical Knowledge and practice strategies.</p> <p>Continued strengthening what is working well for our students. Guided maths session, modelling, explicit teaching and using materials.</p> <p>Developed individual learning programmes for the students who are well below.</p> <p>Used data from knowledge tests, Gloss and PATs to identify specific areas that need more development.</p> <p>Students highlighting knowledge areas they have improved in and areas they need to develop.</p>	<p><u>School Wide</u></p> <ul style="list-style-type: none"> <li>• 23% of students achieved above end of year expectation</li> <li>• 77% of students achieved at or above end of year expectation</li> <li>• 61% of Senior students achieved at or above expectation</li> <li>• 83% of students working towards expectation are only one sublevel below this</li> <li>• 75% of Maori achieved at or above expectation</li> <li>• 4% of students need extra support and are in target group for 2021</li> </ul> <p><u>Target Group Students</u></p> <ul style="list-style-type: none"> <li>• 2/6 made accelerated progress</li> <li>• 6/6 made progress</li> <li>• 2/2 Maori students made progress</li> <li>• 2/6 of the target group moved a whole Numeracy Stage</li> <li>• 1 student is receiving ICS support and has global learning difficulties</li> <li>• 1 student has special needs</li> </ul>	<p>The data was an OTJ with a weighting on strategy understanding.</p> <p>The COVID-19 break in Term 1 and 2, and the ensuing learning from home was managed well but caused disruption to class learning programmes.</p> <p>The majority of target students made progress because they were being taught specific numeracy strategies. Guided sessions using modelling and explicit teaching using materials made a difference.</p> <p>More games were being using in the classes to support the students knowledge learning.</p> <p>Needs Analysis of each class were done at the start of the year and at mid year to look for specific areas to support students</p> <p>Continue to develop highlighting of knowledge areas to improve with students and embed this. Students then set their own targets and access activities that would support learning in this area.</p> <p>Junior class continuing to use Matific to support learning in Mathematics.</p> <p>Senior and Middle class pleased with Maths Buddy as a support as it gives more specific reinforcement activities.</p>	<p>Introduce the use of Rich tasks in the Middle and Senior class where students apply the strategies they have learned and discuss these with peers, consolidating their thinking. Students self-assess against a rubric based on the focus task.</p> <p>The Middle and Senior class will be working more collaboratively giving the opportunity to group students for specific needs and run workshops on specific areas of strategy that need focus.</p> <p>Analyse Knowledge data to find students specific gaps they need to focus on.</p> <p>Investigate using Basic Facts ladder to identify gaps in Basic Facts knowledge and utilise games to teach these gaps</p> <p>Create Numeracy planners so teachers can clearly see how they can move students from one Stage to the next.</p> <p>Developing student tracking of learning similar to our Writing matric so students have greater ownership of their learning.</p> <p>Years 6 and 7 are groups that need to be monitored to raise their strategy understanding.</p>

## Planning for next year:

### Annual plan goals

- 85% of all students working at or above the expected level in Mathematics
- 80% of Senior students working at or above the expected level in Mathematics
- 80% of Maori students working at or above the expected level in Mathematics



<b>School Name:</b>	Elsthorpe School	<b>School Number:</b>	2556
<b>Strategic Aim:</b>	To promote equitable and excellent outcomes for all students through quality teaching and learning opportunities, and positive relationships.		
<b>Annual Aim:</b>	Strategic Target 1. Continue to develop Student Agency across the curriculum with a focus on Writing then introduce aspects in other areas.		
<b>Target:</b>	<ul style="list-style-type: none"> <li>● 75% of students achieving at or above expectation by the end of the year in Writing</li> <li>● 75% of students will show agentic behaviour at their level</li> </ul>		
<b>Baseline Data:</b>	<p><b>Baseline data against the National Curriculum Feb 2020:</b></p> <ul style="list-style-type: none"> <li>● 4% of students achieving above end of year expectation already</li> <li>● 32% of students achieving at or above end of year expectation already</li> <li>● 21% of students need extra support at this stage and are in target groups</li> <li>● 44% of Maori are achieving at expectation</li> </ul> <p>Cohort for 2020: Year 4 to 7 students (7 Students)</p> <p>Working above Working at Working below - 4 students Working Well Below - 3 students</p>		

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Used the Elsthorpe writing matrix, which we created based on the Literacy learning progressions, to level students writing.</p> <p>Developed specific learning focuses students could concentrate on and aspire to. Eg descriptive hook in</p> <p>Endeavoured to use real experiences to engage students in the writing process but lacked opportunities because of COVID-19 restrictions.</p> <p>Students exposed to models of quality writing that they can aspire to.</p> <p>Developed students ability to re-craft their writing and respond to feedback.</p> <p>Reorganise the school time table so that there are fewer interruptions to the writing process.</p> <p>Students have the opportunity to share their writing with and audience.</p> <p>Used the expertise of facilitator Brad Gay to support the development of Student Agency in Writing using out matric.</p>	<p><u>School Wide</u></p> <ul style="list-style-type: none"> <li>• 19% of students achieving above end of year expectation</li> <li>• 65% of students achieving at or above end of year expectation</li> <li>• 6% of students need extra support and are in the target group</li> <li>• 80% of students have made positive progress in Writing this year</li> <li>• 45% of Maori are achieving at or above expectation</li> <li>• Years 2 and 7 are groups that need to be monitored with specific strategies moving forward</li> </ul> <p><u>Target Students</u></p> <ul style="list-style-type: none"> <li>• 2/7 target students moved at least 2 writing sub levels</li> <li>• 6/7 target students made progress in writing</li> <li>• 2/7 target students made accelerated progress</li> <li>• 3/7 achieved the expected level in Writing</li> <li>• 1/4 target Maori students made accelerated progress</li> <li>• 3/4 target Maori students made progress</li> </ul>	<p>The COVID-19 break in Term 1 and 2, and the ensuing learning from home for 8 weeks was managed well but caused disruption to class learning programmes.</p> <p>4 Maori students came into the school from Mid year and were all below or well below</p> <p>Utilised Seesaw and writing dictator on the Chromebooks for students who struggle with spelling to get their ideas down faster and ensure they weren't feeling discouraged.</p> <p>Teachers conferenced with students individually or during group sessions on their writing, giving them specific feedback based on our writing matrix</p> <p>Students were continually given the opportunity to share their writing with a learning buddy, teacher, other adults. They were given the opportunity to share writing with their class, other classes and at whole school gatherings.</p> <p>Teachers Inquiry was focused on Writing. Each teacher selected a target group of students to monitor which were manly their SW target students. Specific strategies were tried by the teachers which they discussed with colleagues to get their feedback and other ideas on how to support these students. These</p>	<p>Maori are group that need to be monitored closely in 2021.</p> <p>Use the Elsthorpe Writing matrix with students to monitor what they can do in writing, where they are at and what they need to learn to do next.</p> <p>Develop systems for students to use the writing matrix independently.</p> <p>Look at end of year data and look at who we need to move and how we can do it.</p> <p>Moderate writing with neighbouring school staff</p> <p>Create exemplars of good writing at each level for the students as models.</p> <p>Investigate effective spelling/phonics programmes to support target students.</p> <p>Deliberate acts of teaching spelling patterns, blends and chunks in the Middle Room</p> <p>Students share with parents/caregivers in Term 1 and Term 3 the goals and progress made against the Elsthorpe Writing matrix.</p> <p>Develop at each level expectations for what independent writing looks like and create success criteria. 3-4 bullet points for Junior, Middle and Senior.</p>

Shared with parents/caregivers in Term 3 the goals and progress made in writing using Seesaw.

sessions occurred frequently throughout the year.

Brad Gay supported staff in setting their Inquiry up and helped lead the discussions.

Teachers did a needs analysis for their students in Term 1 and redid it after mid-year, thinking about the specific needs their learnings had and what they could do to meet those needs.

#### Planning for next year:

##### Target for 2021

- 75% of students achieving at or above expectation by the end of the year in Writing
- 75% of students will show agentic behaviour at their level



## Independent auditor's report

To the readers of Elsthorpe School's Financial Statements for the year ended  
31 December 2020

The Auditor-General is the auditor of Elsthorpe School (the School). The Auditor-General has appointed me, Maxwell John Dixon, using the staff and resources of PricewaterhouseCoopers, 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 18, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 21 May 2021. This is the date at which our opinion is expressed.

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

### Basis 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 of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Kiwisport Statement, and the Board of Trustees List which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *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.

A handwritten signature in black ink, appearing to read 'M. John Dixon', written in a cursive style.

**Maxwell John Dixon**  
**PricewaterhouseCoopers**  
**On behalf of the Auditor-General**  
**Napier, New Zealand**