

TAUPO-NUI-A-TIA COLLEGE

Annual Report - For the year ended 31 December 2019

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Analysis of Variance

Kiwisport

Kiwisport is a government funding initiative to support students' participation in organised sport. In 2019 the school received total kiwisport funding of \$24,849.33 (excluding GST) (2018 \$25,572.56). The funding was spent on sporting endeavours.

Taupo-nui-a-Tia College

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.

KEVIN INSLEY

Full Name of Board Chairperson



Signature of Board Chairperson

16.4.2021

Date:

PETER JOHN MOYLE

Full Name of Principal



Signature of Principal

16.4.2021

Date:

Taupo-nui-a-Tia College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	10,419,663	10,339,674	10,494,639
Locally Raised Funds	3	1,300,898	1,365,000	1,473,333
Interest income		36,223	35,000	46,991
International Students	4	343,305	230,000	219,915
		<u>12,100,089</u>	<u>11,969,674</u>	<u>12,234,878</u>
Expenses				
Locally Raised Funds	3	900,975	691,000	895,034
International Students	4	179,206	138,500	150,754
Learning Resources	5	7,575,956	7,710,931	7,947,365
Administration	6	747,733	665,819	704,026
Finance		38,942	35,000	34,004
Property	7	2,476,737	2,447,452	2,392,074
Depreciation	8	292,918	260,000	260,888
Loss on Disposal of Property, Plant and Equipment		1,146	-	-
		<u>12,213,613</u>	<u>11,948,702</u>	<u>12,384,145</u>
Net Surplus / (Deficit) for the year		(113,524)	20,972	(149,267)
Total Comprehensive Revenue and Expense for the Year		<u>(113,524)</u>	<u>20,972</u>	<u>(149,267)</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.

Taupo-nui-a-Tia College

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		<u>2,725,264</u>	<u>2,874,500</u>	<u>2,874,531</u>
Total comprehensive revenue and expense for the year		(113,524)	20,972	(149,267)
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	26	<u>2,611,740</u>	<u>2,895,472</u>	<u>2,725,264</u>
Retained Earnings		2,611,740	2,895,472	2,725,264
Equity at 31 December		<u>2,611,740</u>	<u>2,895,472</u>	<u>2,725,264</u>

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

Taupo-nui-a-Tia College

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	9	377,041	320,000	842,807
Accounts Receivable	10	654,009	607,000	538,534
GST Receivable		66,932	90,000	91,358
Prepayments		419	600	7,623
Inventories	11	52,509	51,000	52,494
Investments	12	739,038	750,000	739,038
		<u>1,889,948</u>	<u>1,818,600</u>	<u>2,271,854</u>
Current Liabilities				
Accounts Payable	14	769,897	732,000	740,489
Revenue Received in Advance	15	448,580	300,000	328,600
Provision for Cyclical Maintenance	16	36,000	36,000	7,200
Painting Contract Liability - Current Portion	17	60,841	60,000	58,704
Finance Lease Liability - Current Portion	18	70,517	70,000	54,080
Funds held in Trust	19	21,912	9,000	9,079
Funds held for Capital Works Projects	20	(188,215)	25,800	335,388
Funds held on behalf of Kiwi Park Cluster	21	1,526	1,500	1,617
		<u>1,221,058</u>	<u>1,234,300</u>	<u>1,535,157</u>
Working Capital Surplus/(Deficit)		668,890	584,300	736,697
Non-current Assets				
Property, Plant and Equipment	13	<u>2,258,054</u>	<u>2,621,172</u>	<u>2,346,235</u>
		2,258,054	2,621,172	2,346,235
Non-current Liabilities				
Provision for Cyclical Maintenance	16	154,500	150,000	129,600
Painting Contract Liability	17	91,215	90,000	131,395
Finance Lease Liability	18	69,489	70,000	96,673
		<u>315,204</u>	<u>310,000</u>	<u>357,668</u>
Net Assets		<u>2,611,740</u>	<u>2,895,472</u>	<u>2,725,264</u>
Equity	26	<u>2,611,740</u>	<u>2,895,472</u>	<u>2,725,264</u>

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

Taupo-nui-a-Tia College
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	2,492,806	5,264,174	2,482,338
Locally Raised Funds	1,254,137	1,215,000	1,358,870
International Students	455,432	530,000	252,993
Goods and Services Tax (net)	24,426	(90,000)	(10,404)
Payments to Employees	(1,581,481)	(1,473,289)	(1,721,281)
Payments to Suppliers	(2,337,320)	(1,940,013)	(2,359,728)
Cyclical Maintenance Payments in the year	(71)	126,000	1,759
Interest Paid	(38,942)	(35,000)	(34,004)
Interest Received	30,780	28,000	60,137
	<hr/>	<hr/>	<hr/>
Net cash from Operating Activities	299,768	3,624,872	30,680
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	(1,147)	(5,000)	5,000
Purchase of PPE (and Intangibles)	(171,138)	(2,876,172)	(177,098)
Purchase of Investments	-	(750,000)	(38,839)
	<hr/>	<hr/>	<hr/>
Net cash from Investing Activities	(172,285)	(3,631,172)	(210,937)
Cash flows from Financing Activities			
Finance Lease Payments	(44,345)	140,000	(37,597)
Painting contract payments	(38,044)	150,000	(38,044)
Funds Administered on Behalf of Third Parties	12,742	10,500	(15,792)
Funds Held for Capital Works Projects	(523,603)	25,800	(87,035)
	<hr/>	<hr/>	<hr/>
Net cash from Financing Activities	(593,250)	326,300	(178,468)
	<hr/>	<hr/>	<hr/>
Net increase/(decrease) in cash and cash equivalents	(465,766)	320,000	(358,725)
Cash and cash equivalents at the beginning of the year	9 842,807	-	1,201,533
	<hr/>	<hr/>	<hr/>
Cash and cash equivalents at the end of the year	9 377,041	320,000	842,808

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..

Taupo-nui-a-Tia College

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

Taupo-nui-a-Tia College (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 36.

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 14.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

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 \$1,000 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 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	5 years
Motor vehicles	5 years
Landscaping	20 years
Works of Art	100 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

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 international students 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	2,169,044	2,103,302	2,185,844
Teachers' Salaries Grants	6,070,777	6,100,000	6,175,669
Use of Land and Buildings Grants	1,856,080	1,850,000	1,836,632
Other MoE Grants	247,140	209,750	219,872
Other Government Grants	76,622	76,622	76,622
	<u>10,419,663</u>	<u>10,339,674</u>	<u>10,494,639</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	51,165	90,000	90,909
Activities	612,141	680,000	746,185
Trading	315,288	300,000	302,957
Fundraising	64,867	35,000	32,041
Other Revenue	257,437	260,000	301,241
	<u>1,300,898</u>	<u>1,365,000</u>	<u>1,473,333</u>
Expenses			
Activities	631,953	441,000	635,606
Trading	267,846	250,000	259,020
Fundraising (Costs of Raising Funds)	1,176	-	408
	<u>900,975</u>	<u>691,000</u>	<u>895,034</u>
	<u>399,923</u>	<u>674,000</u>	<u>578,299</u>

Surplus/ (Deficit) for the year Locally raised funds

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	21	20	20
	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	343,305	230,000	219,915
Expenses			
Advertising	5,424	6,000	11,682
Commissions	50,165	40,000	27,471
Recruitment	18,970	19,000	2,428
International Student Levy	11,555	8,000	17,211
Employee Benefit - Salaries	62,066	55,500	70,982
Other Expenses	31,026	10,000	20,980
	<u>179,206</u>	<u>138,500</u>	<u>150,754</u>
	<u>164,099</u>	<u>91,500</u>	<u>69,161</u>

Surplus/ (Deficit) for the year International Students'

5. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	419,928	500,000	493,822
Equipment Repairs	8,065	6,000	6,136
Information and Communication Technology	168,607	80,000	111,278
Extra-Curricular Activities	62,479	52,000	57,134
Library Resources	7,771	10,000	14,123
Employee Benefits - Salaries	6,883,205	7,024,931	7,222,628
Staff Development	25,901	38,000	42,244
	<u>7,575,956</u>	<u>7,710,931</u>	<u>7,947,365</u>

6. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,583	5,583	5,377
Board of Trustees Fees	4,415	4,200	4,122
Board of Trustees Expenses	10,640	5,900	5,864
Communication	33,389	24,300	24,263
Consumables	72,279	88,900	97,186
Operating Lease	2,694	2,530	2,576
Legal Fees	-	1,000	2,779
Other	31,908	16,500	20,438
Employee Benefits - Salaries	564,594	488,906	514,688
Insurance	22,231	28,000	26,733
	<u>747,733</u>	<u>665,819</u>	<u>704,026</u>

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	140,620	130,000	130,172
Consultancy and Contract Services	54,492	30,000	28,155
Cyclical Maintenance Provision	53,770	60,000	(5,059)
Grounds	42,883	35,000	38,330
Heat, Light and Water	137,762	125,000	125,142
Rates	12,677	12,500	12,320
Repairs and Maintenance	65,396	70,000	84,084
Use of Land and Buildings	1,856,080	1,850,000	1,836,632
Security	10,823	11,000	11,356
Employee Benefits - Salaries	102,234	123,952	130,942
	<u>2,476,737</u>	<u>2,447,452</u>	<u>2,392,074</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.

8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	33,265	33,000	33,265
Landscaping	21,691	21,500	21,485
Furniture and Equipment	99,217	89,000	88,909
Information and Communication Technology	54,642	53,000	52,930
Motor Vehicles	4,698	5,000	5,198
Works of Art	1,334	1,300	1,334
Leased Assets	67,456	47,400	47,435
Library Resources	10,615	9,800	10,332
	<u>292,918</u>	<u>260,000</u>	<u>260,888</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	29,951	20,000	22,503
Short-term Bank Deposits	347,090	300,000	820,304
Cash and cash equivalents for Cash Flow Statement	<u>377,041</u>	<u>320,000</u>	<u>842,807</u>

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

Of the \$377,041 Cash and Cash Equivalents, \$93,003 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.

Of the \$377,041 Cash and Cash Equivalents, \$1,526 is held by the School on behalf of the Taupo Transport Network Group cluster. See note 21 for details of how the funding received for the cluster has been spent in the year.

10. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	162,104	150,000	107,490
Interest Receivable	7,439	7,000	1,996
Teacher Salaries Grant Receivable	484,466	450,000	429,048
	<u>654,009</u>	<u>607,000</u>	<u>538,534</u>
Receivables from Exchange Transactions	169,543	157,000	109,486
Receivables from Non-Exchange Transactions	484,466	450,000	429,048
	<u>654,009</u>	<u>607,000</u>	<u>538,534</u>

11. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	5,786	3,000	5,786
School Uniforms	46,723	48,000	46,708
	<u>52,509</u>	<u>51,000</u>	<u>52,494</u>

12. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	739,038	750,000	739,038
Total Investments	<u>739,038</u>	<u>750,000</u>	<u>739,038</u>

13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	1,137,387	-	-	-	(33,265)	1,104,122
Building Improvements	351,643	-	-	-	(21,691)	329,952
Furniture and Equipment	412,401	112,322	(2,015)	-	(99,217)	423,491
Information and Communication	138,619	30,504	-	-	(54,642)	114,481
Motor Vehicles	10,386	-	-	-	(4,698)	5,688
Textbooks	93,514	-	-	-	(1,334)	92,180
Leased Assets	129,520	51,591	-	-	(67,456)	113,655
Library Resources	72,765	15,081	(2,747)	-	(10,615)	74,484
Balance at 31 December 2019	2,346,235	209,498	(4,762)	-	(292,918)	2,258,053

The net carrying value of equipment held under a finance lease is \$113,655 (2018 \$109,089)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	1,660,521	(556,399)	1,104,122
Building Improvements	461,414	(131,462)	329,952
Furniture and Equipment	1,085,294	(661,803)	423,491
Information and Communication	709,825	(595,344)	114,481
Motor Vehicles	139,427	(133,738)	5,689
Textbooks	131,700	(39,520)	92,180
Leased Assets	241,301	(127,646)	113,655
Library Resources	196,213	(121,729)	74,484
Balance at 31 December 2019	4,625,695	(2,367,641)	2,258,054

2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	1,170,652	-	-	-	(33,265)	1,137,387
Building Improvements	368,178	4,950	-	-	(21,485)	351,643
Furniture and Equipment	401,814	99,496	-	-	(88,909)	412,401
Information and Communication Technology	133,115	58,435	-	-	(52,930)	138,620
Motor Vehicles	15,584	-	-	-	(5,198)	10,386
Textbooks	94,848	-	-	-	(1,334)	93,514
Leased Assets	109,089	67,866	-	-	(47,435)	129,520
Library Resources	73,880	16,367	(7,150)	-	(10,332)	72,765
Balance at 31 December 2018	2,367,160	247,114	(7,150)	-	(260,888)	2,346,236

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	1,660,521	(523,134)	1,137,387
Building Improvements	461,414	(109,771)	351,643
Furniture and Equipment	976,528	(564,127)	412,401
Information and Communication Technology	679,321	(540,702)	138,619
Motor Vehicles	139,427	(129,041)	10,386
Textbooks	131,700	(38,186)	93,514
Leased Assets	207,703	(78,183)	129,520
Library Resources	188,239	(115,474)	72,765
Balance at 31 December 2018	4,444,853	(2,098,618)	2,346,235

14. Accounts Payable

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	189,163	150,000	163,878
Accruals	460	12,000	11,596
Employee Entitlements - Salaries	538,674	530,000	525,259
Employee Entitlements - Leave Accrual	41,600	40,000	39,756
	<u>769,897</u>	<u>732,000</u>	<u>740,489</u>
Payables for Exchange Transactions	769,897	732,000	740,489
	<u>769,897</u>	<u>732,000</u>	<u>740,489</u>

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
International Student Fees	387,043	300,000	274,916
Other	61,537	-	53,684
	<u>448,580</u>	<u>300,000</u>	<u>328,600</u>

16. Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	136,800	136,800	140,100
Increase/ (decrease) to the Provision During the Year	53,700	60,000	(5,059)
Use of the Provision During the Year	-	-	1,759
Provision at the End of the Year	<u>190,500</u>	<u>196,800</u>	<u>136,800</u>
Cyclical Maintenance - Current	36,000	36,000	7,200
Cyclical Maintenance - Term	154,500	150,000	129,600
	<u>190,500</u>	<u>186,000</u>	<u>136,800</u>

17. Painting Contract Liability

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Current Liability	60,841	60,000	58,704
Non Current Liability	91,215	90,000	131,395
	<u>152,056</u>	<u>150,000</u>	<u>190,099</u>

In 2017 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2017, with regular maintenance in subsequent years. The agreement has an annual commitment of \$60,841. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

18. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	70,517	70,000	54,080
Later than One Year and no Later than Five Years	69,489	70,000	96,673
	<u>140,006</u>	<u>140,000</u>	<u>150,753</u>

19. Funds held in Trust

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	21,912	9,000	9,079
	<u>21,912</u>	<u>9,000</u>	<u>9,079</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

20. 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
Music Block	<i>in progress</i>	483,789	308,754	(906,679)	-	(114,135)
Bulk and Location	<i>in progress</i>	(10,713)	-	-	-	(10,713)
Roofing	<i>in progress</i>	-	21,000	(6,590)	-	14,410
Security Cameras	<i>in progress</i>	-	82,723	(4,130)	-	78,594
Carpet	<i>in progress</i>	(54,188)	-	(18,682)	-	(72,871)
Netball Courts	<i>in progress</i>	(83,500)	-	-	-	(83,500)
Totals		335,388	412,477	(936,081)	-	(188,215)

Represented by:

Funds Held on Behalf of the Ministry of Education

93,004

Funds Due from the Ministry of Education

281,219

(188,215)

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		Closing Balances \$
Music Block	<i>in progress</i>	513,188	-	(29,399)	-	483,789
Bulk and Location	<i>in progress</i>	(7,265)	-	(3,448)	-	(10,713)
Carpet	<i>in progress</i>	-	-	(54,188)	-	(54,188)
Netball Courts	<i>in progress</i>	(83,500)	-	-	-	(83,500)
Totals		422,423	-	(87,035)	-	335,388

21. Funds Held on Behalf of Taupo Transport Network Group

Taupo-nui-a-Tia College is the lead school and holds funds on behalf of the Taupo Transport Network Group cluster, a group of schools funded by the Ministry.

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Funds Held at Beginning of the Year	1,617	-	1,416
Funds Received from Cluster Members	62,900	-	56,038
Funds Received from Interest	1,561	-	1,702
Funds Received from MoE	1,327,674	-	1,261,286
Funds Spent on Behalf of the Cluster	(1,241,015)	-	(1,158,576)
Distribution of Funds			
Hilltop School	-	-	-
Lake Taupo Christian School	(3,312)	-	(3,509)
Marotiri School	(12,112)	-	(12,836)
Rangitaiki School	(5,988)	-	(6,346)
St Patricks Taupo	(18,281)	-	(19,374)
Tauhara College	(4,370)	-	(4,631)
Tauhara Primary	(136)	-	(144)
Taupo Intermediate	(39,073)	-	-41408
Taupo Primary	(10,207)	-	(10,817)
Taupo-Nui-A-Tia College	(35,262)	-	(37,370)
Tirohanga School	(2,465)	-	(2,612)
Waipahihi School	(469)	-	(497)
Wairakei School	(19,537)	-	(20,704)
Funds Held at Year End	<u>1,526</u>	<u>1,500</u>	<u>1,617</u>

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

Current Assets

Cash at bank	1,526	1,500	1,617
Equity	<u>1,526</u>	<u>1,500</u>	<u>1,617</u>

22. 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.

23. 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	4,415	4,122
Full-time equivalent members	0.46	0.46
 <i>Leadership Team</i>		
Remuneration	1,409,284	1,176,302
Full-time equivalent members	13	11
Total key management personnel remuneration	<u>1,413,699</u>	<u>1,180,424</u>
Total full-time equivalent personnel	<u>13.46</u>	<u>11.46</u>

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200 - 210	190 - 200
Benefits and Other Emoluments	4 - 5	4 - 5
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	3.00	1.00
110 - 120	0.00	2.00
130 - 140	1.00	0.00
	<u>4.00</u>	<u>3.00</u>

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

24. 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.

25. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

- (a) \$21,000 contract for re-roofing the library and hall to be completed in 2020, which will be fully funded by the Ministry of Education. \$21,000 has been received of which \$6,590 has been spent on the project to date; and
- (b) \$82,723 contract to upgrade and replace security cameras around the college. This project is fully funded by the Ministry and \$82,723 has been received of which \$4,130 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$1,041,390 contract to build a new Music Block. The project is partly funded by the Ministry and \$933,525 has been received of which \$1,041,390 has been spent on the project to balance date. This project has been approved by the Ministry. The4 BOT has contributed \$35,958 to this project.

(Capital commitments at 31 December 2018: \$513,188)

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) Painting Contract

	2019 Actual \$	2018 Actual \$
No later than One Year	60,841	58,704
Later than One Year and No Later than Five Years	91,215	131,395
	<u>152,056</u>	<u>190,099</u>

26. 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.

27. 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 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	377,041	320,000	842,807
Receivables	654,009	607,000	538,534
Investments - Term Deposits	739,038	750,000	739,038
Total Financial assets measured at amortised cost	<u>1,770,088</u>	<u>1,677,000</u>	<u>2,120,379</u>

Financial liabilities measured at amortised cost

Payables	769,897	732,000	740,489
Finance Leases	140,006	140,000	150,753
Painting Contract Liability	152,056	150,000	190,099
Total Financial Liabilities Measured at Amortised Cost	<u>1,061,959</u>	<u>1,022,000</u>	<u>1,081,341</u>

28. 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 until 18 May 2020. There has been no adverse financial impact arising from the nationwide lockdown.

29. 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 8 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 9 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

OR If there have been adjustments

On the date of initial application of PBE IFRS 9, being 1 January 2019, the classification of financial instruments under PBE IPSAS 29 and PBE IFRS 9 is as follows:

	Measurement category		Carrying amount		
	Original PBE IPSAS 29 category	New PBE IFRS 9 category	Closing balance 31 Dec 2018 (PBE IPSAS 29) \$000	Adoption of PBE IFRS 9 adjustment \$000	Opening balance 1 Jan 2019 (PBE IFRS 9) \$000
Cash at bank and on hand	Loans and receivables	Amortised cost	842,807	0	842,807
Receivables	Loans and receivables	Amortised cost	538,534	0	538,534
Term Deposits	Loans and receivables	Amortised cost	739,038	0	739,038
Total financial assets			2,120,379	0	2,120,379

The measurement categories and carrying amounts for financial liabilities have not changed between the closing 31 Dec 2018 and opening 1 Jan 2019 dates as a result of the transition to PBE IFRS 9.

30. Legislative Breach

The Board was unable to file the 2018 financial statements of the College by 31 May 2019 as required by section 87 of the Education Act 1989 as the financial statements were not received until 5 June 2019. The delay in the completion of the 2018 statements was further impacted as a result of the Approved Auditor's resource constraints. However the 2019 accounts were received by 18 February 2020 which met the requirements of section 87 of the Education Act 1989. The delay in the completion was a result of the Approved Auditor's resource constraints.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF TAUPO-NUI-A-TIA COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Taupo-Nui-A-Tia College (the College). The Auditor-General has appointed me, Stephen Graham, using the staff and resources of BDO Rotorua Limited, to carry out the audit of the financial statements of the College on his behalf.

Opinion

We have audited the financial statements of the College on pages 2 to 26, 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 College:

- 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 Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 16 April 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 of Trustees 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.

Emphasis of Matter - Covid 19

Without modifying our opinion we draw attention to the disclosures in note 28 on page 25 which outline the effects of a possible level 4 lockdown as a result of the Covid-19 pandemic.

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the College 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 College for assessing the College'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 College, 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 College'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 College'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 College'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 College 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 arises from the Public Audit Act 2001.

Other information

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



Stephen Graham
BDO Rotorua Limited
On behalf of the Auditor-General
Rotorua, New Zealand

Analysis of Variance 2019

School name: Taupo-nui-a-Tia College	School number: 167
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Focus: Student Wellbeing

Strategic Aims: To develop the concept of manaakitanga (care and concern) whanaungatanga (relationships), ako (learning) and working together (mahi tahi) to continue to support wellbeing.

- Annual Aims:
- Raise and improve feeling of belonging/positive identity (whanaungatanga)

- Target:**
- Improve attendance and academic achievement
 - Increase positive comments on Rongohia te Hau (RTH) and increase engagement
 - Allow students to achieve as their culture
 - Provide positive pathways for our students

Baseline data: Attendance data 88% (Appendix 5), Academic results (Appendix 1,3,4), RTH/NZCER Wellbeing Pastoral statistics

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Reconvene Wellbeing group and evaluate theory of action</p> <p>Raise the sense of belonging and promote positive behaviour</p>	<p>Wellbeing committee continued to focus on 3 key levers belonging, bullying and cornerstone values (CSV)</p> <p>Bullying: NZCER survey was conducted and compared to base line. Impact on aggressive culture in school had reduced by 3% but further work is required around sexuality.</p> <p>Belonging: Student led innovations were run on a weekly basis</p> <p>Peer mediation was visible and will continue to be developed into a cohesive part of the wellbeing process.</p>	<p>The breadth and depth of wellbeing has a much greater scope than bullying alone.</p> <p>Theory of action will help set measurable target to enable tracking towards outcomes. Evaluative questions will also help guide reviews and alert the committee to changes that are required during the year.</p>	<p>Continue to develop student wellbeing committee within school culture.</p> <p>Use the Evaluative thinking action plan to form a timeline and key measures for success to inform PLD and implementation of evaluative questions.</p> <p>Continue to use and develop peer mediation.</p> <p>Develop a pastoral measurement tool to enable tracking of key indicators behavioural trends and attendance patterns.</p>
<p>Finalise the bubble document</p>	<p>The Wellbeing bubble morphed into a student led schoolwide anti-bullying programme called "Upstanders"</p>	<p>It was felt that any anti-bullying programme needed to have student ownership to be effective</p>	<p>Widening the scope of wellbeing to include 3 key levers: Physical environment, Ethos and culture, Systems and structures</p>
<p>Promote and model Corner stone values (CSV)</p>	<p>Cornerstone Values (CSV) are more visible within the school branding and strategic action plan.</p> <p>CSV were relaunched through staff PD. Resources</p>		<p>Greater student voice in the implementation of the wellbeing strategic plan.</p> <p>Classroom pedagogy to role model CSV.</p>

	<p>were developed to be delivered through whanau time.</p> <p>Student CSV post cards were designed and 126 were posted to students during the year.</p>		
Improve Maori attendance	<p>Focus on increasing engagement and a sense of belonging at this college.</p> <p>Rongahia te Hau identified key levers for change and disparities in perception data around wellbeing.</p>	Maori students' attendance and sense of belonging (especially boys) is low and has impacted on attainment.	<p>Improved student engagement/agency through authentic pedagogical shifts and identified change levers are continuing during 2020. Attendance, gender and ethnicity gap are key evidence that this shift is required and will be tracked to measure its effectiveness.</p> <p>Continue to develop culturally responsive and relational pedagogy (CR & RP) around 90-minute cross curricular lessons with a view to increasing engagement and belonging for our Maori students.</p>
Develop and implement a staff wellbeing strategy using 5 ways to Wellbeing	Staff voice was gathered to increasing staff wellbeing. Staff identified the following key theme: workload issues, improving personal health and team building.		Staff wellbeing will be incorporated into the Theory of action for 2020.
Kia Eke Panuku, Rongahia te Hau, Co-construction learning conversations focused on Maori and priority learners	<p>Since 2017 the achievement gap between Maori and Non-Maori has reduced or been maintained at Level2-3.</p> <p>Focus on increasing engagement and a sense of belonging at this college.</p> <p>Rongahia te Hau identified key levers for change and disparities in perception data around wellbeing.</p>	Maori students' attendance and sense of belonging (especially boys) is low and has impacted on attainment.	<p>Improved student engagement/agency through authentic pedagogical shifts and identified change levers are continuing during 2019. Attendance, gender and ethnicity gap data are key evidence that this shift is required and will be tracked to measure its effectiveness.</p> <p>Culturally responsive and relational pedagogy (CR & RP) around 90-minute lessons with a view to increasing engagement and belonging for our Maori students.</p>
Kahui Ako Learning register setup to monitor and track learning support needs in Taupo	15 schools and ECE collaborated on the format of the register in line with the national guidelines and produced an online register	Analysis of needs to be shared with DHB and MOE to ensure the correct provision for learning support in the Taupo area.	Continue to develop Learning register enable effective and early identification/provision for

	<p>of our community learning needs.</p> <p>Based on the evidence provided to the MOE 10 Learning Support Coordinators were employed, strategic plans developed, structures implemented, and PD provided throughout the Kahui Ako network.</p>		<p>learning needs across the Kahui Ako.</p>
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School name: Taupo-nui-a-Tia College	School number: 167
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Focus: Future Focused Curriculum

Strategic Aim: To provide a curriculum that encourages students to make links across learning areas and apply knowledge to real world issues.

- Annual Aim:
- To develop a school Curriculum suited to the needs of our learners
- Implement curriculum levels to measure progression and acceleration

Target:

- Future Focused Year 9 curriculum (FFC) ready for implementation in 2020

Baseline data and analysis: Action plans, FFC Trial data, NZCL implementation, Staff/Student feedback

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Two new 'Within-School' Kahui Ako teachers were appointed to lead this initiative. They expanded the existing steering committee to three committees that included:</p> <ul style="list-style-type: none"> • Enabling Infrastructure committee • Curriculum committee • Communication committee <p>These groups were open to all staff to ensure openness and transparency.</p>	<p>The Evaluative Thinking model was used for each of the three identified areas of focus with the assistance of an outside provider. This gave the groups clearly identified pathways and showed the links between each group. By the end of term 3 it was determined that a line in the Year 9 timetable be dedicated to a cross-curricular programme. Based on studies of other schools it was decided to have teachers working in pairs. Possible programmes offered would be based around the Learners Profile. Teachers volunteered to be part of this initiative and spent time during term 4 developing programmes</p>	<p>The introduction of a dedicated line in the timetable had flow on implications. Namely classroom resources and teacher planning time.</p> <p>Initially it was planned to have these courses running for a 6 monthly semester but are now running termly.</p>	<p>These courses will form part of an inquiry process and will be continually monitored, reviewed and adapted as the year progresses. A student committee will also be formed to ensure we gather student voice as the curriculum changes</p> <p>Establish key principals that link to school vision, other annual goals and graduate profile.</p>
<p>90-minute periods were introduced at the start of 2019. PLD preceded this initiative to ensure that staff were aware of and ready for the required change of pedagogy. This PLD included an emphasis on Culturally Responsive and Relational Pedagogy.</p> <p>The introduction of 90-minute periods was in preparation for cross-curricular programmes in 2020</p>	<p>The sky didn't fall! The introduction of a change in period length and subsequent revised school day was received favourably by staff, students and parents alike. Key reasons identified in a term 3 survey were:</p> <ul style="list-style-type: none"> • More time to study topics in depth • A break after every lesson • Fewer transitions • More opportunities to spend one-on-one 	<p>The positive feedback received from this initiative (Appendix 7) was a result of extensive consultation and targeted PLD. Teachers planning changed to adapt to the extended learning time. Group work, student voice, a variety of activities and movement were all important components to teaching in a 90-minute period. Conversely the small number of teachers who didn't adapt to the change struggled</p>	<p>Based on the outcomes of this initiative it will be continued next year. We will be looking at how it meets the needs of the Year 9 programme introduced this year. There were two areas identified by students that will require some further thought.</p> <p>The first is the fact that if a student misses a class for whatever reason there can be a long gap between lessons. The second is that many students felt that the</p>

	<p>time with students to give feedback</p> <p>In a small number of cases the survey indicated that those teachers that didn't change their classroom practice did not get a positive survey response from their students</p>		<p>length of the first break was too long. Many would prefer a shorter break and have the day end earlier</p>
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School name: Taupo-nui-a-Tia College	School number: 167
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Focus: Learning

Strategic Aim: To improve literacy levels for all our students

Annual Aim: To raise writing levels across the school

Target:

- 95% NCEA Literacy Level 1 pass rate
- All Junior students' progress by two national curriculum levels (NCL) sublevels or more/or working at Level 5 of the curriculum

Baseline data: Literacy data (Appendix 2), NCEA Numeracy/Literacy (Appendix 1), EAsttle data, Ian Hunter online diagnostic testing, student feedback

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Year 9 ALP students introduced to the digital fluency tool	Reduced class sizes and a focus on writing skills accelerated learning for all students by up to 2 National Curriculum Levels (NZCL).	Coherent writing frames and individualised learning programs (IEP) have accelerated learning for all students (Appendix 2)	Sustain levels of progress through IEP's targeting writing, listening, vocabulary and reading. In addition to these literacy skills being supported through all other subject areas.
Embed 12 sentences as a whole school focus and extend to WtE paragraphs	Co-ordinated PL and delivery of Ian Hunter's writing programme followed by in-school focus on 12 sentence structures to improve coherence in writing across all faculties	Consistent framework across the school with visual indicators has improved the awareness of literacy within the faculties	Employment of a within school literacy coordinator to ensure writing coherence progresses in all faculties.
Identify Literacy targeted Learners Y11	Faculties identified targeted learner and differentiated learning to accelerate progression	Literacy standards were targeted during Term 1 to ensure success leading to similarly high levels of Literacy at NCEA L1-3 (Appendix 1)	Implementation of a home room learning environment to support literacy for students with IEP's. Continued focus on Literacy frameworks and coherence across faculties and the Kahui Ako.
Implement faculty Literacy targets and representatives	All faculty action plans included a literacy target to sustain or improve the whole school literacy target	More frequent review of targeted learners and sharing of data. Identified gender specific support for those with less than average attendance.	Transition from annual plans to a theory of action should increase accountability and frequency of progression measures during the year, which will raise completion rates and achievement.
Professional development – Joe Morris	Staff and student PLD raised expectation and supported learners to achieve Merit and Excellence endorsements	Going for gold project was well received by students but the optional attendance for staff	Develop schemes that support students as well as staff to raise literacy across faculties.

		meant the learnings were not continued during class time.	
Moderation and tracking of progression	Consistent framework applied across 15 schools has reduced the writing discrepancies within Taupo and increased writing coherence and efficiency. It has also ensured a smoother transition between primary, intermediate and secondary education.	Co-ordinated PL and delivery of Ian Hunter's writing programme followed by in-school focus on 12 sentence structures to improve writing. Formative sample assessments taken across the Kahui Ako and the whole of TNT Year 9.	Progression sample data show evidence to progress into Aural language PLD for 2020 to support ECE literacy acquisition.
Co-construction meetings with HOF's and Strategic Leadership Change Team (SCLT) were held throughout the year Co-construction meetings were held every term	Maori achievement data was unpacked. Priority learners, literacy and numeracy were a focus. Assay3 (data analysis system) has been incorporated into school life. Enabling quick access to live data to inform "evidence to accelerate" meetings.	Numeracy and literacy have continued to track above national average during 2018 (Appendix 1). To identify and develop strategies that would accelerate the learning of the class our Maori students.	Co-construction meetings continue to run to ensure that all faculties have a good understanding of what a targeted learner is at Taupo Nui-a-Tia College. Class observations will be conducted by CR & RP experts to ensure the effectiveness of the coach approach model. More frequent communication about individualised progress will empower whanau and students to talk about learning needs.
Kahui Ako review of literacy at different transition levels to increase understanding of NCL marking and assessment.	All literacy specialist in ECE to Secondary education have a clear understanding of NCL progression within the WtE framework.	Similar processes should be modelled for Numeracy within the Kahui Ako.	Moving to a sustainable model. Ensuring that Kahui Ako within schools and literacy specialists disseminate good practice through the community.

Appendix 1. Level1-3 Numeracy and Literacy

Academic

Year	Achievement	Year 11	Year 12	Year 13
2015	Literacy	87.7	98.6	99.3
2016	Literacy	91.9	96.8	99.4
2017	Literacy	92.2	97.9	99.3
2018	Literacy	92.2	97.3	99.5
2019	Literacy	92.2	96.5	98.6
2015	Numeracy	84.5	99.0	97.8
2016	Numeracy	94.2	97.9	100.0
2017	Numeracy	94.5	98.3	98.7
2018	Numeracy	94.8	98.4	100.0
2019	Numeracy	91.8	98.0	99.3

Appendix 2. Junior Literacy progression in English/ALP

Advanced Literacy Programme: 2019

Strategic goals : Raise writing levels across the school

Strategy: targeted drop writing, spelling, Hunter sentences, small group writing

Robust tracking of individual students - see below

Student well being - see student reflections

name	E asttle	End of term 1	NZC Expected	End of term 2	Read theory	Read theory movement	Drop write 120 words in 10 mins	Hunter sentences 12 sentences	Speaking and listening	Writing level
Devon H	Level 3B	Level 3A	Level 4P	Level 4B	Level 1	Level 4	88 -112	10	Level 4P	Level 3A
Andrew	Level 4B	Level 4B	Level 4P	Level 5	Level 3	Level 5	120-190	6	Level 4A	Level 4A
Bodi M	Level 2A	Level 3P	Level 4P	Level 4B	Level 1	Level 4/5	80-120	6	Level 4B	Level 3P
Stefano P	Level 3A	Level 4P	Level 4P	Level 4A	Level 1	Level 4	110-177 words	6 sentences	Level 4	NZC level 4
Grace T	Level 4B	Level 4P	Level 4P	Level 5	Level 3	Level 6	165-185	12	Level 5	Level 4A
Micayla W	Level 4B	Level 4P	Level 4P	Level 5	Level 4	Level 5	167-175	10	Level 4/5	Level 4A
ShanekaB	Level 3B	Level 3A	Level 4P	3A	Level 1	Up 1 lev	80-120	6	Level 4	Level 3A
Griffin Donnelly	Level 3B	3B	Level 4P	5P	Level 3	Up 7 lev	276 words	12	Level 4	Level 4A

Appendix 3. Level1-3 NCEA Ethnicity

European

2015	83.8	83.9	54.8	39.4
2016	88.5	89.8	65.0	47.2
2017	82.8	86.3	71.2	49.6
2018	82.4	84.3	60.4	43.9
2019	82.5	80.5	68.8	34.8

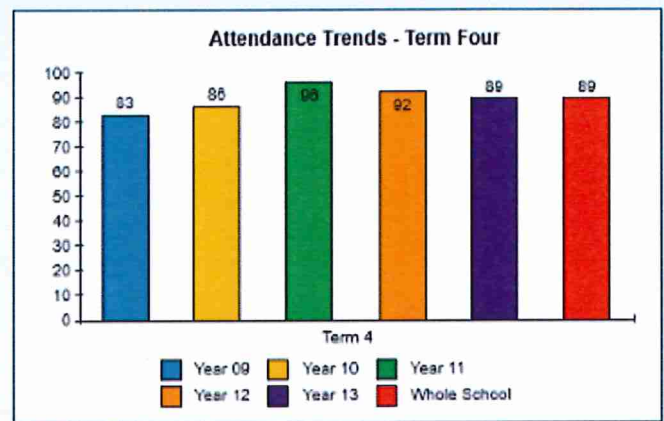
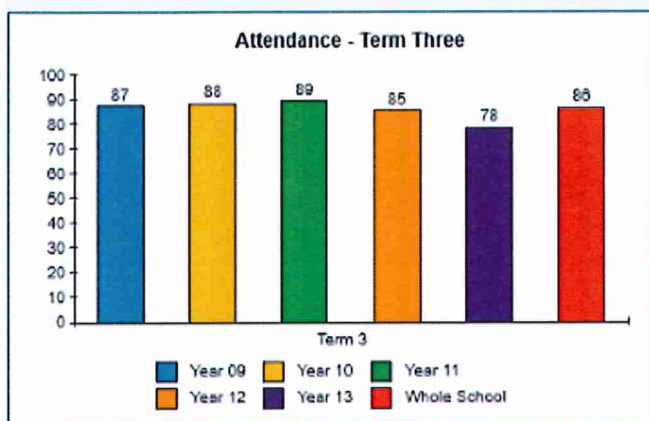
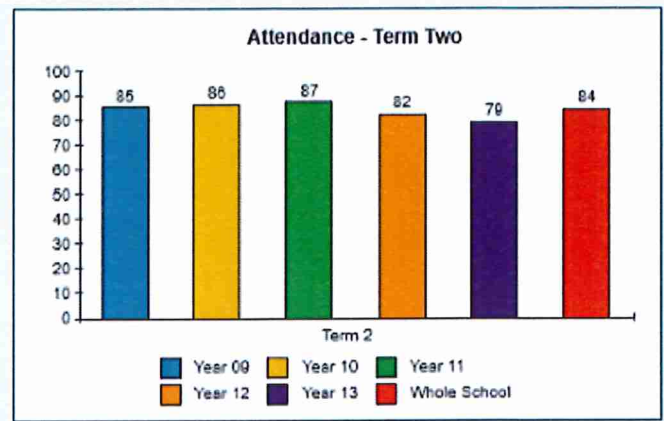
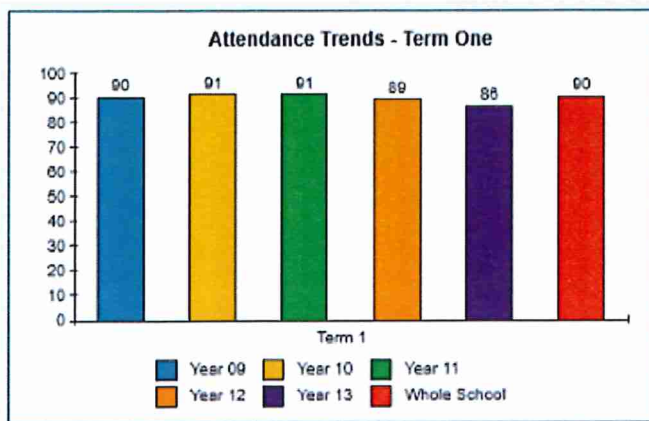
Māori

2015	50.0	64.9	33.3	25.0
2016	63.2	73.3	47.1	17.6
2017	69.3	71.2	48.8	22.0
2018	63.8	75.0	38.9	14.8
2019	61.5	72.2	60.5	14.0

Appendix 4. Level1-3 NCEA (provisional)

Academic Year	Year 11 NCEA L1	Year 12 NCEA L2	Year 13 NCEA L3
2015	71.8	80.7	52.2
2016	81.4	85.6	63.2
2017	79.8	81.8	63.8
2018	75.4	80.7	57.4
2019	75.9	79.5	66.9

Appendix 5. Attendance



Appendix 6. Rongohia Te Hau

CLASSROOM WALKTHROUGH OBSERVATIONS:

	Pedagogy continuum				
	NUMBER OF OBSERVATIONS		50		
	% OF STAFF OBSERVED				
	BASIC	DEVELOPING	INTEGRATING		
ALL 50	2	4	22	17	5
LEADERS - HOF's		2	1	2	1
CR & RP Warriors		1	6	4	1
Senior classes observed		3	11	9	4
Junior classes observed	2	1	11	8	1
Junior -Full year		1	5	4	
-Semester	2		6	4	1
2018 47	2	2	30	9	4