

PIOPIO COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 162

Principal: Johan van Deventer

School Address: 18 Aria Road, Piopio

School Postal Address: 18 Aria Road, Piopio, 3912

School Phone: 07 877 8173

School Email: nthomas@piopio.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Kristen Pari	Chairperson	Co-opted	May 2022
Johan van Deventer	Principal	ex Officio	
Shaun Carter	Parent Rep	Elected	May 2022
Lisa Lyford	Parent Rep	Elected	Dec 2020
Amy McPhee	Parent Rep	Elected	May 2022
Doug Burnell	Parent Rep	Elected	May 2022
Ripeka Price	Parent Rep	Elected	Dec 2020
Ian Small	Staff Rep	Elected	May 2022
Asha Goddard	Student Rep	Elected	Sep 2020

Accountant / Service Provider: Education Services Ltd

PIOPIO COLLEGE

Annual Report - For the year ended 31 December 2020

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Piopio College

Statement of Responsibility

For the year ended 31 December 2020

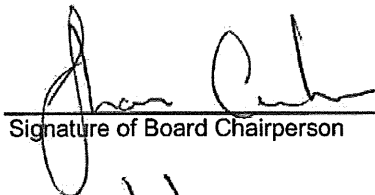
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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.

Shawn Colin Thomas Carter
Full Name of Board Chairperson


Signature of Board Chairperson

31/5/21
Date:

Johannes Jacobus van Deventer
Full Name of Principal


Signature of Principal

31 May 2021
Date:

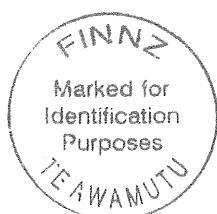
**PIOPIO COLLEGE
18 ARIA ROAD
PIOPIO 3912**

Piopio College
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	2,858,478	2,593,291	2,573,008
Locally Raised Funds	3	168,993	176,700	283,166
Interest income		1,131	1,400	1,779
Gain on Sale of Property, Plant and Equipment		-	-	967
Other Revenue		1,696	-	-
		<u>3,030,298</u>	<u>2,771,391</u>	<u>2,858,920</u>
Expenses				
Locally Raised Funds	3	154,105	136,350	273,426
Learning Resources	4	1,856,398	1,709,161	1,722,281
Administration	5	264,934	263,370	291,115
Finance		10,922	10,436	5,318
Property	6	469,701	531,922	525,439
Depreciation	7	121,373	120,000	110,261
Loss on Disposal of Property, Plant and Equipment		-	-	80
		<u>2,877,433</u>	<u>2,771,239</u>	<u>2,927,920</u>
Net Surplus / (Deficit) for the year		152,865	152	(69,000)
Total Comprehensive Revenue and Expense for the Year		<u><u>152,865</u></u>	<u><u>152</u></u>	<u><u>(69,000)</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.



Piopio College
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>945,519</u>	<u>1,005,757</u>	<u>1,004,519</u>
Total comprehensive revenue and expense for the year		152,865	152	(69,000)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		7,476	-	-
Mapiu Dispersal Funding		52,982	-	10,000
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	22	<u>1,158,842</u>	<u>1,005,909</u>	<u>945,519</u>
Retained Earnings		1,158,842	1,005,909	945,519
Equity at 31 December		<u>1,158,842</u>	<u>1,005,909</u>	<u>945,519</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.

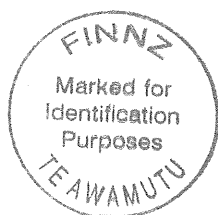


Piopio College
Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	322,925	190,781	130,053
Accounts Receivable	9	181,598	160,100	110,525
GST Receivable		1,040	958	5,623
Prepayments		14,205	11,007	14,796
Inventories	10	23,316	28,236	12,994
		<u>543,084</u>	<u>391,082</u>	<u>273,991</u>
Current Liabilities				
Accounts Payable	12	196,617	117,497	136,894
Revenue Received in Advance	13	4,041	5,514	1,950
Provision for Cyclical Maintenance	14	18,667	14,374	-
Finance Lease Liability - Current Portion	15	27,509	30,489	39,644
Funds held for Capital Works Projects	16	81,135	-	22,861
		<u>327,969</u>	<u>167,874</u>	<u>201,349</u>
Working Capital Surplus/(Deficit)		215,115	223,208	72,642
Non-current Assets				
Property, Plant and Equipment	11	1,052,031	883,997	982,448
		<u>1,052,031</u>	<u>883,997</u>	<u>982,448</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	49,853	77,325	32,000
Finance Lease Liability	15	58,451	23,971	77,571
		<u>108,304</u>	<u>101,296</u>	<u>109,571</u>
Net Assets		<u>1,158,842</u>	<u>1,005,909</u>	<u>945,519</u>
Equity		<u>1,158,842</u>	<u>1,005,909</u>	<u>945,519</u>

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

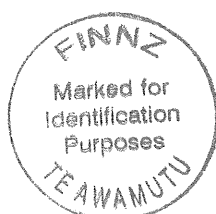


Piopio College
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		908,920	751,393	766,156
Locally Raised Funds		158,643	170,800	285,756
Goods and Services Tax (net)		4,583	-	(4,665)
Payments to Employees		(391,585)	(311,946)	(355,145)
Payments to Suppliers		(435,993)	(362,904)	(567,527)
Cyclical Maintenance Payments in the year		-	-	(53,172)
Interest Paid		(10,922)	(10,436)	(5,318)
Interest Received		1,087	1,400	1,783
Net cash from/(to) Operating Activities		<u>234,733</u>	<u>238,307</u>	<u>67,868</u>
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(113,011)	(112,600)	(56,935)
Net cash from/(to) Investing Activities		<u>(113,011)</u>	<u>(112,600)</u>	<u>(56,935)</u>
Cash flows from Financing Activities				
Furniture and Equipment Grant		7,476	-	-
Owners Contributions		52,982	-	10,000
Finance Lease Payments		(46,453)	(47,700)	(28,012)
Funds Held for Capital Works Projects		57,145	-	24,358
Net cash from/(to) Financing Activities		<u>71,150</u>	<u>(47,700)</u>	<u>6,346</u>
Net increase/(decrease) in cash and cash equivalents		<u><u>192,872</u></u>	<u><u>78,007</u></u>	<u><u>17,279</u></u>
Cash and cash equivalents at the beginning of the year	8	130,053	112,774	112,774
Cash and cash equivalents at the end of the year	8	<u><u>322,925</u></u>	<u><u>190,781</u></u>	<u><u>130,053</u></u>

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.



Piopio College

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Piopio College (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) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

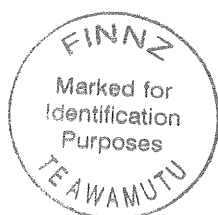
Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

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

i) Inventories

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



j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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:

Buildings	5-50 years
Building Improvements	10-40 years
Furniture and Equipment	5-20 years
Information and Communication	4-5 years
Motor Vehicles	5 years
Leased assets held under a Finance Lease	Term of Lease



l) Intangible Assets

Software costs

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

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

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

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

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

Non cash generating assets

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

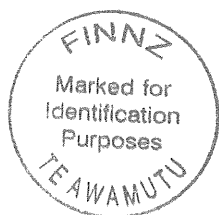
Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

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

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

n) Accounts Payable

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



o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

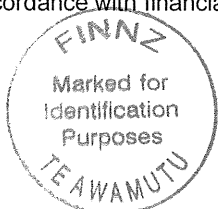
Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the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

t) Financial Instruments

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

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

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



u) Borrowings

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	765,229	662,943	613,539
Teachers' Salaries Grants	1,576,897	1,449,546	1,383,509
Use of Land and Buildings Grants	303,887	406,352	390,582
Resource Teachers Learning and Behaviour Grants	-	3,600	2,633
Other MoE Grants	206,745	70,850	182,745
Other Government Grants	5,720	-	-
	<u>2,858,478</u>	<u>2,593,291</u>	<u>2,573,008</u>

The school has opted in to the donations scheme for this year. Total amount received was \$21,300.

Other MOE Grants total includes additional COVID-19 funding totalling \$3,506 for the year ended 31 December 2020.

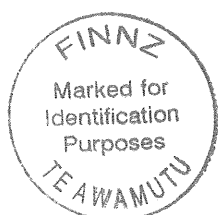
3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	9,015	5,500	13,936
Activities	68,702	84,200	187,463
Trading	25,344	21,400	15,345
Fundraising	-	100	3,391
Other Revenue	11,109	17,500	19,286
School House	54,823	48,000	43,745
	<u>168,993</u>	<u>176,700</u>	<u>283,166</u>
Expenses			
Activities	122,698	100,450	222,880
Trading	7,692	5,900	20,238
Other Locally Raised Funds Expenditure	79	-	-
School House	23,636	30,000	30,308
	<u>154,105</u>	<u>136,350</u>	<u>273,426</u>
<i>Surplus for the year Locally raised funds</i>	<u>14,888</u>	<u>40,350</u>	<u>9,740</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	75,290	90,119	73,951
Library Resources	67	1,000	1,187
Employee Benefits - Salaries	1,757,570	1,577,992	1,617,679
Staff Development	6,424	18,200	15,419
Star	15,659	21,350	13,377
Extra Curricular Activities	1,388	500	668
	<u>1,856,398</u>	<u>1,709,161</u>	<u>1,722,281</u>



5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,729	5,600	5,562
Board of Trustees Fees	4,415	6,180	5,635
Board of Trustees Expenses	6,576	11,500	16,762
Communication	16,702	19,300	17,579
Consumables	8,489	13,120	22,000
Other	19,438	13,270	21,245
Employee Benefits - Salaries	180,050	169,500	178,614
Insurance	10,875	8,200	7,622
Service Providers, Contractors and Consultancy	12,660	16,700	16,096
	<u>264,934</u>	<u>263,370</u>	<u>291,115</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,153	7,500	8,291
Cyclical Maintenance Expense	33,677	8,620	18,093
Grounds	24,361	24,450	25,054
Heat, Light and Water	65,779	50,500	58,217
Rates	993	1,000	202
Repairs and Maintenance	33,851	33,500	25,000
Use of Land and Buildings	303,887	406,352	390,582
	<u>469,701</u>	<u>531,922</u>	<u>525,439</u>

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

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	6,783	7,667	7,045
Furniture and Equipment	28,313	19,724	18,122
Information and Communication Technology	35,841	25,041	23,009
Motor Vehicles	15,397	11,166	10,260
Textbooks	1,444	1,705	1,567
Leased Assets	31,544	52,390	48,138
Library Resources	2,051	2,307	2,120
	<u>121,373</u>	<u>120,000</u>	<u>110,261</u>



8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	350	-	350
Bank Current Account	62,298	98,984	21,740
Bank Call Account	127,168	91,797	107,963
Short-term Bank Deposits	133,109	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>322,925</u>	<u>190,781</u>	<u>130,053</u>

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

Of the \$322,925 Cash and Cash Equivalents \$82,822 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.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	32,303	21,129	8,599
Receivables from the Ministry of Education	1,721	-	13,800
Banking Staffing Underuse	32,251	41,308	-
Interest Receivable	47	7	3
Teacher Salaries Grant Receivable	115,276	97,656	88,123
	<u>181,598</u>	<u>160,100</u>	<u>110,525</u>
Receivables from Exchange Transactions	34,071	21,136	15,502
Receivables from Non-Exchange Transactions	147,527	138,964	95,023
	<u>181,598</u>	<u>160,100</u>	<u>110,525</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	547	584	1,247
College Farm	16,606	21,255	5,655
Uniform	6,163	6,397	6,092
	<u>23,316</u>	<u>28,236</u>	<u>12,994</u>



11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Land	69,880	-	-	-	-	69,880
Buildings	462,347	-	-	-	-	462,347
Building Improvements	133,251	7,134	-	-	(6,783)	133,602
Furniture and Equipment	98,843	48,148	-	-	(28,313)	118,678
Information and Communication Technology	48,213	102,885	-	-	(35,841)	115,257
Motor Vehicles	38,114	23,043	-	-	(15,397)	45,760
Textbooks	10,966	593	-	-	(1,444)	10,115
Leased Assets	105,934	8,054	-	-	(31,544)	82,444
Library Resources	14,900	1,099	-	-	(2,051)	13,948
Balance at 31 December 2020	982,448	190,956	-	-	(121,373)	1,052,031

The net carrying value of equipment held under a finance lease is \$82,444 (2019: \$105,934)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Land	69,880	-	69,880
Buildings	557,604	(95,257)	462,347
Building Improvements	238,906	(105,304)	133,602
Furniture and Equipment	393,784	(275,106)	118,678
Information and Communication Technology	328,480	(213,223)	115,257
Motor Vehicles	122,048	(76,288)	45,760
Textbooks	26,812	(16,697)	10,115
Leased Assets	125,469	(43,025)	82,444
Library Resources	32,145	(18,197)	13,948
Balance at 31 December 2020	1,895,128	(843,097)	1,052,031

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	69,880	-	-	-	-	69,880
Buildings	462,347	-	-	-	-	462,347
Building Improvements	140,296	-	-	-	(7,045)	133,251
Furniture and Equipment	67,297	42,384	(80)	-	(18,122)	91,479
Information and Communication Technology	60,167	11,055	-	-	(23,009)	48,213
Motor Vehicles	43,693	-	-	-	(10,260)	33,432
Textbooks	12,533	-	-	-	(1,567)	10,966
Leased Assets	64,761	101,525	(169)	-	(48,138)	117,980
Library Resources	13,523	3,497	-	-	(2,120)	14,900
Balance at 31 December 2019	934,497	158,461	(249)	-	(110,261)	982,448

The net carrying value of equipment held under a finance lease is \$117,980 (2018: \$64,761)



2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	69,880	-	69,880
Buildings	557,604	(95,257)	462,347
Building Improvements	231,772	(98,521)	133,251
Furniture and Equipment	296,510	(205,031)	91,479
Information and Communication	225,595	(177,382)	48,213
Motor Vehicles	66,455	(33,023)	33,432
Textbooks	26,219	(15,253)	10,966
Leased Assets	218,852	(100,872)	117,980
Library Resources	31,045	(16,145)	14,900
Balance at 31 December 2019	1,723,932	(741,484)	982,448

12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	48,988	8,286	25,780
Accruals	11,036	5,145	9,601
Capital Accruals for PPE items	3,736	-	-
Employee Entitlements - Salaries	115,276	97,656	88,123
Employee Entitlements - Leave Accrual	17,581	6,410	13,390
	<u>196,617</u>	<u>117,497</u>	<u>136,894</u>
Payables for Exchange Transactions	196,617	117,497	136,894
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>196,617</u>	<u>117,497</u>	<u>136,894</u>

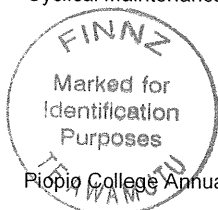
The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue In Advance	4,041	5,514	1,950
	<u>4,041</u>	<u>5,514</u>	<u>1,950</u>

14. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	32,000	83,079	67,079
Increase to the Provision During the Year	14,719	8,620	18,093
Adjustment to the Provision	21,801	-	-
Use of the Provision During the Year	-	-	(53,172)
Provision at the End of the Year	<u>68,520</u>	<u>91,699</u>	<u>32,000</u>
Cyclical Maintenance - Current	18,667	14,374	-
Cyclical Maintenance - Term	49,853	77,325	32,000
	<u>68,520</u>	<u>91,699</u>	<u>32,000</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 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	34,911	30,489	49,443
Later than One Year and no Later than Five Years	65,629	23,971	91,114
	<u>100,540</u>	<u>54,460</u>	<u>140,557</u>

16. Funds Held (Owed) for Capital Works Projects

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Heating Upgrade	<i>completed</i>	(1,497)	1,497	-	-	-
Gym Upgrade	<i>in progress</i>	(3,050)	-	1,820	-	(1,230)
CCTV System	<i>completed</i>	(13,295)	9,762	(3,215)	6,748	-
Inground Watermain Pipework	<i>completed</i>	43,703	(1,072)	(42,631)	-	-
Rationalisation Works	<i>in progress</i>	(3,000)	286,170	(283,627)	-	(457)
Boiler Reticulation Pipework	<i>completed</i>	-	19,706	(19,706)	-	-
SIP Court Resurfacing	<i>in progress</i>	-	88,565	(5,743)	-	82,822
Totals		<u>22,861</u>	<u>404,628</u>	<u>(353,102)</u>	<u>6,748</u>	<u>81,135</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	82,822
Funds Due from the Ministry of Education	(1,687)
	<u>81,135</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Heating Upgrade	<i>in progress</i>	(1,497)	-	-	-	(1,497)
Gym Upgrade	<i>in progress</i>	-	(3,050)	-	-	(3,050)
CCTV System	<i>in progress</i>	-	-	(13,295)	-	(13,295)
Inground Watermain Pipework	<i>in progress</i>	-	44,350	(647)	-	43,703
Rationalisation Works	<i>in progress</i>	-	-	(3,000)	-	(3,000)
Totals		<u>(1,497)</u>	<u>41,300</u>	<u>(16,942)</u>	<u>-</u>	<u>22,861</u>



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	4,415	5,635
Full-time equivalent members	0.21	0.23
<i>Leadership Team</i>		
Remuneration	1,122,097	1,069,217
Full-time equivalent members	11.00	10.41
Total key management personnel remuneration	1,126,512	1,074,852
Total full-time equivalent personnel	11.21	10.64

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	130 - 140
Benefits and Other Emoluments	0-5	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	2.00	1.00
110 - 120	2.00	-
	4.00	1.00

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	-	-
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 and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

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

\$725,171 contract for the Gym Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$1,230 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$288,000 contract for the Rationalisation Works as agent for the Ministry of Education. This project is fully funded by the Ministry and \$286,170 has been received of which \$286,627 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$98,406 contract for the SIP Court Resurfacing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$88,565 has been received of which \$5,743 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2019: Nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating 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	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	322,925	190,781	130,053
Receivables	181,598	160,100	110,525
Investments - Term Deposits	-	-	-
Total Financial assets measured at amortised cost	<u>504,523</u>	<u>350,881</u>	<u>240,578</u>

Financial liabilities measured at amortised cost

Payables	196,617	117,497	136,894
Borrowings - Loans	-	-	-
Finance Leases	85,960	54,460	117,215
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>282,577</u>	<u>171,957</u>	<u>254,109</u>

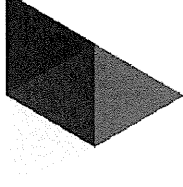
24. Events After Balance Date

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.





School Name:	Piopio College	School Number: 0162
Strategic Aim	To Provide quality teaching and learning programmes which support high levels of student achievement.	
Annual Aim	<p>Aim 1: All staff will develop effective teaching and learning methods to support students to achieve educational success while realising their aspirational potential.</p> <p>Aim 2: Supporting Māori students to achieve educational success as Māori.</p> <p>Aim 3: Supporting students to access the New Zealand Curriculum, at the relevant Curriculum Levels.</p> <p>Aim 5: To raise student engagement and achievement through the effective use of e-learning.</p>	
Target	<p>Year 7 targets:</p> <ul style="list-style-type: none"> ● Reading results increase by 5 % from 75% to 80% ● Writing results increase by 5% from 70 % to 75% ● Numeracy results increase by 5% from 70% 75 % <p>Year 8 targets:</p> <ul style="list-style-type: none"> ● Reading results increase by 5 % from 75- 80% ● Writing results increase by 5% from 65-70% ● Numeracy results increase by 10% from 65%-75% 	

Year 7 Data(**DATABASE**) *By the end of Year 7 students should be working at CL3A/4B

Reading	Start of Year Baseline Reading (%)				End of year Reading (%)				
	Well below >2A	Below 3B-3P	At 3A-4P	Above 4A+	Well below >2A	Below 3B-3P	At 3A-4P	Above 4A+	
All (23)	28.57%	25.57%	52.38%	0	All	17.4	21.7	30.4	30.4
Female (6)	33.3	16.7	6.67	0	Female	33.3	16.7	0	50
Male(17)	23.52	29.41	41.17	0	Males	11.8	23.5	41.2	23.5
Pakeha(15)	33.33	6.67	60	0	Pakeha	20	13.3	26.7	40
Māori(7)	14.28	57.14	28.57	0	Māori	14.3	42.9	28.6	14.3
Other (1)	0	100	0	0	Other	0	0	100	0
Start of Year (Baseline) Writing (%)									
Writing	Well below >2A	Below 3B-3P	At 3A-4P	Above 4A+	Well below >2A	Below 3B-3P	At 3A-4P	Above 4A+	
All (23)	26.08	26.08	47.82	0	All	8.7	8.7	21.7	
Female (6)	16.66	16.66	66.66	0	Females	0	0	33.3	
Male(17)	29.41	29.41	41.17	0	Males	11.8	11.8	17.7	
Pakeha(15)	26.66	13.33	60	0	Pakeha	13.3	6.7	26.7	
Māori(7)	28.57	57.14	14.28	0	Māori	0	14.3	0	
Other (1)	0	0	100	0	other	0	0	100	
Start of Year (Baseline) Numeracy (%)									
End of year Numeracy(%)									

Maths	Well below >2A	Below 3B-3P	At 3A-4P	Above 4A+		Well below >2A	Below 3B-3P	At 3A-4P	Above 4A+
All (23)	26.08	8.69	65.21	0	All (23)	4.4	39.1	52.2	4.4
Female (6)	33.33	0	66.67	0	Female (6)	0	50	50	0
Male(17)	23.52	11.76	67.70	0	Male(17)	5.9	35.3	52.9	5.9
Pakeha(15)	26.66	0.67	66.66	0	Pakeha(15)	6.7	33.3	60	0
Māori(7)	28.75	14.28	57.14	0	Māori(7)	0	57.1	28.6	14.3
Other (1)	0	0	100	0	Other (1)	0	0	100	0

Analysis of Year 7 Data / Trends (reading)

In Reading 60.8 % of Year 7 students are achieving at or above standard. Males are exceeding females with 64.7 % achieving at or above the standard in comparison to 50% of females. New Zealand Europeans are exceeding Māori students with 66.7 % achieving at or above the standard in comparison to 42.9% of Māori students.

In comparison to baseline data, overall student achievement has increased by 6.6 %. Females have regressed in reading by 16.6 % from at/ above standard to well below/below standard. There has been an increase of 14.7 % for males from well below/ below standard to at/ above standard. There has been an increase of 4.1 % for New Zealand European students from well below/ below to at/ above standard. There has been no change in data for Māori students from interim to end of year. For 'other,' our South East Asian student, there has been a shift from working below standard to at standard.

Analysis of Data / Trends (Writing)

In Writing 82.6 % of Year 7 students are achieving at or above standard. Females are exceeding males with 100 % achieving at or above the standard in comparison to 76.5% of males. Māori students are achieving above New Zealand European students with 85.7 % achieving at or above the standard in comparison to 80% of European students.

In comparison to baseline data, overall student achievement has increased by 20.1 %. Females have increased significantly for writing by 33.4 % from well below/below standard to at/ above standard. There has been an increase of 15.5 % for males from well below/below standard to at/ above standard. There has been a significant increase of 21.2 % for New Zealand European students from well below/below standard to at/ above standard. There has been a significant increase of 42.8 % for Māorifrom well below/below standard to at/ above standard. For 'other,' our South East Asian student, there has been a shift from working at standard to above.

Analysis of Data / Trends (Numeracy)

In Numeracy 56.6 % of Year 7 students are achieving at or above standard. Males are achieving above females with 58.8 % achieving at or above the standard in comparison to 50% of females. New Zealand European students are exceeding Māoristudents with 60 % achieving at or above the standard in comparison to 42.9 % of Māoristudents.

In comparison to baseline data, overall student achievement has decreased by 1.8 %. 16.7 % of females who were above standard have regressed to standard. 5.9 % of males who were above standard have regressed to at standard. There has been a 2 % decrease in achievement for NZ European from at/ above standard to well below/below standard. Māoristudents achievement has shifted from at standard to above standard by 14.3 %. For 'other,' our South East Asian student, there has been no shift.

YEAR 8 Data: *By the end of Year 8 students should be working at AT Level 4

READING	Start of year Reading			Above 4A+	All	End of year Reading			
	Well below >2A	Below 3B-3P	At 3A-4P			Well below >2A	Below 3B-3P	At:3A-4P	Above:4A+
All -20	1	7	10	2	All	0	25	60	15
Female -12	0	4	6	2	Female	0	16.7	66.7	16.7
Male-8	1	3	4	0	Male	0	37.5	50	12.5
Pakeha-11	1	3	5	2	Pakeha	0	18.9	54.6	27.3
Māori-11	0	4	5	0	Māori	0	33.3	66.7	0
WRITING	Start of year Writing (%)			Above 4A+		End of year Writing (%)			
	Well below >2A	Below 3B-3P	At 3A-4P			Well below >2A	Below 3B-3P	At:3A-4P	Above:4A+

	20	20	55	5	All	5	35	45	15
All -20									
Female -12	8.33	16.67	66.67	8.33	Female	8.3	16.7	58.3	16.7
Male-8	37.5	25	37.5	0	Male	12.5	50	25	12.5
Pakeha-11	18.12	9.09	63.63	9.09	Pakeha	0	27.3	45.5	27.3
Māori-9	22.22	33.33	44.44	0	Māori	11.1	44.4	44.4	0
Year 8 MATHS	Start of year NUMERACY (%)								
	Well below >2A	Below 3B-3P	At 3A-4P	Above 4A+		Well below >2A	Below 3B-3P	At:3A-4P	Above:4A+
All -20					All	5	40	45	10
Female -12	16.67	50	25	0.83	Female	8.3	41.7	41.7	8.3
Male-8	0	37.5	37.5	25	Male	0	37.5	50	12.5
Pakeha-11	18.18	27.27	45.45	9.09	Pakeha	9.1	18.2	63.6	9.1
Māori-9	0	66.67	1.11	22.22	Māori	0	66.7	22.2	11.1
	End of year NUMERACY (%)								

Year 8 End of Year breakdown

Analysis of Data / Trends (Reading)

In Reading 75 % of Year 8 students are achieving at or above standard. Females are exceeding males with 83.4 % achieving at or above the standard in comparison to 62.5% of males. New Zealand European students are exceeding Māoristudents with 81.9 % achieving at or above the standard in comparison to 66.7% of Māori students.

In comparison to baseline data, overall student achievement has increased by 8.4 %. Females have increased significantly for reading by 16.7 % from well below/below standard to at/ above standard. There has been a decrease of 4.2 % for males from at/ above to well below/below standard. There has been an increase of 4.9 % for NZ European from well below/below standard to at/ above standard. There has been an increase of 16.7 % for Māoristudents from below/ below standard to at/ above standard.

Analysis of Data / Trends (writing)

In Writing, 60 % of Year 8 students are achieving at or above standard. Females are exceeding males with 75 % achieving at or above the standard in comparison to 37.5% of males. New Zealand European students are achieving above Māoristudents with 72.8 % achieving at or above the standard in comparison to 44.4% of Māoristudents.

In comparison to baseline data, overall student achievement has increased by 12.3 %. Females have increased by 8.4 % from well below/below standard to at/ above standard. There has been an increase of 15.3 % for males from well below/below standard to at/ above standard. There has been an increase of 11.3 % for New Zealand European students from well below/below standard to at/ above standard. There has been a significant increase of 19.4 % for Māorifrom well below/below standard to at/ above standard.

Analysis of Data / Trends (Numeracy)

In Numeracy 55 % of Year 8 students are achieving at or above standard. Males are achieving above females with 52.5 % achieving at or above the standard in comparison to 50% of females. New Zealand European students are exceeding Māoristudents with 72 % achieving at or above the standard in comparison to 33.3 % of Māoristudents.

In comparison to baseline data, overall student achievement has decreased by 6.9 %. 16.6 % of females who were at/above standard have regressed. 5.5 % of males who were above standard have regressed. There has been a 16.7 % decrease in achievement for NZ European from at/ above standard to well below/below standard. Māoristudents achievement has increased significantly by 22.7 % from well below/ below to at/ above.

- Tier 3 Students identified and supported
- Early identification of students at risk of underachieving
- tracking and mentoring students
- Any gaps in academic data will be immediately identified and filled.
- To get to know who each student is, in the wider context of school and home, in order to develop holistic and authentic learning goals

The data indicates that this year has resulted in progression and regression with academic achievement, with a similar pattern occurring between Year 7 and Year 8. With both Reading and Writing % lifting, Numeracy has also experienced some regression.

The data shows some pleasing progressions overall for achievement in Writing, which

The year 7 cohort of students saw a change of teachers halfway through the year and some inconsistencies with mid term testing could have skewed the data.

We now have sound baseline data for 2021, after close collaboration with moderating results and overall teacher judgements.

Lockdown in March - May: Level 4- 1) Upon reflection, introducing some online programmes such as Mathletics, may have supported the learners more during

We have reflected on our current mathematics curriculum delivery and have held discussions about changes to our Mathematics stations for 2021.

Students will be doing a weekly instructional block as a whole class combined with independent work, and the learning and skills gained from these blocks will be consolidated in a weekly rotating stations block.

<ul style="list-style-type: none"> • Mixed ability groups • Helping students to view mistakes as learning opportunities not as 'failure'. • SSR and Writing- everyday • Two full-time teacher aides provided • Test individuals who may need further diagnostics • Identify targeted students and place additional support, strategies and resources where needed • Growth mindset and mindfulness • Ability groups • independent reading • vocabulary • whole-class reading • goal setting • differentiated learning tasks • Group, peer, whole-class work • Guided reading • Specific reading strategies • Learning conversations • Modelling • Feedback / Feedforward • Implement te kotahitanga principles to support Māori achievement. • Student voice • Fairy tales - unit focus to lift writing levels through meaningful teaching • Self management • Mindfulness • Rotating stations for literacy and numeracy to promote student engagement 	<p>we connect back to our Writing unit on Fairy Tales, where students were writing about passion topics for buddies at the Primary school.</p> <p>This unit of work saw boys highly engaged and willing to develop their skills. The focus here was centered around proofreading, sentence structure and editing skills, skills that last year were a great challenge for male students. Rotating literacy stations saw male students doing more written activities than in the past with high levels of motivation and engagement.</p> <p>The department found that many male students returned to school wanting to socialise and many female students returning with some angst. We found confidence levels low for many, with some uncertainty and needing a lot of reassurance to transition back into a learning environment.</p>	<p>lock down time. Upon returning to school, with the focus being heavily on student wellbeing, timeframes were altered and content was missed.</p> <p>The department found that many male students returned to school wanting to socialise and many female students returning with some angst. We found confidence levels low for many, with some uncertainty and needing a lot of reassurance to transition back into a learning environment.</p> <p>Motivation levels and attendance levels were low, with some students not returning until Level 1 was announced. Several students who returned at Level 2 were not consistent with their attendance.</p> <p>Again, Covid 19 proved to be very challenging with this cohort for Mathematics and through student voice, we discovered that students found it increasingly difficult to motivate themselves to respond to set e-learning tasks over this time - especially in comparison to literacy where they found it easier to read books of their choice or do writing activities. Upon reflection, introducing some online programmes such as Mathletics, may have supported the learners more during this time. Upon returning to school, with the focus being heavily on student wellbeing, timeframes were altered and content was missed.</p>	<p>All homeroom teachers have agreed that Mathematics will be our professional development focus for 2021.</p> <p>In Term 4 of this year, both homeroom teachers attended Mathematics professional development with the Head of Mathematics, to plan and implement a Mathematics programme from year 7-13 with clear progressions and a detailed outline of what each year group should be covering under each strand.</p> <p>Because of this professional development the Mathematics department has more clarity and direction and endeavour to see progression in academic achievement in 2021.</p>
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Piopio College

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$2,342 (excluding GST). The funding was spent on sporting endeavours.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF PIOPIO COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Piopio College (the School). The Auditor-General has appointed me, Jonathan Hurst, using the staff and resources of Finnz Audit Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21 that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue & expense, statement of changes in net assets/equity, and statement of cashflows 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
 - financial performance and cashflows for the year then ended; and
 -
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity (PBE) Standards, Reduced Disclosure Regime.

Our audit was completed on 31st 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 Analysis of Variance Report, Kiwisport Note, and Trustee list, but does not include the financial statements, and our auditor's report thereon.

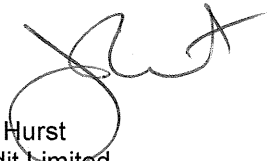
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Jonathan Hurst
Finnz Audit Limited
On behalf of the Auditor-General
Te Awamutu, New Zealand