



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	527
Principal:	Bill Feasey
School Address	Mt Cook Street, Twizel
School Postal Address:	Mt Cook Street, Twizel, 7901
School Phone:	03 435 0650
School Email:	office@twizel.school.nz

TWIZEL AREA SCHOOL

Annual Report - For the year ended 31 December 2019

Index

Page	Statement
	Financial Statements
1	Statement of Responsibility
2	Board of Trustees
3	Statement of Comprehensive Revenue and Expense
4	Statement of Changes in Net Assets/Equity
5	Statement of Financial Position
6	Statement of Cash Flows
7	Statement of Accounting Policies
12	Notes to the Financial Statements
	Other Information
	Analysis of Variance
	Kiwisport

Twizel Area School

Statement of Responsibility

For the year ended 31 December 2019

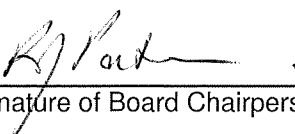
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

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


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

ROBERTA JOY PATTERSON
Full Name of Board Chairperson


Signature of Board Chairperson

6/8/2021
Date:

KATE STANFORD
Full Name of Principal


Signature of Principal

6/8/21
Date:

Twizel Area School

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How Position Gained	Held Until
Nyree Schaar	Parent Rep	Elected Member	May 2019
Paul Lloyd	Parent Rep	Elected Member	Dec 2020
Jen Purdie	Parent Rep	Elected Member	May 2019
Jason Swain	Parent Rep	Elected Member	May 2022
Dawn Ghoorah	Parent Rep	Selected Member	Oct 2019
Matt Hurst	Parent Rep	Elected Member	May 2020
Trish Alty	Parent Rep	Elected Member	May 2020
Nicola Graham	Parent Rep	Elected Member	Dec 2020
Bill Feasey	Principal	ex Officio	
Anneke Smit	Staff Rep	Elected	May 2022
Jacob Mayo	Student Rep	Elected	Sep 2019
Tom Grant	Student Rep	Elected	Sep 2020
Debra Hunter	Parent Rep	Elected Member	Dec 2020

On 16th December 2019 a Limited Statutory Manager, Madeleine Hawkesby was appointed to functions, powers and duties of the board, as an employer, to manage communications and to establish policies and procedures. The Board retains primary duty of care under Health and Safety Work Act 2015.

Twizel Area School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	3,274,931	2,447,503	2,994,331
Locally Raised Funds	3	328,961	162,270	201,521
Interest Income		4,958	5,000	5,063
		<u>3,608,850</u>	<u>2,614,773</u>	<u>3,200,915</u>
Expenses				
Locally Raised Funds	3	110,796	57,530	82,507
Learning Resources	4	2,240,334	1,647,978	1,847,652
Administration	5	167,971	159,473	133,866
Finance Costs		1,236	-	1,033
Property	6	720,086	503,636	818,733
Depreciation	7	137,381	92,500	130,814
Loss on Disposal of Property, Plant and Equipment		944	-	723
Transport		191,984	177,216	145,792
		<u>3,570,732</u>	<u>2,638,333</u>	<u>3,161,120</u>
Net Surplus / (Deficit)		38,118	(23,560)	39,795
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>38,118</u>	<u>(23,560)</u>	<u>39,795</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.



Twizel Area School**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	<u>1,127,897</u>	<u>1,127,897</u>	<u>1,081,809</u>
Total comprehensive revenue and expense for the year	38,118	(23,560)	39,795
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	17,290	-	6,293
Equity at 31 December	<u>1,183,305</u>	<u>1,104,337</u>	<u>1,127,897</u>
Retained Earnings	1,183,305	1,104,337	1,127,897
Equity at 31 December	<u>1,183,305</u>	<u>1,104,337</u>	<u>1,127,897</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.



Twizel Area School

Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	408,447	381,966	313,026
Accounts Receivable	9	129,748	127,248	127,248
GST Receivable		22,449	20,975	20,975
Prepayments		5,186	9,643	9,643
Inventories	10	25,460	28,053	28,053
Investments	11	142,637	138,176	138,176
		<u>733,927</u>	<u>706,061</u>	<u>637,121</u>
Current Liabilities				
Accounts Payable	13	199,691	136,109	136,109
Revenue Received in Advance	14	13,616	17,150	17,150
Provision for Cyclical Maintenance	15	106,342	106,961	106,961
Finance Lease Liability - Current Portion	16	6,859	12,066	12,066
Funds held for Capital Works Projects	17	-	69,836	69,836
		<u>326,508</u>	<u>342,122</u>	<u>342,122</u>
Working Capital Surplus/(Deficit)		407,419	363,939	294,999
Non-current Assets				
Property, Plant and Equipment	12	879,721	835,339	927,839
		<u>879,721</u>	<u>835,339</u>	<u>927,839</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	96,094	91,145	91,145
Finance Lease Liability	16	7,741	3,796	3,796
		<u>103,835</u>	<u>94,941</u>	<u>94,941</u>
Net Assets		<u>1,183,305</u>	<u>1,104,337</u>	<u>1,127,897</u>
Equity		<u>1,183,305</u>	<u>1,104,337</u>	<u>1,127,897</u>

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



Twizel Area School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		950,716	865,703	868,437
Locally Raised Funds		325,427	162,270	212,869
Goods and Services Tax (net)		(1,474)	-	(10,297)
Payments to Employees		(352,240)	(335,072)	(324,359)
Payments to Suppliers		(663,119)	(521,461)	(629,942)
Cyclical Maintenance payments in the Year		(19,181)	(15,000)	(3,458)
Interest Received		5,004	5,000	5,042
Net cash from / (to) the Operating Activities		245,133	161,440	118,292
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(77,432)	(92,500)	(153,104)
Purchase of Investments		(4,461)	-	(4,402)
Net cash from the Investing Activities		(81,893)	(92,500)	(157,506)
Cash flows from Financing Activities				
Furniture and Equipment Grant		17,290	-	6,293
Finance Lease Payments		(15,273)	-	(17,859)
Funds held for Capital Works Projects		(69,836)	-	(14)
Net cash from Financing Activities		(67,819)	-	(11,580)
Net increase/(decrease) in cash and cash equivalents		95,421	68,940	(50,794)
Cash and cash equivalents at the beginning of the year	8	313,026	313,026	363,820
Cash and cash equivalents at the end of the year	8	408,447	381,966	313,026

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 omitted.

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



Twizel Area School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

1.1. Reporting Entity

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

1.2. 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 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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



Cyclical Maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.



1.7. 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.

1.8. 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.

1.9. 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.

1.10. 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.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

1.11. Property, Plant and Equipment

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

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

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

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

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



Finance Leases

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

Depreciation

Property, plant and equipment 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	10–75 years
Furniture and equipment	5–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	5–10 years
Leased assets held under a Finance Lease	3–5 years
Library resources	10% Diminishing value

1.12. 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.

1.13. 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.

1.14. Employment 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



1.15. 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.

1.16. 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 Comprehensive Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

1.17. 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).

1.18. 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.19. 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.

1.20. Budget Figures

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

1.21. 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	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	598,399	579,811	572,897
Teachers' salaries grants	1,884,081	1,320,000	1,553,266
Use of Land and Buildings grants	463,128	261,800	555,013
Other MoE Grants	117,682	79,242	109,223
Transport grants	211,641	206,650	203,932
	<u>3,274,931</u>	<u>2,447,503</u>	<u>2,994,331</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	32,045	21,050	21,057
Fundraising	104,200	-	-
Bequests & Grants	2,532	2,000	23,432
Other revenue	142,845	76,670	76,327
Transport Revenue	1,088	22,000	23,073
Trading	13,193	11,800	13,520
Activities	33,058	28,750	44,112
	<u>328,961</u>	<u>162,270</u>	<u>201,521</u>
Expenses			
Activities	38,432	32,130	48,860
Trading	14,352	11,500	14,677
Fundraising (costs of raising funds)	43,125	-	-
Transport (local)	14,887	13,900	18,970
	<u>110,796</u>	<u>57,530</u>	<u>82,507</u>
<i>Surplus for the year Locally raised funds</i>	<u>218,165</u>	<u>104,740</u>	<u>119,014</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	112,036	120,196	91,104
Equipment repairs	392	300	217
Information and communication technology	33,203	25,000	27,628
Extra-curricular activities	-	-	2,100
Library resources	6,532	3,100	4,134
Employee benefits - salaries	2,065,538	1,467,582	1,699,645
Staff development	22,633	31,800	22,824
	<u>2,240,334</u>	<u>1,647,978</u>	<u>1,847,652</u>



5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,627	4,492	4,492
Board of Trustees Fees	2,150	5,000	3,545
Board of Trustees Expenses	8,698	11,200	2,351
Communication	7,083	6,910	6,198
Consumables	30,839	26,300	16,251
Legal Fees	3,083	-	-
Other	11,172	6,421	5,859
Employee Benefits - Salaries	80,300	81,150	79,251
Insurance	14,509	13,500	11,584
Service Providers, Contractors and Consultancy	5,510	4,500	4,335
	<u>167,971</u>	<u>159,473</u>	<u>133,866</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	7,258	10,200	11,504
Cyclical Maintenance Provision	23,511	15,000	20,886
Grounds	17,922	15,400	21,107
Heat, Light and Water	67,020	66,000	58,386
Rates	1,809	1,300	1,708
Repairs and Maintenance	37,678	25,796	57,683
Use of Land and Buildings	463,128	261,800	555,013
Security	2,505	1,800	567
Employee Benefits - Salaries	99,255	106,340	91,879
	<u>720,086</u>	<u>503,636</u>	<u>818,733</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 of Property, Plant and Equipment

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	15,065	12,000	15,064
Furniture and Equipment	27,597	20,000	25,035
Information and Communication Technology	40,758	30,000	38,106
Motor Vehicles	22,416	20,000	22,517
Textbooks	540	500	542
Leased Assets	17,689	5,000	16,600
Library Resources	13,316	5,000	12,950
	<u>137,381</u>	<u>92,500</u>	<u>130,814</u>

8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	140	-	140
Bank Current Account	385,818	381,966	290,782
Bank Call Account	22,489	-	22,104
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>408,447</u>	<u>381,966</u>	<u>313,026</u>

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



9. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables from the Ministry of Education	-	22,994	22,994
Interest Receivable	524	570	570
Teacher Salaries Grant Receivable	129,224	103,684	103,684
	<u>129,748</u>	<u>127,248</u>	<u>127,248</u>
Receivables from Exchange Transactions	524	570	570
Receivables from Non-Exchange Transactions	129,224	126,678	126,678
	<u>129,748</u>	<u>127,248</u>	<u>127,248</u>

10. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	2,000	1,900	1,900
Other	23,460	26,153	26,153
	<u>25,460</u>	<u>28,053</u>	<u>28,053</u>

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	142,637	138,176	138,176
Total Investments	<u>142,637</u>	<u>138,176</u>	<u>138,176</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Land	91,630	-	-	-	-	91,630
Building Improvements	413,928	-	-	-	(15,065)	398,863
Furniture and Equipment	99,132	31,186	-	-	(27,597)	102,721
Information and Communication	105,636	28,697	-	-	(40,758)	93,575
Motor Vehicles	78,281	-	-	-	(22,416)	55,865
Textbooks	2,370	-	-	-	(540)	1,830
Leased Assets	20,310	12,775	-	-	(17,689)	15,396
Library Resources	116,552	17,549	(944)	-	(13,316)	119,841
Balance at 31 December 2019	<u>927,839</u>	<u>90,207</u>	<u>(944)</u>	<u>-</u>	<u>(137,381)</u>	<u>879,721</u>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Land	91,630	-	91,630
Building Improvements	607,534	(208,671)	398,863
Furniture and Equipment	649,325	(546,604)	102,721
Information and Communication	460,200	(366,625)	93,575
Motor Vehicles	231,107	(175,242)	55,865
Textbooks	17,037	(15,207)	1,830
Leased Assets	74,408	(59,012)	15,396
Library Resources	392,009	(272,168)	119,841
Balance at 31 December 2019	<u>2,523,250</u>	<u>(1,643,529)</u>	<u>879,721</u>

The net carrying value of equipment held under a finance lease is \$15,396 (2018: \$20,310)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Land	91,630	-	-	-	-	91,630
Building Improvements	428,992	-	-	-	(15,064)	413,928
Furniture and Equipment	76,155	48,012	-	-	(25,035)	99,132
Information and Communication	99,918	43,824	-	-	(38,106)	105,636
Motor Vehicles	58,458	42,340	-	-	(22,517)	78,281
Textbooks	2,912	-	-	-	(542)	2,370
Leased Assets	29,576	7,334	-	-	(16,600)	20,310
Library Resources	112,403	17,822	(723)	-	(12,950)	116,552
Balance at 31 December 2018	900,044	159,332	(723)	-	(130,814)	927,839

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Land	91,630	-	91,630
Building Improvements	607,534	(193,606)	413,928
Furniture and Equipment	618,139	(519,007)	99,132
Information and Communication	431,502	(325,866)	105,636
Motor Vehicles	231,107	(152,826)	78,281
Textbooks	17,037	(14,667)	2,370
Leased Assets	73,070	(52,760)	20,310
Library Resources	377,519	(260,967)	116,552
Balance at 31 December 2018	2,447,538	(1,519,699)	927,839

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	33,382	4,266	4,266
Accruals	5,320	5,166	5,166
Employee Entitlements - salaries	132,265	103,947	103,947
Employee Entitlements - leave accrual	28,724	22,730	22,730
	199,691	136,109	136,109
Payables for Exchange Transactions	199,691	136,109	136,109
	199,691	136,109	136,109

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	13,616	17,150	17,150
	13,616	17,150	17,150



15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	198,106	198,106	180,678
Increase/ (decrease) to the Provision During the Year	23,511	-	20,886
Use of the Provision During the Year	(19,181)	-	(3,458)
Provision at the End of the Year	202,436	198,106	198,106
Cyclical Maintenance - Current	106,342	106,961	106,961
Cyclical Maintenance - Term	96,094	91,145	91,145
	202,436	198,106	198,106

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	7,999	12,706	12,706
Later than One Year and no Later than Five Years	8,348	4,083	4,083
	16,347	16,789	16,789

17. Funds Held for Capital Works

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution \$	Closing Balances \$
Doors Replacement	Completed	3,647	-	3,647	-	-
Acoustics	Completed	66,189	-	66,189	-	-
Totals		69,836	-	69,836	-	-

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution \$	Closing Balances \$
Toilet redevelopment	Completed	69,850	4,255	74,105	-	-
Doors Replacement	In Progress	-	54,644	50,997	-	3,647
Acoustics	In Progress	-	66,189	-	-	66,189
Totals		69,850	125,088	125,102	-	69,836

18. 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.



19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	2,150	3,545
Full-time equivalent members	0.36	0.18
<i>Leadership Team</i>		
Remuneration	392,593	339,983
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	394,743	343,528
Total full-time equivalent personnel	3.36	3.18

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	160-170	130 - 140
Benefits and Other Emoluments	15-20	15 - 20
Termination Benefits	0 - 0	0 - 0

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	1.00	-
110 -120	1.00	-
	2.00	-

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

20. Compensation and Other Benefits Upon Leaving

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

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



21. 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.

22. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating contracts:

23. 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.

24. 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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	408,447	381,966	313,026
Receivables	129,748	127,248	127,248
Investments - Term Deposits	142,637	138,176	138,176
Total Financial assets measured at amortised cost	680,832	647,390	578,450

Financial liabilities measured at amortised cost

Payables	199,691	136,109	136,109
Finance Leases	14,600	15,862	15,862
Total Financial liabilities measured at amortised Cost	214,291	151,971	151,971



25. Events After Balance Date

Impact from COVID-19

On the 11th March 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on the 26th 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.

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

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

Appointment of Commissioner

On 16th December 2019 a Limited Statutory Manager, Madeleine Hawkesby was appointed to functions, powers and duties of the board, as an employer, to manage communications and to establish policies and procedures. She was appointed as commissioner 26 March 2020 with the Board being disbanded on that date.

26. Comparatives

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

27. 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:

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.

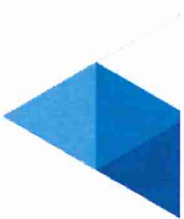
Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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

28. Breach of Deadline

The Board of Trustees has failed to comply with section 87C of the Education Act 1989 in that the Board did not report by 31 May 2020, the date fixed by the Ministry of Education, by which schools were required to have sent their financial statements to the Ministry of Education. The delay was due to a nationwide lockdown commenced on 26 March 2020 after the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic.





Analysis of Variance Reporting

School Name:		Twizel Area School	School Number:	0527
Strategic Aim:		Strong academic progress and rich learning experiences through a broad range of cultural, sporting and outdoor/environmental opportunities.		
Annual Aim:		Developing independent learners in Years 7 to 10 cohort. Tino rangatiratanga – Self-determination.		
Target:		To work with students to improve 'Managing self' in order to develop independent learning in years 7 – 10.		
Baseline Data:		The New Zealand Curriculum uses the five key competencies as key to learning in every curriculum area. Developing the competencies should support successful learning.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>																								
1. Students choose 2 areas of managing self which they feel will improve their ability to “manage their own learning”	The five competencies are Managing self, Participation and contributing, relating to others, Using language, symbols and texts, and Thinking.	Of the three aspects of the competencies, Participating and Contributing, Relating to Others and Managing Self, summarised in this report Managing Self was the initial focus.	As students progress through the year levels there has been an increasing awareness of the goals and expectations for cultural, sporting and academic activities.																								
2. Establish student self-assessment, peer assessment and teacher assessment models. Students set goals for self-management in conjunction with their teachers.	Students providing feedback (Peer appraisal) on individual and group presentations of work.	A preliminary/longitudinal evaluation has been made for Participation and Contributing for 2019 and 2020. Two early events were measured, Swimming and Athletics, and the results show an overall slight improvement for Athletics but no change for Swimming.	Staff encourage an ‘Opt In’ culture for students. This is an important mindset when inculcating new students to the school.																								
3. Teachers identify programmes/aspects of work that will support the target of student self-determination. (Individual goals may alter throughout the year)	Debriefing after EOTC activities with students. Options of distance.		Staff need to reinforce an expectation that students can be part of a group.																								
4. Review existing programmes and tailor these to meet the target, plan to work with students to enable them to meet personal goals.	Making provision for students to specifically target their learning passion, eg Te Reo studies for some students.	However, both athletics and swimming did show increases in participation. This is denoted by the average points scored by students. Athletics has gone up by 0.34 points (4%) per student and swimming by 0.88 points (45%) per student.	Staff need to reinforce to students that they can set themselves personal challenges and that the end-result is only part of the process.																								
5. Teachers providing opportunities to support the self-management of the students.	Teachers providing opportunities for students to target their individual self-determination. Review/reconsider at time of three-way conferences.	Students indicated a positive opinion for their own placement on any continuum or self-evaluation.	Staff need to reinforce to the students that learning a journey is about stretching each student’s ability and letting them face challenges that are both realistic but also aspirational.																								
6. Syndicate meetings to discuss and monitor students’ developing self-management strategies	Group work for students to present Participation and contribution (PC), as well as Relating to Others (RO). House and class events where PC and RO are key indicators.		If staff can support the opt-in mentality from students then this application could be reflected in the NCEA results.																								
7. Analyse data to inform success or otherwise of strategies and plan for 2020. This can include anecdotal feedback from some students.	Data was collected from student, parent and teacher conferencing and subsequent reports, self-evaluation and summaries of events.	Participation rates appeared satisfactory for physical activities with fractionally under 80% and close to 90% of students engaged and being part of a group.	Recent NCEA results have indicated that good proportion of students are achieving at Merit or above. This has been consistent for Level 1 and is now flowing through to Level 2. For some students Level 3 becomes increasingly difficult to work at the Merit/Excellence																								
8. Teachers can further their own personal learnings and understandings of tino rangatiratanga through inquiry using the COL inquiry umbrella of student agency - this will further support them in working with students to build self-determination.	Data: Participation and Contribution rates for: <table><tr><td></td><td>2019</td><td>2020</td></tr><tr><td>Athletics</td><td></td><td></td></tr><tr><td>Male</td><td>89%</td><td>90%</td></tr><tr><td>Female</td><td>88%</td><td>90%</td></tr><tr><td>Overall</td><td>89%</td><td>90%</td></tr><tr><td>Pts/Stud</td><td>9.19</td><td>9.53</td></tr><tr><td>Swimming</td><td></td><td></td></tr><tr><td>Male</td><td>84%</td><td>86%</td></tr></table>		2019	2020	Athletics			Male	89%	90%	Female	88%	90%	Overall	89%	90%	Pts/Stud	9.19	9.53	Swimming			Male	84%	86%	The overall Participation and Contribution competencies for cultural, activities and academic showed a positive engagement. The lower end of the evaluation was minimal, at 2%	
	2019	2020																									
Athletics																											
Male	89%	90%																									
Female	88%	90%																									
Overall	89%	90%																									
Pts/Stud	9.19	9.53																									
Swimming																											
Male	84%	86%																									

	<p>Female 79% 78%</p> <p>Overall 82% 82%</p> <p>Pts/Stud 1.97 2.85</p> <p><u>Evaluations: Three-way conferences and student contribution.</u></p> <p><u>Participation and Contributing</u></p> <p>Always 46%</p> <p>Usually 52%</p> <p>Seldom 2%</p> <p><u>Relating to Others</u></p> <p>Always 49%</p> <p>Usually 43%</p> <p>Seldom 8%</p> <p><u>Managing Self</u></p> <p>Always 44%</p> <p>Usually 43%</p> <p>Seldom 13%</p> <p><u>Managing Self (Break down by Year group)</u></p> <p><u>Always</u></p> <table> <tr> <td>Y7</td><td>Y8</td><td>Y9</td><td>Y10</td></tr> <tr> <td>54%</td><td>57%</td><td>50%</td><td>22%</td></tr> </table> <p><u>Usually</u></p> <table> <tr> <td>Y7</td><td>Y8</td><td>Y9</td><td>Y10</td></tr> <tr> <td>42%</td><td>36%</td><td>38%</td><td>67%</td></tr> </table> <p><u>Needs Work</u></p> <table> <tr> <td>Y7</td><td>Y8</td><td>Y9</td><td>Y10</td></tr> <tr> <td>4%</td><td>7%</td><td>13%</td><td>11%</td></tr> </table> <p><u>Self-Evaluations:</u></p> <p><u>Participating and Contributing</u></p> <p>(sample size 25)</p> <p>Always 80%</p> <p>Usually 10%</p> <p>Seldom 10%</p> <p><u>Relating to Others</u></p> <p>Always 70%</p>	Y7	Y8	Y9	Y10	54%	57%	50%	22%	Y7	Y8	Y9	Y10	42%	36%	38%	67%	Y7	Y8	Y9	Y10	4%	7%	13%	11%	<p>The Always and Usually responses were strong.</p> <p>As Managing Self was the focus for the target the results show the widest discrepancy between the self-evaluations to the collective evaluations, 13% and 0%.</p> <p>For all of the comparisons in this data there could be a tendency for students to consider they have made significant attempts to meet a standard of Participating and Contributing, relating to Others, and Managing Self.</p> <p>As indicated in the teacher/student evaluations for Self-Management Year 7 students were 96% always or usually managing themselves.</p> <p>The figures for Year 8, 9 and 10 were 93%, 88% and 89% respectively.</p> <p>The outstanding result of this data was that only 22% of Year 10 always self-managed but this transferred to 67% as usually self-managing.</p> <p>This change for the Year 10 students could have been influenced by some subject teachers exposing students to National Certificate of Educational Achievement (NCEA) Level 1 work.</p>	
Y7	Y8	Y9	Y10																								
54%	57%	50%	22%																								
Y7	Y8	Y9	Y10																								
42%	36%	38%	67%																								
Y7	Y8	Y9	Y10																								
4%	7%	13%	11%																								

Usually 20%
Seldom 10%
Managing Self
Always 80%
Usually 20%
Seldom 0%

Planning for next year:

Staff to reinforce to students the five key competencies within their areas of the TAS curriculum.

Analysis of Variance Reporting



School Name:	Twizel Area School	School Number:	0527
Strategic Aim:	Ensure that the majority of students will achieve at or exceed NZC expectations in reading, writing and mathematics.		
Annual Aim:	Junior School goal: Provide quality teaching and learning opportunities across a rich curriculum with focus on reading, writing and mathematics learning.		
Target:	To move an identified group of seven Year 5 students in mathematics and eight Year 5 students in writing to the appropriate levels of the NZC by December 2019		
Baseline Data:	Analysis of Years 1 – 10 maths and writing data at the end of 2018 indicated that some year four students were below the NZC level expectations for their year group. Out of the 22 Year 4 students seven were at early Stage 5 maths level or below and had only reached level 2B (NZC) in writing. One of these students had ESOL and was new to the school.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Assessment data was reviewed by staff to determine the particular learning needs of the target students. Teachers and students formed goals and strategies necessary to reach the learning targets. These goals were shared with parents/care-givers.</p> <p>Deliberate acts of teaching to the specific needs of these students was then undertaken. This included the ALiM and ALL programmes run over Terms 2 and 3. Teachers also provided opportunities for plenty of practice in a variety of writing genres and rich mathematical problem-solving material for these students. We encouraged this to happen both at home and at school. We moderated and analysed the end-of-year data to inform of progress against the target.</p>	<p>In writing the targeted seven students achieved the following: All were originally at Level 2 basic (2B). Three moved to Level 2 proficient (2P) and the other four achieved Level 2 advanced (2A).</p> <p>In maths the students were originally at early stage 5 or below. By December, one student remained at Stage 4, two were at early Stage 5, one at middle 5, two at high 5 and one early stage 6.</p>	<p>These seven students have a history of struggling in both maths and writing and are at risk of not achieving in both areas. We felt that it was important that they received the double benefit of the subjects taken by their homeroom teacher as well as specific tuition in accelerated learning programmes for both maths and literacy.</p> <p>Four out of the seven students moved two sub-levels in writing and four consolidated at high stage 5 or early stage 6 in maths.</p> <p>One student had a number of absences throughout the year and therefore did not receive the full benefit of both the homeroom and accelerate learning.</p> <p>The two other students who did not make sufficient progress had difficulty concentrating for any length of time or chose not to fully engage in the programmes presented.</p>	<p>Despite providing accelerated programmes, rich maths tasks and authentic, one to one, writing opportunities, some students don't appear to be ready to take the opportunities offered. Those students with positive learning attitudes showed real progress and gained a lot from their learning in maths and writing this year.</p> <p>We want to continue with ALL and ALiM and have indicated this to our board of trustees as well as the MOE. Providing students with the opportunity to meet these subjects both in homeroom and with a trained ALL or ALiM teacher has a positive spin-off not only for their progress and achievement but also in changes of attitude.</p>
<p>Planning for next year</p> <p>Some of the students in this group are still 'at risk'. We will need to monitor their progress carefully to ensure that they have the opportunities in the future to achieve to the level of their peers.</p>			

School Name:	Twizel Area School	School Number:	527
Strategic Aim:	Ensure that the majority of students will achieve at or exceed national expectations.		
Annual Aim:	To instigate student wellbeing as a cornerstone to the achievement and quality of student work in 2019.		
Target:	Improve student well-being, in conjunction with student group (Executive Council). Look at needs of students to enhance resilience- leading to quality of performance. Implement a 50 minute period on Fridays to cater for well-being of senior students. Ongoing student contributions to development programmes.		
Baseline Data:	Qualitative feeling that students in 2018 were not as full of wellbeing as they should be. Quantitatively, (using teacher observation and knowledge, not clinical diagnoses) 8 of 18 leavers had some sort of general wellbeing issues with 3 of these being a little more serious.		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Introduced the 'five ways to Wellbeing'- toolkit (from Mental Health Foundation NZ) as the school model when looking at wellbeing.</p>	<p>Delivered as part of a regular 50min teaching slot each Friday, to all yr11-13 students.</p> <p>Mostly based on teacher judgement- observation, plus survey. Students engaged in meaningful conversations (guided by staff). Took part in many different activities ranging from 'Attitude' organisation- speaker- to self-directed tasks involved in 'giving'.</p> <p>The wellbeing model gave the students a point of reference and a common shared language, when discussing issues around health and wellbeing.</p>	<p>Student engagement at non compulsory events increased.</p> <p>Students engaged in open and frank discussions with teachers in a safe environment. This empowered students (particularly student leaders)</p>	<p>Continue to give a specific time slot to wellbeing yr11-13</p>
<p>Students (11-13) Executive Council involved in developing a programme around topics that were seen as valuable for potential school leavers Ranging from how to deal with stress- simple tenancy law.</p>	<p>Having student voice increased 'buy in'- teacher observed at times where students were asked to engage during their own time.</p>	<p>Year 12, Level 2 NCEA students- 100% pass rate (an increase in achievement)</p> <p>Year 11, Level 1 NCEA - all but one student passing.</p> <p>Did the teaching of wellbeing and the strategies put in place contribute to the achievement?</p>	<p>Continue to develop Kapa Haka- teaching by senior students in to the junior school?</p>
<p>Introduced new Waiata and Haka- as part of identity and belonging.</p>	<p>Students sense of belonging increased- a sense of Mana. Senior students seeing the Waiata and Tiki Tonu haka as a 'rite of passage' Students (all 11-13) performing numerous occasions through the year. in the community and at school.</p>	<p>Is clearly difficult to measure as often the process is about judgement. However, student positive wellbeing should be considered as a factor in achievement data.</p>	<p>Continue to give 'student voice'</p> <p>P.D for staff involved</p>
Planning for next year:			

Kiwisport Funding

School Name: Twizel Area School

Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2019, the school received total Kiwisport funding of \$3806.54 (excluding GST).

The funding was spent on travel to numerous events, sports entries, tennis coaching and equipment.

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF TWIZEL AREA SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Twizel Area School (the School). The Auditor-General has appointed me, Andrew Hastie, using the staff and resources of Nexia Audit Christchurch, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 6th August 2021. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.

- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on Analysis of Variance and Kiwisport Statement 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.



Andrew Hastie

Nexia Audit Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand