

OTUMOETAI COLLEGE

GROUP ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 120

Principal: Russell Gordon

School Address: 105 Windsor Road, Bellevue, Tauranga 3110

School Postal Address: PO Box 8033, Cherrywood, Tauranga 3145

School Phone: 07 576 2316

School Email: office@otc.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Russ Browne	Chair Person	Appointed	Jun-22
Russell Gordon	Principal ex Officio	Appointed	
Matthew King	Parent Representative	Appointed	Jun-22
Gavin Frost	Parent Representative	Co-opted	Jun-22
Bryce Lawrence	Parent Representative	Appointed	Jun-22
Lisa Adams	Parent Representative	Co-opted	May-23
Hemi Tipene	Parent Representative	Appointed	Feb-20
Josia Vickers	Student Representative	Appointed	Sep-21
Jarrod Ong	Student Representative	Appointed	Sep-20
Sharon de Luca	Parent Representative	Appointed	May-20
Eloise Stephen	Staff Representative		Jun-22

Accountant / Service Provider: Pip Palmer

OTUMOETAI COLLEGE

Group Annual Report - For the year ended 31 December 2020

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Otumoetai College

Statement of Responsibility

For the year ended 31 December 2020

The Board of Trustees accepts responsibility for the preparation of the annual consolidated financial statements and the judgements used in these consolidated 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 group's financial reporting.

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

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

Mathias Stephen King
Full Name of Board Chairperson


Signature of Board Chairperson

31/5/2021
Date:

Russell John Gordon
Full Name of Principal


Signature of Principal

31/5/21
Date:

Otumoetai College
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

	Notes	2020	School	2019	2020	Group	2019
		Actual	2020	Actual	Actual	2020	Actual
		\$	Budget	\$	\$	Budget	\$
			(Unaudited)			(Unaudited)	
			\$			\$	
Revenue							
Government Grants	2	18,666,973	16,553,027	16,866,949	18,666,973	16,553,027	16,866,949
Locally Raised Funds	3	895,335	1,386,594	1,773,756	891,335	1,382,594	1,769,856
Interest Earned		82,944	105,000	138,948	87,328	109,000	143,679
Gain on Sale of Property, Plant and Equipment		24,106	15,000	28	24,106	15,000	28
International Students	4	802,567	1,218,574	1,272,334	802,567	1,218,574	1,272,334
Other Revenue		15,828	-	820	15,828	-	820
Total revenue		20,487,753	19,278,195	20,052,835	20,488,137	19,278,195	20,053,666
Expenses							
Locally Raised Funds	3	914,423	1,190,505	1,108,327	914,423	1,190,505	1,108,327
International Students	4	286,485	463,373	561,331	286,485	463,373	561,331
Learning Resources	5	14,240,008	13,032,928	13,598,677	14,240,008	13,032,928	13,598,677
Administration	6	913,512	1,007,014	1,134,142	913,512	1,007,014	1,134,142
Finance		14,500	-	22,139	14,500	-	22,139
Property	7	3,292,091	3,242,097	2,769,758	3,292,091	3,242,097	2,769,758
Depreciation	8	865,459	780,000	902,514	865,459	780,000	902,514
Loss on Disposal of Property, Plant and Equipment		82	-	1,526	82	-	1,526
Total expenses		20,526,560	19,715,917	20,098,414	20,526,560	19,715,917	20,098,414
Net Surplus / (Deficit) for the year		(38,807)	(437,722)	(45,579)	(38,423)	(437,722)	(44,748)
Other Comprehensive Revenue and Expenses							
<i>Item that will not be reclassified to surplus(deficit)</i>							
Gain on equity investment revaluations	27	6,160	-	8,365	6,160	-	8,365
Total other comprehensive revenue and expense		6,160	-	8,365	6,160	-	8,365
Total Comprehensive Revenue and Expense for the Year		(32,647)	(437,722)	(37,214)	(32,263)	(437,722)	(36,383)

The above Consolidated Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

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

	Notes	Actual	School Budget	Actual	Actual	Group Budget	Actual
		2020	(Unaudited)	2019	2020	(Unaudited)	2019
		\$	\$	\$	\$	\$	\$
Balance at 1 January		6,616,422	6,616,422	6,579,511	6,934,964	6,934,964	6,897,221
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-	-	-	-
Adjusted balance at 1 January		6,616,422	6,616,422	6,579,511	6,934,964	6,934,964	6,897,221
Total comprehensive revenue and expense for the year		(32,647)	(437,722)	(37,214)	(32,263)	(437,722)	(36,383)
<i>Capital Contributions from the Ministry of Education</i>							
Contribution - Furniture and Equipment Grant		-	-	74,126	-	-	74,126
Equity at 31 December	27	6,583,775	6,178,700	6,616,422	6,902,701	6,497,242	6,934,964
Retained Earnings		6,542,625	6,178,700	6,581,432	6,861,551	6,497,242	6,899,974
Reserves		41,150	-	34,990	41,150	-	34,990
Equity at 31 December		6,583,775	6,178,700	6,616,422	6,902,701	6,497,242	6,934,964
Reserve Movements Analysis							
Accumulated surplus/(deficit)							
Balance at 1 January		6,581,432	6,616,422	6,552,885	6,899,974	6,934,964	6,870,596
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-	-	-	-
Adjusted balance at 1 January		6,581,432	6,616,422	6,552,885	6,899,974	6,934,964	6,870,596
Equity investment revaluation reserve transfer on disposal		-	-	-	-	-	-
Furniture & Equipment grant		-	-	74,126	-	-	74,126
Surplus/(deficit) for the year		(38,807)	(437,722)	(45,579)	(38,423)	(437,722)	(44,748)
Balance 31 December		6,542,625	6,178,700	6,581,432	6,861,551	6,497,242	6,899,974
Equity investment revaluation reserves							
Balance at 1 January		34,990	-	26,625	34,990	-	26,625
Net change in fair value		6,160	-	8,365	6,160	-	8,365
Transfer to accumulated surplus/deficit on disposal		-	-	-	-	-	-
Balance 31 December		41,150	-	34,990	41,150	-	34,990
Total equity		6,583,775	6,178,700	6,616,422	6,902,701	6,497,242	6,934,964

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

Otumoetai College
Statement of Financial Position
As at 31 December 2020

	Notes	2020 Actual \$	School 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets							
Cash and Cash Equivalents	9	735,334	241,686	560,694	1,054,260	560,228	878,896
Accounts Receivable	10	1,090,845	101,000	1,118,353	1,090,845	101,000	1,118,693
Funds due for Capital Works Projects	20	27,688	-	87,542	27,688	-	87,542
Prepayments		51,822	77,497	146,314	51,822	77,497	146,313
Inventories	11	684	4,508	747	684	4,508	747
Investments	12	4,150,000	4,600,000	3,900,000	4,150,000	4,600,000	3,900,000
		<u>6,056,372</u>	<u>5,024,691</u>	<u>5,813,650</u>	<u>6,375,298</u>	<u>5,343,233</u>	<u>6,132,191</u>
Current Liabilities							
GST Payable		68,116	28,000	19,756	68,116	28,000	19,756
Accounts Payable	14	1,256,488	1,440,913	1,109,640	1,256,488	1,440,913	1,109,640
Revenue Received in Advance	15	571,492	869,491	900,278	571,492	869,491	900,278
Provision for Cyclical Maintenance	16	20,041	-	41,727	20,041	-	41,727
Painting Contract Liability - Current Portion	17	32,889	15,000	55,137	32,889	15,000	55,137
Finance Lease Liability - Current Portion	18	84,092	170,000	121,935	84,092	170,000	121,935
Funds held in Trust	19	302,748	-	738,477	302,748	-	738,477
Funds held for Capital Works Projects	20	516,477	-	-	516,477	-	-
Funds for Teen Parenting Unit	21	126,654	-	73,890	126,654	-	73,890
		<u>2,978,997</u>	<u>2,523,404</u>	<u>3,060,839</u>	<u>2,978,997</u>	<u>2,523,404</u>	<u>3,060,839</u>
Working Capital Surplus/(Deficit)		3,077,375	2,501,287	2,752,811	3,396,301	2,819,829	3,071,352
Non-current Assets							
Investments	12	62,485	47,413	56,325	62,485	47,413	56,325
Property, Plant and Equipment	13	3,655,071	3,750,000	4,025,069	3,655,071	3,750,000	4,025,069
Intangible Assets	14	-	-	-	-	-	-
		<u>3,717,556</u>	<u>3,797,413</u>	<u>4,081,394</u>	<u>3,717,556</u>	<u>3,797,413</u>	<u>4,081,394</u>
Non-current Liabilities							
Provision for Cyclical Maintenance	16	179,310	120,000	142,645	179,310	120,000	142,645
Finance Lease Liability	18	31,846	-	75,138	31,846	-	75,138
		<u>211,156</u>	<u>120,000</u>	<u>217,783</u>	<u>211,156</u>	<u>120,000</u>	<u>217,783</u>
Net Assets		6,583,776	6,178,700	6,616,422	6,902,701	6,497,242	6,934,964
Equity:							
Accumulated surplus/deficit	27	6,542,625	6,178,700	6,581,432	6,861,551	6,497,242	6,899,974
Equity investment revaluation reserves	27	41,150	-	34,990	41,150	-	34,990
Total equity		6,583,775	6,178,700	6,616,422	6,902,701	6,497,242	6,934,964

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

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

	Notes	School		Group		
		2020	2020	2019	2020	2019
		Actual	Budget	Actual	Actual	Actual
		\$	(\$)	\$	\$	\$
Cash flows from Operating Activities						
Government Grants		4,940,316	4,412,905	3,922,073	4,940,316	3,922,073
Locally Raised Funds		1,181,951	2,053,546	1,424,427	1,177,951	1,420,524
International Students		366,858	782,214	1,259,760	366,858	1,259,760
Goods and Services Tax (net)		48,360	8,244	(6,957)	48,360	(6,957)
Funds Administered on Behalf of Third Parties		(382,965)	(812,367)	(2,696)	(382,965)	(2,696)
Payments to Employees		(3,478,204)	(2,695,532)	(3,240,622)	(3,478,204)	(3,240,623)
Payments to Suppliers		(2,303,087)	(2,884,527)	(3,274,059)	(2,303,088)	(3,274,059)
Cyclical Maintenance Payments in the year		(34,829)	(64,372)	(55,435)	(34,829)	(55,436)
Interest Paid		(14,500)	-	(22,139)	(14,500)	(22,139)
Interest Received		113,799	138,107	160,794	118,523	165,576
Net cash from / (to) the Operating Activities		437,699	938,218	165,145	438,422	166,023
Cash flows from Investing Activities						
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		30,007	15,000	71,634	30,007	71,634
Purchase of Property Plant & Equipment (and Intangibles)		(453,568)	(505,016)	(604,549)	(453,568)	(604,549)
Purchase of Investments		(250,000)	(700,000)	(200,000)	(250,000)	(200,000)
Net cash from / (to) the Investing Activities		(673,561)	(1,190,016)	(732,915)	(673,561)	(732,915)
Cash flows from Financing Activities						
Furniture and Equipment Grant		-	-	82,491	-	82,491
Finance Lease Payments		(108,753)	(27,073)	(122,767)	(108,753)	(122,767)
Painting contract payments		(57,076)	(40,137)	(55,961)	(57,076)	(55,961)
Funds Held for Capital Works Projects	20	576,331	-	7,346	576,331	7,346
Net cash from Financing Activities		410,502	(67,210)	(88,891)	410,502	(88,891)
Net increase/(decrease) in cash and cash equivalents		174,640	(319,008)	(656,661)	175,363	(655,783)
Cash and cash equivalents at the beginning of the year	9	560,694	560,694	1,217,355	878,896	1,534,679
Cash and cash equivalents at the end of the year	9	735,334	241,686	560,694	1,054,259	878,896

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

Otumoetai College

Notes to the Group Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Otumoetai College 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 Otumoetai College (the 'Group') consists of Otumoetai College and its subsidiary trust. The subsidiary is a School Trust ('Trust') which supports the school by raising funds and making donations for the school.

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

Basis of Consolidation

The group financial statements are prepared by adding together like items of assets, liabilities, equity, revenue, expenses, and cash flows of entities in the group on a line-by-line basis. All intra-group balances, transactions, revenue, and expenses are eliminated on consolidation.

Details of investment in subsidiaries are set out in Note 30.

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 consolidated 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 Group 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 Group qualifies for Tier 2 as the group 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 consolidated financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

Presentation Currency

These consolidated 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 consolidated 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 16.

Useful lives of property, plant and equipment

The Group reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The Group 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 13.

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.

Consolidation of entities

The Group consolidates entities based on whether the School has established control of the subsidiary. The subsidiaries which are controlled are disclosed at Note 30.

c) Revenue Recognition

Government Grants

The Group 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 Group 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 Group has the rights to the funding in the salary period they relate to. The grants are not received in cash by the Group 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 Group uses the land and buildings. These are not received in cash by the Group 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 Group 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 Group.

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 Group operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The Group'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 Consolidated 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 comprised of Canteen stock. 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 Consolidated 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.

Equity investments are designated at initial recognition at fair value through other comprehensive revenue and expense. They are initially measured at fair value plus transaction costs. They are subsequently measured at their fair value with gains and losses recognised in other comprehensive revenue and expense. When sold, the cumulative gain or loss previously recognised in other comprehensive revenue and expense is transferred within equity to accumulated surplus/(deficit).

The Group has met the requirements of Section 154 (2)(b)(ii) of the Education and Training Act 2020 in relation to the acquisition of investment securities.

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Consolidated 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 Consolidated 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 Consolidated Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the Group 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.

m) 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.

n) Revenue Received in Advance

Revenue received in advance relates to fees received from [international, hostel students and grants received] (delete as appropriate) where there are unfulfilled obligations for the Group to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

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

o) Funds Held in Trust

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

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

q) Provision for Cyclical Maintenance

The property from which the Group 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 Group sites in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the Group, 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).

r) Financial Instruments

The Group'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 Group'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 consolidated 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 consolidated statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Operational Grants	3,871,655	3,866,893	3,657,197	3,871,655	3,866,893	3,657,197
Teachers' Salaries Grants	11,563,257	10,000,000	10,733,585	11,563,257	10,000,000	10,733,585
Use of Land and Buildings Grants	2,222,269	2,200,000	1,919,797	2,222,269	2,200,000	1,919,797
Resource Teachers Learning and Behaviour Grants	-	-	31,333	-	-	31,333
Other MoE Grants	853,052	361,200	251,053	853,052	361,200	251,053
Transport Grants	2,000	5,000	3,843	2,000	5,000	3,843
Other Government Grants	154,740	119,934	270,141	154,740	119,934	270,141
	18,666,973	16,553,027	16,866,949	18,666,973	16,553,027	16,866,949

The school has opted in to the donations scheme for this year. Total amount received was \$273,450.

Other MOE Grants total includes additional COVID-19 funding totalling \$144,945 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Revenue						
Donations	42,471	302,190	117,560	38,471	298,190	113,660
Other Revenue	132,797	75,623	281,212	132,797	75,623	281,212
Trading	241,846	728,281	312,964	241,846	728,281	312,964
Activities	478,221	280,500	1,062,020	478,221	280,500	1,062,020
	895,335	1,386,594	1,773,756	891,335	1,382,594	1,769,856
Expenses						
Activities	662,227	493,640	810,368	662,227	493,640	810,368
Trading	240,497	686,865	291,956	240,497	686,865	291,956
Transport (Local)	11,699	10,000	6,003	11,699	10,000	6,003
	914,423	1,190,505	1,108,327	914,423	1,190,505	1,108,327
<i>Surplus for the year Locally raised funds</i>	(19,088)	196,089	665,429	(23,088)	192,089	661,529

4. International Student Revenue and Expenses

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	Number	Number	Number	Number	Number	Number
International Student Roll	53	80	77	53	80	77

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Revenue						
International Student Fees	802,567	1,218,574	1,272,334	802,567	1,218,574	1,272,334
Expenses						
Advertising	17,559	67,300	67,250	17,559	67,300	67,250
Commissions	95,166	155,000	165,635	95,166	155,000	165,635
International Student Levy	17,470	30,264	29,799	17,470	30,264	29,799
Employee Benefit - Salaries	133,262	140,369	202,343	133,262	140,369	202,343
Other Expenses	23,028	70,440	96,304	23,028	70,440	96,304
	286,485	463,373	561,331	286,485	463,373	561,331
<i>Surplus/ (Deficit) for the year International Students</i>	516,082	755,201	711,003	516,082	755,201	711,003

5. Learning Resources

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Curricular	428,927	648,611	835,946	428,927	648,611	835,946
Equipment Repairs	26,152	43,025	16,269	26,152	43,025	16,269
Information and Communication Technology	83,801	97,285	90,090	83,801	97,285	90,090
Extra-Curricular Activities	6,000	10,200	5,131	6,000	10,200	5,131
Library Resources	2,824	7,000	4,726	2,824	7,000	4,726
Employee Benefits - Salaries	13,536,229	11,962,432	12,504,263	13,536,229	11,962,432	12,504,263
Resource Attached Teacher Costs	114,133	142,740	81,750	114,133	142,740	81,750
Staff Development	41,941	121,635	60,503	41,941	121,635	60,503
	14,240,008	13,032,928	13,598,677	14,240,008	13,032,928	13,598,677

6. Administration

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Audit Fee	11,037	10,716	9,715	11,037	10,716	9,715
Board of Trustees Fees	3,645	3,680	3,625	3,645	3,680	3,625
Board of Trustees Expenses	4,217	-	-	4,217	-	-
Communication	22,891	37,500	24,847	22,891	37,500	24,847
Operating Lease	(35)	72,420	51,886	(35)	72,420	51,886
Legal Fees	-	10,000	-	-	10,000	-
Other	125,059	195,260	208,863	125,059	195,260	208,863
Employee Benefits - Salaries	661,800	626,238	738,267	661,800	626,238	738,267
Insurance	26,921	26,200	26,862	26,921	26,200	26,862
Service Providers, Contractors and Consultancy	57,978	25,000	70,075	57,978	25,000	70,075
	<u>913,512</u>	<u>1,007,014</u>	<u>1,134,142</u>	<u>913,512</u>	<u>1,007,014</u>	<u>1,134,142</u>

7. Property

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Caretaking and Cleaning Consumables	60,354	65,200	58,266	60,354	65,200	58,266
Cyclical Maintenance Provision	49,808	-	(187,417)	49,808	-	(187,417)
Grounds	39,655	53,100	45,327	39,655	53,100	45,327
Heat, Light and Water	135,475	160,040	161,219	135,475	160,040	161,219
Rates	53,459	51,900	40,687	53,459	51,900	40,687
Repairs and Maintenance	116,474	148,316	200,194	116,474	148,316	200,194
Use of Land and Buildings	2,222,269	2,200,000	1,919,797	2,222,269	2,200,000	1,919,797
Security	5,909	9,420	6,290	5,909	9,420	6,290
Employee Benefits - Salaries	608,688	554,121	525,395	608,688	554,121	525,395
	<u>3,292,091</u>	<u>3,242,097</u>	<u>2,769,758</u>	<u>3,292,091</u>	<u>3,242,097</u>	<u>2,769,758</u>

8. Depreciation

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Buildings - School	7,528	8,000	7,528	7,528	8,000	7,528
Building Improvements - Crown	162,485	130,000	163,698	162,485	130,000	163,698
Furniture and Equipment	253,861	235,000	264,132	253,861	235,000	264,132
Information and Communication Technology	277,848	262,000	292,574	277,848	262,000	292,574
Motor Vehicles	29,519	29,000	28,156	29,519	29,000	28,156
Textbooks	7,005	18,000	17,567	7,005	18,000	17,567
Leased Assets	118,624	90,000	120,034	118,624	90,000	120,034
Library Resources	8,589	8,000	8,825	8,589	8,000	8,825
	<u>865,459</u>	<u>780,000</u>	<u>902,514</u>	<u>865,459</u>	<u>780,000</u>	<u>902,514</u>

9. Cash and Cash Equivalents

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Cash on Hand	200	-	200	200	-	200
Bank Current Account	235,134	241,686	560,494	235,134	241,686	560,494
Bank Call Account	-	-	-	318,926	318,542	318,202
Short-term Bank Deposits	500,000	-	-	500,000	-	-
Cash equivalents and bank overdraft for Consolidated Cash Flow Statement	<u>735,334</u>	<u>241,686</u>	<u>560,694</u>	<u>1,054,260</u>	<u>560,228</u>	<u>878,896</u>

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

Of the \$735,334 Cash and Cash Equivalents, \$126,653 is held by the Group on behalf of the Teen Parent Unit and \$516,477 on behalf of the MOE.

10. Accounts Receivable

	2020	School 2020 Budget	2019	2020	Group 2020 Budget	2019
	Actual	(Unaudited)	Actual	Actual	(Unaudited)	Actual
	\$	\$	\$	\$	\$	\$
Receivables	109,972	100,000	273,836	109,972	100,000	273,836
Receivables from the Ministry of Education	1,008	-	59,878	1,008	-	59,878
Interest Receivable	3,253	1,000	34,107	3,253	1,000	34,447
Teacher Salaries Grant Receivable	976,613	-	750,531	976,613	-	750,531
	<u>1,090,845</u>	<u>101,000</u>	<u>1,118,353</u>	<u>1,090,845</u>	<u>101,000</u>	<u>1,118,693</u>
Receivables from Exchange Transactions	113,224	101,000	307,943	113,224	101,000	308,283
Receivables from Non-Exchange Transactions	977,621	-	810,409	977,621	-	810,409
	<u>1,090,845</u>	<u>101,000</u>	<u>1,118,353</u>	<u>1,090,845</u>	<u>101,000</u>	<u>1,118,693</u>

11. Inventories

	2020 Actual \$	School 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Canteen	684	4,508	747	684	4,508	747
	<u>684</u>	<u>4,508</u>	<u>747</u>	<u>684</u>	<u>4,508</u>	<u>747</u>

12. Investments

The Group and School's investments are classified as follows:

	2020 Actual \$	School 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset						
Short-term Bank Deposits	4,150,000	4,600,000	3,900,000	4,150,000	4,600,000	3,900,000
	<u>4,150,000</u>	<u>4,600,000</u>	<u>3,900,000</u>	<u>4,150,000</u>	<u>4,600,000</u>	<u>3,900,000</u>
Non-current Asset						
Long-term Bank Deposits	-	-	-	-	-	-
Equity Investments	62,485	47,413	56,325	62,485	47,413	56,325
	<u>62,485</u>	<u>47,413</u>	<u>56,325</u>	<u>62,485</u>	<u>47,413</u>	<u>56,325</u>
Total Investments	<u>4,212,485</u>	<u>4,647,413</u>	<u>3,956,325</u>	<u>4,212,485</u>	<u>4,647,413</u>	<u>3,956,325</u>

13. Property, Plant and Equipment

SCHOOL & GROUP

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Land	-				-	-
Buildings	285,837				(7,528)	278,308
Building Improvements	1,835,132				(162,485)	1,672,647
Furniture and Equipment	1,080,521	158,061	(1,077)		(253,861)	983,644
Information and Communication Technology	460,519	256,584	(2,808)		(277,848)	436,447
Motor Vehicles	90,664	15,609	(1,882)		(29,519)	74,872
Textbooks	28,476	11,091			(7,005)	32,561
Leased Assets	176,231	47,660			(118,624)	105,267
Library Resources	67,691	12,223			(8,589)	71,325
Balance at 31 December 2020	<u>4,025,069</u>	<u>501,228</u>	<u>(5,767)</u>	<u>-</u>	<u>(865,459)</u>	<u>3,655,071</u>

SCHOOL & GROUP

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2020			
Land	-	-	-
Buildings	349,914	(71,605)	278,309
Building Improvements	3,432,218	(1,759,571)	1,672,647
Furniture and Equipment	3,773,496	(2,789,852)	983,644
Information and Communication Technology	2,298,875	(1,862,428)	436,447
Motor Vehicles	199,087	(124,215)	74,871
Textbooks	927,046	(894,485)	32,561
Leased Assets	509,828	(404,561)	105,267
Library Resources	396,507	(325,183)	71,325
Balance at 31 December 2020	<u>11,886,971</u>	<u>(8,231,899)</u>	<u>3,655,071</u>

The net carrying value of equipment held under a finance lease is \$105,267 (2018: \$176,231)

SCHOOL & GROUP

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2019						
Land					-	-
Buildings	293,366				(7,528)	285,838
Building Improvements	1,927,842	70,987			(163,698)	1,835,131
Furniture and Equipment	1,115,145	229,817	(772)		(264,132)	1,080,521
Information and Communication Technology	471,662	282,300	(726)		(292,574)	460,518
Motor Vehicles	118,820	-			(28,156)	90,664
Textbooks	38,284	7,758			(17,567)	28,476
Leased Assets	257,965	38,300			(120,034)	176,231
Library Resources	62,829	13,687			(8,825)	67,691
Balance at 31 December 2019	<u>4,285,913</u>	<u>642,849</u>	<u>(1,498)</u>	<u>-</u>	<u>(902,514)</u>	<u>4,025,069</u>

SCHOOL & GROUP

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2019			
Land	-	-	-
Buildings	349,914	(64,077)	285,837
Building Improvements	3,432,218	(1,597,086)	1,835,132
Furniture and Equipment	3,891,500	(2,610,979)	1,080,521
Information and Communication Technology	2,045,099	(1,584,581)	460,519
Motor Vehicles	188,696	(98,031)	90,664
Textbooks	915,955	(887,480)	28,476
Leased Assets	507,216	(330,985)	176,231
Library Resources	384,285	(316,594)	67,691
Balance at 31 December 2019	11,514,882	(7,489,813)	4,025,069

The net carrying value of equipment held under a finance lease is \$176,231 (2018: \$257,965)

14. Accounts Payable

	2020 Actual \$	School 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	179,237	760,000	222,626	179,237	760,000	222,626
Accruals	25,616	30,913	74,111	25,616	30,913	74,111
Employee Entitlements - Salaries	976,613	650,000	750,531	976,613	650,000	750,531
Employee Entitlements - Leave Accrual	75,022	-	62,372	75,022	-	62,372
	1,256,488	1,440,913	1,109,640	1,256,488	1,440,913	1,109,640
Payables for Exchange Transactions	1,256,488	1,440,913	1,109,640	1,256,488	1,440,913	1,109,640
	1,256,488	1,440,913	1,109,640	1,256,488	1,440,913	1,109,640

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual \$	School 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
International Student Fees	380,652	380,000	816,360	380,652	380,000	816,360
Other	190,840	489,491	83,918	190,840	489,491	83,918
	571,492	869,491	900,278	571,492	869,491	900,278

16. Provision for Cyclical Maintenance

	2020 Actual \$	School and Group 2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	184,372	184,372	412,295
Increase/ (decrease) to the Provision During the Year	49,808	(526)	(166,894)
Use of the Provision During the Year	(34,829)	(63,846)	(61,029)
Provision at the End of the Year	199,351	120,000	184,372
Cyclical Maintenance - Current	20,041	-	41,727
Cyclical Maintenance - Term	179,310	120,000	142,645
	199,351	120,000	184,372

17. Painting Contract Liability

	2020 Actual \$	School 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Current Liability	32,889	15,000	55,137	32,889	15,000	55,137
	32,889	15,000	55,137	32,889	15,000	55,137

In 2016 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a seven year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings, with regular maintenance in subsequent years. The agreement has an annual commitment of \$32,889. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

18. Finance Lease Liability

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

	2020 Actual \$	School 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	84,093		121,935	84,094		121,935
Later than One Year and no Later than Five Years	31,842		75,138	31,842		75,138
	<u>115,935</u>	<u>-</u>	<u>197,073</u>	<u>115,936</u>	<u>-</u>	<u>197,073</u>

19. Funds held in Trust

	2020 Actual \$	School 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	302,748	-	738,477	302,748	-	738,477
	<u>302,748</u>	<u>-</u>	<u>738,477</u>	<u>302,748</u>	<u>-</u>	<u>738,477</u>

These funds relate to arrangements where the school is acting as agent and therefore these are not included in the Consolidated Statement of Comprehensive Revenue and Expense.

20. Funds Held for Capital Works Projects

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

School and GROUP

	2020	Opening Balances \$	Receipts from Moe \$	Payments \$	BOT Contributions	Closing Balances \$
Sports, M Block, F Block	<i>completed</i>	(119,437)	119,437		-	-
Major Redevelopment	<i>in progress</i>	21,028		(227)	-	20,801
Special Needs Learning Space & Bathroom	<i>in progress</i>	10,867	235,288	(12,577)	-	233,578
120-20-01A;C;K & I Roofing Works	<i>in progress</i>			(1,106)	-	(1,106)
120-20-02 Electrical Works	<i>in progress</i>			(14,305)	-	(14,305)
120-20-03 Site Drainage Works	<i>in progress</i>			(1,135)	-	(1,135)
120-20-04 AMS Refurbishment C1 & C2	<i>in progress</i>		180,000	(8,676)	-	171,324
120-20-05 Action Centre Toilet Refurb	<i>in progress</i>			(8,731)	-	(8,731)
120-20-06 A;B;S Health Classrooms AC Unit	<i>in progress</i>			(1,881)	-	(1,881)
D E F Roofing Repairs, Lighting & Doors	<i>in progress</i>		90,000	(22,555)	-	67,445
A: SIP PAC Toilet Refurbishment	<i>in progress</i>		27,597	(4,268)	-	23,329
S: SIP PE Resource Area Improvement Work	<i>in progress</i>			(530)	-	(530)
Totals		<u>(87,542)</u>	<u>652,322</u>	<u>(75,991)</u>	<u>-</u>	<u>488,789</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	516,477
Funds Due from the Ministry of Education	(27,688)
	<u>488,789</u>

	2019	Opening Balances \$	Receipts from Moe \$	Payments \$	BOT Contribution	Closing Balances \$
Sports Change, M block, F Block	<i>completed</i>	(119,437)			-	(119,437)
Major Redevelopment	<i>in progress</i>	24,549		(3,521)	-	21,028
Special Needs Learning Space & Bathroom	<i>in progress</i>		29,411	(18,544)	-	10,867
G Block Keys	<i>in progress</i>		18,795	(18,795)	-	-
Totals		<u>(94,888)</u>	<u>48,206</u>	<u>(40,860)</u>	<u>-</u>	<u>(87,542)</u>

21. Funds Held for Teen Parent Unit

The school's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the school's Statement of Revenue and Expense. During the year the funds were spent on employee benefit expenses, administration and property management expenses and the purchase of fixed assets. The balance of funds relates to revenue received in advance, which is carried forward to be spent by the Teen Parenting Unit in the next years.

22. Related Party Transactions

The Group is a controlled entity of the Crown, and the Crown provides the major source of revenue to the Group. The Group 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 Group 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 Group 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.

The school is related to the Otumoetai College Education Trust by virtue of the commonality of each of the Board of Trustees. During the year, the school received \$4,000 (2019:\$3,900) from the trust for the purpose of providing prizes and scholarships to students of the college.

23. Remuneration

Key management personnel compensation (School and Group)

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

	2020 Actual \$	2019 Actual \$
<i>Board Members - School</i>		
Remuneration	3,645	3,625
Full-time equivalent members	0.12	0.11
<i>Leadership Team</i>		
Remuneration	732,005	704,832
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	735,650	708,457
Total full-time equivalent personnel	5.12	5.11

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		220 - 230
Benefits and Other Emoluments	5-10	6 - 7
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
110 - 120	4.00	4.00
100 - 110	20.00	4.00
	24.00	8.00

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

24. 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:

School and GROUP	2020 Actual \$0	2019 Actual \$0
Total	0	0
Number of People	0	0

25. 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).

26. Commitments

(a) Capital Commitments

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

(a) The Major Redevelopment of Otumoetai College is still in its planning stages. The college received \$50,000 in 2018 to assist the college in researching this project. As at 31 December 2020 \$29,199 had been spent and \$20,801 has been carried forward to 2021.

(b) The Special Needs Learning space & Bathroom. The project was supposed to start in 2020 but will now start in 2021. The total cost of the project is \$294,100. The project is totally funded by the Ministry of Education. As of 31st December 2020 \$264,699 has been received and \$31,121 has been spent and \$233,577 has been carried forward to 2021.

(c) A,C,K,I Roofing Works is a 5YA project with a total cost of \$29,951. As of 31st December 2020 \$1,106 had been spent.

(d) Electrical Works is a 5YA project with a total cost of \$125,827. As of 31st December 2020 \$14,305 had been spent.

(e) Site Drainage Works is a 5YA project with a total cost of \$11,550. As of 31st December 2020 \$1,135 had been spent.

(f) The AMS ILE Refurbishment of Rooms C1 & C2 in the food technology block (C Block) has a project value of \$200,000. As of 31st December 2020 \$180,000 had been received from the Ministry of Education and \$8,676 had been spent and \$171,325 has been carried forward to 2021.

(g) The Action Centre toilet refurbishment is a 5YA project with a total project cost of \$318,630. As of 31st December \$8,731 had been spent.

(h) The AC Unit replacements in Block A,B,S & the Health Classrooms is a 5YA project with a total project value of \$138,404. As of 31st December 2020 \$1,881 had been spent.

(i) The D,E,F Roofing and lighting repairs and replacement of D Block doors is a 5YA project with a total value of \$100,000. As at 31st December 2020 \$90,000 had been received from the Ministry of Education and \$22,555 had been spent and \$67,445 has been carried forward to 2021.

(j) The Performing Arts Centre toilet refurbishment project is funded from the School Investment Package with a project value of \$275,973. As of 31st December 2020 \$27,597 had been received from the Ministry of Education and \$4,268 had been spent and \$23,330 has been carried forward to

(k) The improvement to the PE resource area is a School Investment Package with a project value of \$124,027. As of the 31st December 2020 \$530 had been spent.

27. Managing Capital

The Group'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 Group 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.

Breakdown of equity and further information

	Actual 2020 \$	School Budget (Unaudited) 2020 \$	Actual 2019 \$	Actual 2020 \$	Group Budget (Unaudited) 2020 \$	Actual 2019 \$
Accumulated surplus/(deficit)						
Balance at 1 January	6,581,432	6,616,422	6,552,885	6,899,974	6,934,964	6,870,596
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9	-	-	-	-	-	-
Adjusted balance at 1 January	6,581,432	6,616,422	6,552,885	6,899,974	6,934,964	6,870,596
Equity investment revaluation reserve transfer on disposal Furniture & Equipment grant	-	-	74,126	-	-	74,126
Surplus/(deficit) for the year	(38,807)	(437,722)	(45,579)	(38,423)	(437,722)	(44,748)
Balance 31 December	6,542,625	6,178,700	6,581,432	6,861,551	6,497,242	6,899,974
Equity investment revaluation reserves						
Balance at 1 January	34,990	-	26,625	34,990	-	26,625
Net change in fair value	6,160	-	8,365	6,160	-	8,365
Transfer to accumulated surplus/deficit on disposal	-	-	-	-	-	-
Balance 31 December	41,150	-	34,990	41,150	-	34,990
Total equity	6,583,775	6,178,700	6,616,422	6,902,701	6,497,242	6,934,964

28. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	School 2020 Budget (Unaudited) \$	2019 Actual \$	2020 Actual \$	Group 2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	735,334	241,686	560,694	1,054,260	560,228	878,896
Receivables	1,090,845	101,000	1,118,353	1,090,845	101,000	1,118,693
Investments - Term Deposits	4,150,000	4,600,000	3,900,000	4,150,000	4,600,000	3,900,000
Total Financial Assets Measured at Amortised Cost	5,976,179	4,942,686	5,579,047	6,295,105	5,261,228	5,897,589

Financial liabilities measured at amortised cost

Payables	1,256,488	1,440,913	1,109,640	1,256,488	1,440,913	1,109,640
Borrowings - Loans	-	-	-	-	-	-
Finance Leases	115,938	170,000	197,073	115,938	170,000	197,073
Painting Contract Liability	32,889	15,000	55,137	32,889	15,000	55,137
Total Financial Liabilities Measured at Amortised Cost	1,405,315	1,625,913	1,361,850	1,405,315	1,625,913	1,361,850

Financial assets at fair value through other comprehensive revenue and expense

Equity Investments	62,485	47,413	56,325	62,485	47,413	56,325
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29. Events After Balance Date

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

30. Investment in Subsidiaries

Details of the Group's material subsidiaries at the end of the reporting period are as follows.

Name of Subsidiary	Principal Activity	Place of incorporation and operation	Proportion of ownership interest and voting power held by the Group		Value of investment \$000	
			2020	2019	2020	2019
Otumoetai College Education Trust	Provide for Students	Tauranga, New Zealand	100%	100%	\$319	\$318

All subsidiaries have 31 December balance dates, are 100% owned by the School, and are incorporated and domiciled in New Zealand.

The School controls the Trust for financial reporting purposes because, in substance, the school predetermined the objectives of the Trust at establishment and benefits from the Trust's complementary activities.

The Trust is a registered charity. Under its constitution, the company is prohibited from paying dividends (or similar distributions) to the School.

CREATING AN ENVIRONMENT THAT ENABLES POWERFUL LEARNING TO OCCUR

To Develop a shared understanding of the language and process of learning across the school, a shared understanding of learning progressions and the ability to use them to evaluate progress based on student learning.

**GOAL 1:
JUNIOR SCHOOL
REVIEW**

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
<p>TRIAL: Embedding powerful learning descriptors in Year 9: COLLABORATION</p>	<p>To seek opportunities within our curriculum to deliberately focus on aspects of our Graduate Profile in order to grow our students into powerful learners.</p>	<p>Year 9 students' progress will be measured against a common Collaboration rubric that incorporates SOLO Taxonomy.</p>	<ul style="list-style-type: none"> ▪ Option Departments will trial their teaching of aspects of Collaboration. ▪ Aspects of Collaboration will be deliberately taught across the year and students' progress will be monitored and reported across the remainder of the year. ▪ Collaboration will be reviewed in Term 4. 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ Departments have trialled Collaboration. Some staff are still modifying their individual student projects to collaboration. ▪ The impact of the lockdown meant that departments were not as far ahead as they would have liked in reviewing and reflecting on the Year 9 Option Collaboration cycle. ▪ A meeting will be held early in Term 1 2021 to discuss learnings and next steps. ▪ The key aspects of powerful learning sit under four headings: Local curriculum – Ahi Kā, Ako, Collaboration and Identity Pedagogy – Learning Intentions, Success Criteria, Thinking Routines, 'Know it', 'Link it' Hauora – Strengthening relationships, Increasing sense of belonging, Managing self and efficacy Writing – Planning, Writing structures, Evidence, Editing, and Vocabulary / Technical language
<p>DEVELOP: Embedding powerful learning descriptors in Year 9: IDENTITY</p>	<p>To seek opportunities within our curriculum to deliberately focus on aspects of our Graduate Profile in order to grow our students into powerful learners.</p>	<p>A common Identity rubric based on SOLO Taxonomy progressions will be created to provide a holistic view of the development of a student's understanding of their Identity.</p>	<ul style="list-style-type: none"> ▪ Core Departments will trial teaching of relevant aspects of Identity in Term 1. ▪ We will co-construct a common Identity rubric that will allow us to measure Year 9 students' progress in their understanding of Identity across all curriculum levels. ▪ Identity will be reviewed in Term 4. 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ The response from our core departments were similar as for the option subjects. As 'identity' has been tasked to a body of learning it was found that departments need to collaborate more in order to make this meaningful and educative across the Year 9 year level. ▪ These will become our pedagogical non-negotiables
<p>DEVELOP: Powerful learning descriptors for Year 10</p>	<p>To seek opportunities within our curriculum to deliberately focus on aspects of our Graduate Profile in order to grow our students into powerful learners.</p>	<p>A rubric based on SOLO Taxonomy progressions will be created for the identified aspects of Powerful Learning.</p>	<ul style="list-style-type: none"> ▪ All learning areas will consider what aspects of the Graduate Profile are most applicable to be deliberately expanded upon as part of their Year 10 curriculum. ▪ These aspects could be stand alone or departments could work together to develop aspects together. 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ We have agreed upon and will further develop the Year 9 key aspects of powerful learning: Local curriculum / Pedagogy / Hauora / Writing ▪ These will become our pedagogical non-negotiables

<p>INVESTIGATE / TRIAL: Pedagogical non-negotiables</p>	<p>To develop a shared understanding of the process of learning, and improve student achievement, engagement and wellbeing.</p>	<p>Evidence based high impact teaching practices will be agreed upon. To be implemented where appropriate in units of learning.</p>	<p>▪ Departmental consensus as to what constitutes non-negotiable pedagogical practices that will underpin, support and embed powerful learning in all subject areas.</p>	<p>ACHIEVED ▪ See Powerful learning descriptors for Year 9 and 10</p>
<p>TRIAL: The common writing tool at Year 9</p>	<p>The adoption of common writing conventions will allow students to follow a common language and process to apply to their writing and learning.</p>	<p>Year 9 writing will be tested in term 1 and again in Term 4.</p>	<p>▪ An online writing test in Term 1 will highlight cohort wide gaps in students writing. ▪ We will then adopt relevant aspects from the Writing tool to seek to close these gaps. ▪ Writing progress will be remeasured in Term 4.</p>	<p>ACHIEVED ▪ Based on the Term 1 writing sample, it was decided that English would concentrate on student planning and Social Science, sentence structure. We will be reassessing Junior Student writing toward the end of 2020. UPDATE FROM VICKY</p>
<p>CONTINUE: To review our junior curriculum</p>	<p>To create a Junior Curriculum design that reflects our local curriculum.</p>	<p>A responsive and unique curriculum that reflects priorities and needs of our learners and community.</p>	<p>▪ Staff representatives from each learning area will work with SLT to continue to review and redesign curriculum and assessment learning programmes.</p>	<p>IN PROGRESS ▪ The junior curriculum review will be continuing for the next two to three years.</p>

CREATING AN ENVIRONMENT THAT ENABLES POWERFUL LEARNING TO OCCUR

**GOAL 2:
STUDENT PROGRESS
AND ACHIEVEMENT
(JUNIOR SCHOOL)**

To Develop a common conception of what one year's progress should look like for one years' worth of instruction

2020 Targets:

Junior School PAT at or above national average scale score (NASS) by Year 10 and at or above the national average scale score progression (NASSP) from Year 9 - 10:

Mathematics: Year 9 NASS Term 1 - 62; Year 10 NASS Term 1 - 67

Reading Comprehension: Year 9 NASS Term 1 – 69.5; Year 10 NASS Term 1 - 76.8

Science: Year 9 NASS Term 1 – 54.5; Year 10 NASS Term 1 - 59.0

Writing improved in targeted areas: to develop and implement a planning model that targets vocabulary and sentence variation.

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
<p>TRIAL: Year 9 Assessments – progress and achievement</p> <p>INVESTIGATE: Mastery and the expected progress for students in Year 9</p> <p>INVESTIGATE: The development of a portfolio of teaching and learning resources that will accelerate the progress of students who are identified as underperforming in Year 9</p>	<p>To use SOLO Progressions as a common language of learning across the school so that students / parents / whanau / teachers have the ability to the SOLO criteria to evaluate student progress and learning.</p>	<p>SOLO rubrics are being used in curriculum areas to assess student progress and learning.</p>	<ul style="list-style-type: none"> Curriculum areas will continue to create an effective assessment system that identifies student progress and learning through the curriculum review process Curriculum areas will be able to indicate whether students are making one year's progress for one year's worth of instruction 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> SOLO Taxonomy is continuing to be used more and more across the curriculum areas. Know it, Link it and Extend it are the Ōtūmoetai version of Unistructural/Multi-structural, Relational and Extended Abstract. Report formats are being reviewed to incorporate a learning progression format based on SOLO We have not yet addressed one year's progress for one year's worth of instruction
<p>INVESTIGATE: Mastery and the expected progress for students in Year 9</p> <p>INVESTIGATE: The development of a portfolio of teaching and learning resources that will accelerate the progress of students who are identified as underperforming in Year 9</p>	<p>Curriculum areas will investigate the key knowledge and skills that students need to master in order for them to be successful in their next level of study.</p>	<p>Mastery – key knowledge and skills that students need to be able to demonstrate are identified.</p> <p>Using the Year 9 Mastery criteria, (curriculum skills and knowledge) curriculum areas will have created a subject specific 'Student Warrant of Fitness' (SWOF) that can be used to highlight student progress / learning needs.</p>	<ul style="list-style-type: none"> Year 9 curriculum knowledge and skills are identified so that students / parents / whanau / Year 10 teacher understand the mastery level of their student. Based on the identified key knowledge and skills, DP Achievement will work with curriculum areas to investigate a Year 9 'Student Warrant of Fitness' that can be reviewed twice during the academic year to highlight student learning progress / needs / mastery level. To support students who are underperforming, departments will create a portfolio of learning resources that meets the needs of a wide range of students and responds to contextual issues within each subject area. 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> Departments have listed those aspects of their curriculum that they want students to master in Year 9. The proposed design of the unit planner for 2021 will aid in the goal of mastery by allowing teachers to tailor the learning for their students based on formative and summative data as well as student voice. Due to the interrupted nature of this year, we have not been able to consider what a student 'Warrant of Fitness' might look like. This will be looked into further in 2021. Teaching and Learning strategies are being devised to support student mastery.

CREATING AN ENVIRONMENT THAT ENABLES POWERFUL LEARNING TO OCCUR

To use the powerful learner metaphor to develop a common conception of what one year's progress should look like for one years' worth of instruction

2020 Targets:

1. NCEA Level 1 at least 85%.
2. NCEA Level 2 at least 85%.
3. NCEA Level 3 at least 75%.

Aligned to these targets we will work to ensure that our male students are achieving within 5% of their female counterparts.

**GOAL 2:
STUDENT PROGRESS
AND ACHIEVEMENT
(SENIOR SCHOOL)**

STRATEGIES	PURPOSE	EVIDENCE	ACTION PLAN	ANALYSIS OF VARIANCE
<p><i>CONTINUE:</i> The expected progress for NCEA students in Years 11, 12 and 13 considered to be a minimum of 14 credits per subject</p>	<p>To create an effective assessment target that influences the teaching and learning in order to promote progress and achievement as well as actively working to reduce the tail of underachievement. The focus will be on equity and excellence for ALL students, in particular Male and Māori students.</p>	<p>A minimum of an 80% pass rate at Levels 1 and 2 and 70% at level 3 for our Male and Māori students</p>	<ul style="list-style-type: none"> ▪ A senior tracking and predictive grades system will be further developed for Year 11, 12 and 13 ▪ Subject predicted grades will be aggregated to create an estimated total credit count ▪ Student predicted grades that sit below 14 credits will be highlighted. This will allow Senior teachers to gauge appropriate student progress and achievement and create the potential for alternative programmes to be developed for students ▪ Deans will also monitor student credit attainment through real time data as well as predictive grades ▪ Predicted grades will be compared to actual grades ▪ Deans and Academic Support will implement interventions if and when required in a timely fashion. 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ The predictive tracking of students has taken a new level of import given the interruptions to the year from the COVID-19 lockdown. The Academic Achievement Group (comprising of the DP Achievement, Year 11, 12 and 13 Deans, Literacy and Numeracy Coordinators, HOD Māori and HOD Careers have met consistently throughout the year to address achievement data. They have identified students who have required additional input to support their academic outcomes. ▪ We have run eight three-day sessions to provide additional support to students in the form of additional learning opportunities.
<p><i>IMPLEMENT:</i> An Academic Support mentor to work alongside Academic Deans to identify those students at risk of not achieving/ underachieving in their learning to guide interventions; monitor progress, and evaluate the effectiveness of interventions</p>	<p>To ensure that ALL senior students (with a particular focus on Male and Māori student) have equitable access to be able to reach their personal best.</p>	<p>2020 Targets are achieved.</p>	<ul style="list-style-type: none"> ▪ To ensure that ALL students (with a particular focus on Male and Māori student) have the opportunity to be exposed to sufficient relevant credits in order to gain their respective NCEA level certificates. 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ Stacey Shefferd has been appointed to this role ▪ The Academic Support role, has been about supporting students who may not have achieved NCEA this year. ▪ Comparing results from last year and taking into account Covid-19, we are still on par with where cohorts were in 2019. ▪ Academic Workshops have been running throughout the year since lockdown, with students gaining an average of eight credits. ▪ Students have the ability to leave the workshops to attend classes for assessments.

- The role of Academic Support has evolved - HOD careers and academic coaching blend well. Sometimes students need an independent person to talk to who is not a Dean or a teacher.
- Moving forward to 2021, the priority is early identification of students who would benefit from the Academic workshops. This will be achieved in Term one.
- There will continue to be a focus on Maori and Pasifika students - working closely with HOD Māori.

**GOAL 3:
CULTURAL RELATIONSHIPS
FOR RESPONSIVE
PEDAGOGY**

To Develop a culturally responsive pedagogy where teachers' professional skills and adaptive expertise responds to their students cultural identity in a way that is innovative, flexible and context-sensitive.

2020 Targets:
Junior School:

PAT results at or above national average scale score (NASS) by Year 10 and at or above the national average scale score progression (NASSP) from Year 9 - 10:

Senior School:

Our Maori students are achieving at the rate of their peer group across Years 11, 12 and 13 AND that our males are achieving within 5% plus or minus of their female counterparts.

Note: Te Wero is a voluntary group of teachers and leaders who have the mandate to be involved but are not required / expected to be involved in all areas as set out in Goal Three.

CREATING AN ENVIRONMENT THAT ENABLES POWERFUL LEARNING TO OCCUR

STRATEGIES

Introduction of A Kaitiaki Māori position

PURPOSE

A dedicated staffing role at management level to oversee the academic, behavioural, pastoral and cultural development of Māori students and maintain regular contact with whānau

EVIDENCE

Roles and responsibilities for a Kaitiaki position identified
Resourcing allocated
Position advertised and filled in 2020

ACTION PLAN

- Identify the roles and responsibilities for the position
- identify and allocate resourcing
- Advertise for position for 2020

ANALYSIS OF VARIANCE

ACHIEVED

- The creation of a Kaitiaki position was seen as a crucial appointment for the 2020 year. The board set aside a significant amount of funding in order to make this appointment as from Term 2.
- The COVID-19 Lockdown and the loss of a significant amount of international student revenue postponed the appointment of this position.
- In consultation with our Kaumatua and board it was agreed that the board would appoint Bobby Ketu to this position as from Term 3. Due to our inability to find a teaching replacement for two senior Māori classes (10 periods), this position will be deferred to the start of 2021.
- In their November meeting, the Board formally appointed Bobby Ketu to the position of school Kaitiaki as from Term 1 2021.

TRIAL: A Junior responsive Māori tracking system

To create a focus on shared responsibility for Māori student success and student progression to promote Excellence and Equity.

The adoption of effective pedagogical practices that are supported by research to improve Māori student outcomes.

- Create a list of Māori students by Year level / Name / Gender / Form Class / Ethnicity / Attendance / PAT Results / Writing Results / Individualised Learning Need(s) / Relevant testing that will isolate progress in individual learning need(s).

IN PROGRESS

- Significant progress has been made towards the development of a junior Māori tracking system. The school has been working with Cathie Johnson from NZCER to make better use of our PAT data and achievement data in order that we can highlight the relevant learning need(s). This work with NZCER will continue into Terms 1 and 2 of 2021 and will culminate in a Junior responsive Māori tracking system for 2021.

			<ul style="list-style-type: none"> ▪ This spreadsheet will be updated twice per term with progress and next steps being given to relevant stakeholders. ▪ In Year 9 we will set up Professional Learning Groups in order to provide time, support, and resources to collaboratively diagnose students' learning needs. 	<p>NOT ACHIEVED</p> <ul style="list-style-type: none"> • Due to the disrupted nature of this year, we have not established PLGs. • Based on our learnings this year, we will mainstream the majority of our Year 9 cohort for 2021. Students will share common classes for English and Social Sciences, Mathematics and Science, and their Physical Education class will be the same as their form class. This will help to address problematic classroom dynamics that were a feature of some classes who shared all of their core classes together. This move will mean that Year 9 Professional Learning Groups will no longer be a tenable option in 2021.
<p>TRIAL: A Senior responsive Māori tracking system</p>	<p>To create a focus on shared responsibility for Māori student success and student progression to promote Excellence and Equity.</p>	<p>The adoption of effective pedagogical practices that are supported by research to improve Māori student outcomes.</p>	<ul style="list-style-type: none"> ▪ Create a list of Māori students by Year level / Name / Gender / Form Class / Ethnicity / Attendance / Number of L1 – 2 – 3 credits enrolled in / Individualised Learning Need(s) / L1 – 2 – 3 results: N.A.M.E. / L1 Literacy / L1 Numeracy / UE Literacy / Credit Ratio / Relevant testing that will isolate progress in individual learning need(s). ▪ This spreadsheet will be updated twice per term with progress and next steps being given to relevant stakeholders. 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ The Academic Achievement Group have a key focus on highlighting Māori students who require sufficient relevant credits in order to gain their respective NCEA level certificates. ▪ A group of Year 12 Māori and Pasifika students have been identified to take part in a regional mentoring programme to improve their academic outcomes. ▪ An NCEA booster programme for identified Yr11 and 12 Maori students is being held between 14th – 18th September. ▪ Further opportunities were provided to students in the week beginning 30 November, and December 14 and 15.
<p>DEVELOP: a mechanism for Iwi and Hapū involvement in school decisions/ policy</p>	<p>An agreed upon function and process for ensuring Iwi / Hapū involvement and consideration in key school decisions, policies and programmes of work affecting Māori academic success</p>	<p>A Memorandum of Understanding is created between the Ōtūmoetai College Board of Trustees and Ngai Tamarawaho</p>	<ul style="list-style-type: none"> ▪ Board of Trustees / Senior Leadership Team to identify number of policies/ strategies/ decisions to work in partnership ▪ A meeting to be held between representatives of the Ōtūmoetai College Board of Trustees and representatives Ngai Tamarawaho to establish a Memorandum of Understanding to ensure Iwi / Hapū involvement and consideration in key school decisions, policies and programmes of work affecting Māori academic success 	<p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ Ngai Tamarawaho appointed Mel Tata as an iwi / hapu representative on the Board of Trustees. Due to protracted negotiations, Mel will take up this position as from 2021. ▪ In the interim our Kaumatua, Tu Pihana provided the board with his wisdom and insight on behalf of the iwi. ▪ A whanau reference group was also established which brings collaboration from 3 threads, Ōtūmoetai College, Whanau Māori of our students, and Ngai Tamarawaho/ Ngāti Ranginui to better the outcomes of our taura Māori. Their express purpose is to: <ol style="list-style-type: none"> 1. To further strengthen the partnership between Iwi, whanau and Ōtūmoetai College. <ol style="list-style-type: none"> a. Partnership: <ol style="list-style-type: none"> i. Hapū& iwi to provide recommendation of appropriate avenue for Ōtūmoetai College to tautoko hapū/iwi driven initiatives ii. Ōtūmoetai College to follow a process of consultation with Hapū, Iwi and Whānau around matters related to outcomes for taura Māori.

<p>DEVELOP: an attendance campaign</p>	<p>Developing an attendance campaign throughout the community that illuminates the importance of attendance and inspires whānau and students to partner the school</p>	<p>Attendance campaign developed and advertised.</p>	<ul style="list-style-type: none"> ▪ Employ the assistance of marketing specialists ▪ Identify a student reference group to support development of campaign ▪ Identify a public figure to endorse the campaign ▪ Identify attendance incentives ▪ Set attendance targets (e.g. 85%) ▪ Focus on collective responsibility ▪ Identify barriers to attendance e.g. relationships, food, uniform, teaching and learning 	<p>iii. Work with Whanau Reference Group & Wider whanau for the provision of support initiatives</p> <p>2. To provide advice and feedback on the schools strategic direction focus of improving the achievement outcomes for our taurira Māori.</p> <p>3. Develop avenues of Whanau Driven initiatives for student support:</p> <ul style="list-style-type: none"> a. Attendance b. Achievement c. Whanau of OTC connection d. Careers/ Community involvement <p>ACHIEVED</p> <ul style="list-style-type: none"> ▪ Due to the Marketing budget getting a good old hammering, we decided to create an in-house attendance campaign. <p>Justified Maori student attendance as of 24 November 2020:</p> <p>Year 9: 92.1% Year 10: 90.0% Year 11: 90.1% Year 12: 91.3% Year 13: 90.1%</p>
<p>IMPLEMENT: a review of the behaviour framework</p>	<p>Co-creating a consistent set of behaviours informed by staff and students and student input to support the school purpose and values</p>		<ul style="list-style-type: none"> ▪ Identify a student and staff reference group ▪ Develop a process to review and redesign the Behaviour Framework ▪ Develop a culture-change programme to align all students / staff to new standards ▪ Develop clear consequences ▪ PLD for staff around the updated changes / approaches 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> ▪ The Behaviour Framework has been co-constructed by staff volunteers ▪ This Behaviour Framework was reviewed by staff in Term 4 of 2020. ▪ The next iteration is for students to review the Behaviour Framework in Term 1 of 2021.
<p>DEVELOP: with Iwi, Hapū and community experts to support Māori student learning</p>	<p>Māori community experts to partner the school in developing bi-cultural initiatives and contextual learning opportunities</p>	<p>Iwi, Hapū and community experts are being utilised to support Māori student learning</p>	<ul style="list-style-type: none"> ▪ Identify key speakers (local & national) that can develop opportunities for inspiration ▪ Create opportunities for student participation in motivational workshops ▪ Inclusion of whānau to continue support from home 	<p>IN PROGRESS</p> <p>Kunī Williams was appointed as our representative for the development of a Tauranga Moana Te Ao Māori Local Curriculum</p> <p>The college will benefit from this work as he will work alongside iwi who can use this opportunity to gather and record their own history which we can then identify community resources and incorporate this work into our curriculum.</p>

<p>TRIAL: opportunities for student input into Māoritanga initiatives within school</p>	<p>Provide opportunity for Māori students to develop ownership and contribute to their learning through input into Māoritanga initiatives, contexts, projects and events.</p>	<p>Opportunities are made available to students to have input into Māoritanga initiatives within the school</p>	<ul style="list-style-type: none"> Identify projects, events, contexts and initiatives for Māori students to co-create, e.g. compulsory te reo Māori for juniors, pōhiri, Māori prefects, rangatahi summits, tuakana-teina programme, student led tutorials, exchange between Poutama and other kura Māori 	<p>ACHIEVED</p> <ul style="list-style-type: none"> Members of the Ruamano committee addressed the SLT to promote three student initiatives: <ol style="list-style-type: none"> Whakamaramahia i a Matariki Art Competition – the theme signifying the beginning of the Māori new year – photography / painting / carving Te Reo Māori week initiatives Everyday use of Māori language in the classroom
<p>DEVELOP: an understanding of AKO</p>	<p>A programme of teacher professional learning on the concept of AKO through a Māori lens and the application of concept within Ōtūmoetai context</p>	<p>AKO PLD completed in 2020</p>	<ul style="list-style-type: none"> Schedule the learning of AKO into teacher Professional Learning schedule in 2020 (Marae based) Explore opportunities within existing curriculum to develop AKO within classrooms, building on the work of cultural relationships of responsive pedagogy 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> We have developed a strong working relationship with TE WHETURERE (Cultural and Educational Consultants) to build a greater understanding of AKO. Part of this work, along with consulting Kaumatua, has led to the reintroduction of a school-wide whare/house system in 2021. The whares will be known as Karewa, Maunganui, Ōtanewainuku, Pūwhenua, and Manunui. These whare are named after prominent maunga that relate back to Ōtūmoetai College. The idea is that staff will have a general overview of the stories and ‘hidden wisdoms’ which they can weave into their curriculum. The students of each whare will gain a more in-depth understanding around their particular maunga and so be able to contribute to the learning in the classroom by sharing what they know and adding to the collective wisdom.
<p>TRIAL: a questionnaire to investigate our Māori students connection to our school and their learning</p>	<p>A questionnaire is created to investigate Māori students connection to school and their learning</p>	<p>Questionnaire implemented and analysed</p>	<ul style="list-style-type: none"> A questionnaire is constructed and completed by Māori students Responses are analysed and deliberate actions are co-constructed as a result of the questionnaire 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> A questionnaire was delivered to all students during Week 5 of Term 3. Year 9 and 10 students completed the survey in their Social Science classes, Year 11 in Maths, and Year 12 in English. Year 13 students take took the survey in Maths and Health. These results were analysed by Ali Khorasane, with the resulting data being shared in February 2021.
<p>DEVELOP: linkages between core subjects and Māori based context application</p>	<p>A programme of Māori contexts within subject area across year groups to support connection of Māori students to content learning</p>	<p>Māori contexts within each subject area are explored and linked to the inclusion of community experts</p>	<ul style="list-style-type: none"> Linked to the development of Marautanga-ā-Kura Identify a student reference group to support idea development for Māori contexts e.g. mythology, ta moko, composition, current affairs, Te Tiriti o Waitangi 	<p>IN PROGRESS</p> <ul style="list-style-type: none"> This mahi is supported by: <ul style="list-style-type: none"> The work of Kuni Williams in the development of a Tauranga Moana Te Ao Māori Local Curriculum Our work with TE WHETURERE, and The appointment of a kaitiaki who is charged with bringing the true intentions of Te Tiriti o Waitangi to life at Ōtūmoetai College, by blending two worlds for both Māori and non-Māori. This will be achieved through innovative support structures and

					programmes that promote equity for Māori education, through increasing achievement, engagement and hauora.
CONTINUE to develop the Year 9 cultural competency induction	A programme of cultural competency to align with school values & culture for all Year 9 students	A programme of cultural competency is agreed to and worked on throughout the year	Completion of Year 9 cultural competency induction for 2020 Demystify the wharehau for all students to experience and understand basic tikanga	ACHIEVED <ul style="list-style-type: none"> ▪ A three day induction programme of cultural competency has been refined for our Year 9 students. ▪ The induction days will be supported by prescribed in-class teaching as well as form and whare assemblies. 	
PLAN a Year 10 cultural competency induction for 2021	A programme of cultural competency to align with school values & culture for all Year 10 students	A planned programme of cultural competency for Year 10 is developed for 2021	Completion of Year 10 cultural competency induction for 2021	NOT ACHIEVED <ul style="list-style-type: none"> ▪ This work has been deferred to 2022 following the redesign of the Year 9 cultural competency programme. 	
CONTINUE to develop the Māori graduate profile	An accreditation system to support the development of a Māori graduate at Ōtūmoetai College	Māori graduate profile at Ōtūmoetai College developed	<ul style="list-style-type: none"> ▪ Continue existing development with involvement of Iwi, Hapu, whānau and Māori students ▪ Prepare for piloting in 2021. 	ACHIEVED <ul style="list-style-type: none"> ▪ Aspects of the Ngāti Ranginui and Ngai Te Rangi graduate profiles have been incorporated into our Ōtūmoetai College Graduate Profile. ▪ To support this work, we are working with TE WHETUPHERE to build Te Maingitanga o Ngā Whetu Pīataata (cultural and emotional intelligence) in our Māori students. Two wānanga (1 day per wānanga) – rangatahi Māori leadership group Māori leadership profiles and values Mental and Physical Resiliency Activities utilising Māori methods of motivation and inspiration Hohou te rongo – learning to cultivate peace, calm and focus. Mahi Toi – unleashing the creative mind and spirit. 	

Otumoetai College

Kiwisport

For the Year Ended 31 December 2020

Kiwisport is a Government initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$44,603 (excluding GST). The funding is spent on providing a wide range of sporting opportunities for all students at all levels. Funds have been put towards a dedicated sports office manned by three staff organising teams, coaches, equipment and uniforms. Twenty three sports were offered in 2020 with the number of students participating in organised sport being 34% of the school roll.

Independent Auditor's Report

To the Readers of Otumoetai College's Financial Statements

For the Year Ended 31 December 2020

The Auditor-General is the auditor of Otumoetai College and its controlled entities (collectively referred to as 'the Group'). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the Group on his behalf.

Opinion

We have audited the financial statements of the Group on pages 2 to 17, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the Group:

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

Our audit was completed on 31 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.

ACCOUNTANTS & ADVISORS

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William Buck Audit (NZ) Limited

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the Group 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 Group for assessing the Group'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 Group, 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 Group'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 Group'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 Group'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 Group 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 obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the group to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.
- 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 is responsible for the other information. The other information comprises the information included on page 1 and on pages 18 to 28, 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 Group 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 Group.

A handwritten signature in blue ink, appearing to read 'Richard Dey', with a stylized flourish at the end.

Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand