

OPUNAKE HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number:	181
Principal:	Peter O'Leary
School Address:	Tasman Street, OPUNAKE
School Postal Address:	PO Box 4, OPUNAKE , 4645
School Phone:	06 761 8723
School Email:	sl@opunake.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
Andy Whitehead	Chairperson	Elected	Farmer	Jun 2022
Peter O'Leary	Principal	ex Officio		
Lloyd Morgan	Parent Rep	Elected	Farmer	Jun 2022
Vanessa Smith	Parent Rep	Elected	Administrator	Jun 2019
Leonie Purgaric	Parent Rep	Elected	Kindy Teacher	Jun 2019
Diane Weir	Parent Rep	Elected	Teacher	Jun 2019
Liz Gasson	Parent Rep	Elected	Teacher	Jun 2022
Megan Symons	Parent Rep	Elected	Farmer	Jun 2022
Steve Pivac	Parent Rep	Elected	Farmer	Jun 2022
Robyn Davey	Staff Rep	Elected	Teacher	Jun 2022
Joel Clement	Student Rep	Elected	Student	Oct 2019
Pero Brophy	Student Rep	Elected	Student	Jun 2022
John Hooker	Other	Co-opted	Teacher	Jun 2022
Vince McCarthy	Other	Co-opted	Process Worker	Jun 2019
Kylie Brophy	Other	Co-opted	Policeman	Jun 2022
Lynelle Kuriger	Other	Co-opted	Farmer	Jun 2019

Accountant / Service Provider: Education Services Ltd



OPUNAKE HIGH SCHOOL

Annual Report - For the year ended 31 December 2019

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Opunake High School

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

ANDY WHITEHEAD

Full Name of Board Chairperson



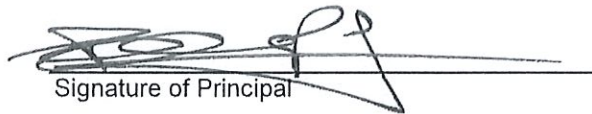
Signature of Board Chairperson

29 May 2020

Date:

PETER JOHN O'LEARY

Full Name of Principal



Signature of Principal

29 May 2020

Date:

Opunake High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	4,560,498	4,441,461	4,607,534
Locally Raised Funds	3	220,480	64,800	197,586
Interest income		21,070	15,000	24,212
Gain on Sale of Property, Plant and Equipment		1,018	-	435
		<u>4,803,066</u>	<u>4,521,261</u>	<u>4,829,767</u>
Expenses				
Locally Raised Funds	3	140,794	32,800	123,259
Learning Resources	4	3,230,007	3,215,936	3,308,605
Administration	5	252,788	237,107	251,288
Finance		3,976	3,547	4,767
Property	6	1,064,057	1,008,568	1,087,310
Depreciation	7	166,515	148,709	171,417
Loss on Disposal of Property, Plant and Equipment		-	-	827
		<u>4,858,137</u>	<u>4,646,667</u>	<u>4,947,473</u>
Net Surplus / (Deficit) for the year		(55,071)	(125,406)	(117,706)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(55,071)</u>	<u>(125,406)</u>	<u>(117,706)</u>

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



Opunake High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>747,800</u>	<u>667,536</u>	<u>865,291</u>
Total comprehensive revenue and expense for the year		(55,071)	(125,406)	(117,706)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		12,157	-	-
Net Movement in Trusts		242	-	215
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	<u>705,128</u>	<u>542,130</u>	<u>747,800</u>
 Retained Earnings		 705,128	 542,130	 747,800
Equity at 31 December		<u>705,128</u>	<u>542,130</u>	<u>747,800</u>

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



Opunake High School

Statement of Financial Position

As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Assets				
Cash and Cash Equivalents	8	465,629	2,639	155,096
Accounts Receivable	9	231,286	201,026	219,239
GST Receivable		47,323	18,045	46,064
Prepayments		13,498	10,068	11,667
Investments	10	731,102	724,192	731,047
		<u>1,488,838</u>	<u>955,970</u>	<u>1,163,113</u>
Current Liabilities				
Accounts Payable	12	348,561	288,866	269,254
Revenue Received in Advance	13	9,032	7,939	8,239
Provision for Cyclical Maintenance	14	110,892	109,259	110,144
Finance Lease Liability - Current Portion	15	38,058	25,225	37,706
Funds held for Capital Works Projects	16	271,240	-	72,127
Funds held on behalf of Transport Group Cluster	17	138,501	157,048	157,309
		<u>916,284</u>	<u>588,337</u>	<u>654,779</u>
Working Capital Surplus/(Deficit)		<u>572,554</u>	<u>367,633</u>	<u>508,334</u>
Non-current Assets				
Investments (more than 12 months)	10	13,200	-	13,200
Property, Plant and Equipment	11	420,342	366,761	460,031
Work in Progress		-	-	62,302
		<u>433,542</u>	<u>366,761</u>	<u>535,533</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	292,383	184,184	257,533
Finance Lease Liability	15	8,585	8,080	38,534
		<u>300,968</u>	<u>192,264</u>	<u>296,067</u>
Net Assets		<u>705,128</u>	<u>542,130</u>	<u>747,800</u>
Equity		<u>705,128</u>	<u>542,130</u>	<u>747,800</u>

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

Opunake High School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
Cash flows from Operating Activities				
Government Grants		1,094,976	1,123,143	1,113,398
Locally Raised Funds		220,054	78,400	193,563
Goods and Services Tax (net)		(1,259)	-	(28,019)
Payments to Employees		(627,709)	(670,000)	(678,844)
Payments to Suppliers		(572,182)	(714,290)	(585,273)
Interest Paid		(3,976)	(3,547)	(4,767)
Interest Received		22,400	15,000	24,495
Net cash from Operating Activities		132,304	(171,294)	34,553
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		1,260	-	435
Purchase of PPE (and Intangibles)		(80,093)	(113,000)	(170,454)
Purchase of Investments		(55)	-	-
Net cash from Investing Activities		(78,888)	(113,000)	(170,019)
Cash flows from Financing Activities				
Furniture and Equipment Grant		12,157	-	-
Owners Contributions		242	-	215
Finance Lease Payments		(33,929)	(37,014)	(29,137)
Funds Administered on Behalf of Third Parties		58,355	-	(50,208)
Funds Held for Capital Works Projects		220,292	-	45,745
Net cash from Financing Activities		257,117	(37,014)	(33,385)
Net increase/(decrease) in cash and cash equivalents		310,533	(321,308)	(168,851)
Cash and cash equivalents at the beginning of the year	8	155,096	323,947	323,947
Cash and cash equivalents at the end of the year	8	465,629	2,639	155,096

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

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

Opunake High School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Cyclical Maintenance Provision

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

i) Inventories

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

j) Investments

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

Prior Year Policy

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

k) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	5-10 years
Building Improvements	20 years
Furniture and Equipment	5-15 years
Information and Communication	5 years
Motor Vehicles	5 years
Leased Assets	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.



l) Intangible Assets

Software costs

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

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

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

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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



u) Borrowings

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

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operational Grants	874,684	921,844	868,638
Teachers' Salaries Grants	2,645,980	2,549,126	2,640,638
Use of Land and Buildings Grants	808,865	760,288	819,823
Resource Teachers Learning and Behaviour Grants	740	-	-
Secondary tertiary alignment resource grants	48,011	50,410	48,801
Other MoE Grants	174,534	159,793	229,634
Other Government Grants	7,684	-	-
	<u>4,560,498</u>	<u>4,441,461</u>	<u>4,607,534</u>

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Revenue			
Donations	42,341	22,750	37,058
Bequests & Grants	20,970	-	12,851
Activities	94,310	5,550	84,992
Trading	870	1,000	887
Fundraising	19,919	11,000	14,954
Other Revenue	42,070	24,500	46,844
	<u>220,480</u>	<u>64,800</u>	<u>197,586</u>
Expenses			
Activities	136,327	32,300	121,287
Trading	390	500	103
Fundraising (Costs of Raising Funds)	4,077	-	1,869
	<u>140,794</u>	<u>32,800</u>	<u>123,259</u>
<i>Surplus for the year Locally raised funds</i>	<u>79,686</u>	<u>32,000</u>	<u>74,327</u>

4. Learning Resources

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Curricular	163,478	187,360	181,455
Library Resources	4,166	4,000	3,970
Employee Benefits - Salaries	3,025,935	2,990,526	3,098,186
Staff Development	19,978	12,850	8,232
Consumables	16,450	21,200	16,762
	<u>3,230,007</u>	<u>3,215,936</u>	<u>3,308,605</u>

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,023	5,857	5,521
Board of Trustees Fees	5,020	3,000	7,370
Board of Trustees Expenses	11,032	9,450	10,183
Communication	6,702	7,300	8,910
Consumables	46,426	33,900	40,579
Operating Lease	-	10,000	4,548
Other	23,050	23,000	18,738
Employee Benefits - Salaries	127,715	121,000	129,250
Insurance	12,600	10,000	12,209
Service Providers, Contractors and Consultancy	14,220	13,600	13,980
	<u>252,788</u>	<u>237,107</u>	<u>251,288</u>

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	20,384	18,100	17,427
Cyclical Maintenance Expense	35,598	34,850	35,734
Grounds	20,481	17,050	16,457
Heat, Light and Water	45,098	48,500	46,654
Rates	2,767	2,900	2,148
Repairs and Maintenance	13,854	19,280	29,800
Use of Land and Buildings	808,865	760,288	819,823
Security	327	-	2,689
Employee Benefits - Salaries	116,683	107,600	116,578
	<u>1,064,057</u>	<u>1,008,568</u>	<u>1,087,310</u>

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

7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	9,680	8,012	9,236
Furniture and Equipment	61,420	52,244	60,221
Information and Communication Technology	67,424	65,781	75,826
Motor Vehicles	3,555	3,742	4,313
Leased Assets	19,141	13,973	16,107
Library Resources	5,295	4,957	5,714
	<u>166,515</u>	<u>148,709</u>	<u>171,417</u>



8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on Hand	150	-	150
Bank Current Account	296,331	2,639	42,019
Bank Call Account	139,148	-	82,927
Short-term Bank Deposits	30,000	-	30,000
Cash equivalents for Cash Flow Statement	465,629	2,639	155,096

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

Of the \$465,629 Cash and Cash Equivalents, \$271,240 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Receivables	23,227	17,748	22,008
Receivables from the Ministry of Education	-	-	1,332
Banking Staffing Underuse	-	-	338
Interest Receivable	5,770	7,383	7,100
Teacher Salaries Grant Receivable	202,289	175,895	188,461
	231,286	201,026	219,239
Receivables from Exchange Transactions	28,997	25,131	29,108
Receivables from Non-Exchange Transactions	202,289	175,895	190,131
	231,286	201,026	219,239

10. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	731,102	724,192	731,047
Non-current Asset			
Funds Held in Trust	13,200	-	13,200
Total Investments	744,302	724,192	744,247

11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	45,664	38,126	-	-	(9,680)	74,110
Furniture and Equipment	200,941	28,685	-	-	(61,420)	168,206
Information and Communication Tech	151,153	46,888	-	-	(67,424)	130,617
Motor Vehicles	11,401	-	-	-	(3,555)	7,846
Leased Assets	32,454	10,275	(242)	-	(19,141)	23,346
Library Resources	18,418	3,094	-	-	(5,295)	16,217
Balance at 31 December 2019	460,031	127,068	(242)	-	(166,515)	420,342

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	358,424	(284,314)	74,110
Furniture and Equipment	1,028,023	(859,817)	168,206
Information and Communication	829,078	(698,461)	130,617
Motor Vehicles	110,797	(102,951)	7,846
Leased Assets	58,712	(35,366)	23,346
Library Resources	90,731	(74,514)	16,217
Balance at 31 December 2019	2,475,765	(2,055,423)	420,342

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	54,900	-	-	-	(9,236)	45,664
Furniture and Equipment	184,526	77,463	(827)	-	(60,221)	200,941
Information and Communication Tech	168,301	58,678	-	-	(75,826)	151,153
Motor Vehicles	15,714	-	-	-	(4,313)	11,401
Leased Assets	8,524	40,037	-	-	(16,107)	32,454
Library Resources	20,767	3,365	-	-	(5,714)	18,418
Balance at 31 December 2018	452,732	179,543	(827)	-	(171,417)	460,031

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	320,298	(274,634)	45,664
Furniture and Equipment	999,996	(799,055)	200,941
Information and Communication	782,190	(631,037)	151,153
Motor Vehicles	110,797	(99,396)	11,401
Leased Assets	55,069	(22,615)	32,454
Library Resources	87,637	(69,219)	18,418
Balance at 31 December 2018	2,355,987	(1,895,956)	460,031



12. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	97,952	91,858	26,340
Accruals	5,857	4,693	4,668
Capital Accruals for PPE items	29,928	-	31,354
Employee Entitlements - Salaries	202,289	175,895	188,461
Employee Entitlements - Leave Accrual	12,535	16,420	18,431
	<u>348,561</u>	<u>288,866</u>	<u>269,254</u>
Payables for Exchange Transactions	348,561	288,866	269,254
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<u>348,561</u>	<u>288,866</u>	<u>269,254</u>

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Income in Advance	1,000	-	-
Student Accounts in Credit	8,032	7,939	7,789
Income in Advance - Overseas Trip	-	-	450
	<u>9,032</u>	<u>7,939</u>	<u>8,239</u>

14. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	367,677	258,593	331,943
Increase to the Provision During the Year	35,598	34,850	35,734
Provision at the End of the Year	<u>403,275</u>	<u>293,443</u>	<u>367,677</u>
Cyclical Maintenance - Current	110,892	109,259	110,144
Cyclical Maintenance - Term	292,383	184,184	257,533
	<u>403,275</u>	<u>293,443</u>	<u>367,677</u>

15. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	38,418	25,225	38,853
Later than One Year and no Later than Five Years	8,585	8,080	38,894
	<u>47,003</u>	<u>33,305</u>	<u>77,747</u>



16. Funds Held (Owed) for Capital Works Projects

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

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2019	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
New Project	<i>in progress</i>	8,785	-	-	-	8,785
Block A & B Project	<i>completed</i>	43,775	14,766	34,365	(24,176)	-
Blocks B,C,CW,D,E,G,J Roof/Clad	<i>in progress</i>	19,567	572,348	329,460	-	262,455
Totals		72,127	587,114	363,825	(24,176)	271,240

Represented by:

Funds Held on Behalf of the Ministry of Education

271,240

Funds Due from the Ministry of Education

-

271,240

					BOT Contribution/ (Write-off to R&M)	Closing Balances
	2018	Opening Balances \$	Receipts from MoE \$	Payments \$		\$
New Project	<i>in progress</i>	8,785	-	-	-	8,785
Block A & B Project	<i>in progress</i>	(57,350)	99,358	60,534	62,301	43,775
Block E Roofing	<i>completed</i>	3,169	(643)	2,526	-	-
Blocks B,C,CW,D,E,G,J Roof/Clad	<i>in progress</i>	74,000	-	54,433	-	19,567
Flood Block D	<i>completed</i>	-	5,147	5,147	-	-
Totals		28,604	103,862	122,640	62,301	72,127

17. Funds held on behalf of Transport Group Cluster

Opunake high School is the lead school and holds funds on behalf of the Transport Group Network, a group of schools funded by the Ministry of Education to provide transport for students.

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held at Beginning of the Year	157,310	157,048	157,047
Funds Received from Cluster Members	803,416	-	765,049
Funds Spent on Behalf of the Cluster	822,225	-	764,787
Total	138,501	157,048	157,309
Auroa School	43,312	45,544	48,766
Opunake High School	38,028	50,255	44,047
Rahotu School	21,972	26,698	25,169
Opunake Primary School	21,339	18,846	23,596
St Joseph's Opunake	13,850	15,705	15,731
Funds Held at Year End	138,501	157,048	157,309

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

Current Assets

Cash at bank	217,713	160,924
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Non Current Assets

Property Plant and Equipment	-	-
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Current Liabilities

Operating Creditors	77,163	-
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Non Current Liabilities

Borrowings	-	-
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Equity

140,550	160,924
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18. Related Party Transactions

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

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

19. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	5,020	7,370
Full-time equivalent members	0.15	0.25
<i>Leadership Team</i>		
Remuneration	1,347,138	529,607
Full-time equivalent members	14.00	5.04
Total key management personnel remuneration	1,352,158	536,977
Total full-time equivalent personnel	14.15	5.29

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Principal A		
Salary and Other Payments	140 - 150	100 - 110
Benefits and Other Emoluments	3 - 4	2 - 3
Termination Benefits	-	-
Principal B		
Salary and Other Payments	-	30 - 40
Benefits and Other Emoluments	-	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
110 - 120	1.00	-
100 - 110	1.00	1.00
	2.00	1.00

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

20. Compensation and Other Benefits Upon Leaving

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

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



21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2019 (Capital commitments at 31 December 2018: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

23. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

24. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	465,629	2,639	155,096
Receivables	231,286	201,026	219,239
Investments - Term Deposits	744,302	724,192	744,247

Total Financial assets measured at amortised cost

1,441,217	927,857	1,118,582
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Financial liabilities measured at amortised cost

Payables	348,561	288,866	269,254
Borrowings - Loans	-	-	-
Finance Leases	46,643	33,305	76,240
Painting Contract Liability	-	-	-

Total Financial Liabilities Measured at Amortised Cost

395,204	322,171	345,494
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25. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

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

At this time the full financial impact of the COVID-19 pandemic is not able to be determined. The school will continue to receive funding from the Ministry of Education, even while closed. However, economic uncertainties have arisen which are likely to negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the COVID-19 pandemic:

- A reduction in locally raised funds revenue because the schools ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may be compromised. Costs already incurred arranging future events may not be recoverable.

26. Comparatives

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

27. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 10 Investments:

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

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

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

The Auditor-General is the auditor of Opunake High School School (the school). The Auditor-General has appointed me, David Fraser, using the staff and resources of Silks Audit Chartered Accountants Ltd, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 22, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expenses, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Tier 2 PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime

Our audit was completed on 29 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 on page 22 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Board of Trustees schedule included on the cover page, Analysis of Variance and Kiwisport statement included as appendices, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



David Fraser
Silks Audit Chartered Accountants Ltd
On behalf of the Auditor-General
Whanganui, New Zealand

OPUNAKE HIGH SCHOOL



2019 ANALYSIS OF VARIANCE

KEY	Green	Target achieved
	Orange	Close to achieving target
	Red	Did not achieve target

Endorsed by Principal:

 28/02/2020.

Endorsed by Board of Trustees:



Strategic Values (See Charter)	Strategic Goal	Target	Variance	Report to Target
<p>Developing Curriculum</p> <p><i>A continued focus on ensuring a curriculum is future focussed, both inside and outside of the classroom.</i></p>	<p>Promote a culture of achievement and excellence which enables all students to realise their full potential.</p>	<p>Increase Excellence and Merit endorsements to the following:</p> <ul style="list-style-type: none"> Yr 11 Merit – 20% Yr 11 Ex – 15% 		<ul style="list-style-type: none"> Level 1 NCEA pass rate = 83.6% Yr 11 Merit Endorsed = 12.5% Yr 11 Excellence Endorsed = 10.7%
		<ul style="list-style-type: none"> Yr 12 Merit – 20% Yr 12 Ex – 15% 		<ul style="list-style-type: none"> Yr 12 Level 2 NCEA pass rate = 88.9% Yr 12 Merit Endorsed = 7.1% Yr 12 Excellence Endorsed = 12.5%
		<ul style="list-style-type: none"> Yr 13 Merit – 20% Yr 13 Ex -15% 		<ul style="list-style-type: none"> Yr 13 Level 3 NCEA pass rate = 74.1% Yr 13 Merit Endorsed = 7.5% Yr 13 Excellence Endorsed = 20%
	<p>Develop all student's knowledge, competencies and values to succeed in a rapidly changing world.</p>	<p>Identify each individual student who will be targeted to achieve course endorsement.</p>		<ul style="list-style-type: none"> Targeted students at each endorsement level have been identified by the deans.
		<p>Create targeted individual development plans for identified endorsement students.</p>		<ul style="list-style-type: none"> Individual action plans have been constructed and reconstructed with identified endorsement students. Most of the targeted students have gained endorsement many have jumped merit to excellence.
	<p>Improve priority learner's outcomes to above the national</p>	<p>Increase Maori roll based NCEA results to:</p> <ul style="list-style-type: none"> 85% NCEA Level 1 85% NCEA Level 2 		<ul style="list-style-type: none"> Level 1 Maori pass rate = 80% Level 1 NZ European pass rate = 88.4% Level 2 Maori pass rate = 85.2% Level 2 NZ European pass rate = 91.7% Level 3 Maori pass rate = 44.4%

<p>Responsive Teaching and Learning</p> <p><i>Ensuring we are meeting the diverse needs of their learners. Inquiring into their practise by reviewing, reflecting and improving their teaching is at the heart of respecting our learners.</i></p>	average at NCEA.			<ul style="list-style-type: none"> Level 3 NZ European pass rate = 80.6%
	<ul style="list-style-type: none"> Maori Pasifika Special needs, including Gifted and Talented 	<ul style="list-style-type: none"> Increase Maori Level 1-3 Merit Endorsements to 15% 		<ul style="list-style-type: none"> Level 1 Maori Merit = 3.7% Level 2 Maori Merit = 0% Level 3 Maori Merit = 0%
		<ul style="list-style-type: none"> Increase Maori Level 1-3 Excellence endorsements to 10% 		<ul style="list-style-type: none"> Level 1 Maori Excellence = 7.4% Level 2 Maori Excellence = 0% Level 3 Maori Excellence = 6%
		<ul style="list-style-type: none"> Achieve 100% roll based Pasifika achievement at NCEA level 2. 		<ul style="list-style-type: none"> Level 2 Pasifika pass rate = ---% No Pasifika Level 2 students.
	<p>Develop robust successful transitions from contributing schools to Opunake High School focusing on improving literacy and numeracy levels in Years 9-10.</p>	<p>Increase literacy levels of students in Y9-10 through:</p> <ul style="list-style-type: none"> Developing a shared literacy improvement strategy for our school. Embed literacy development strategies in each curriculum area through HOFs. 		<ul style="list-style-type: none"> Shared literacy improvement strategy formulated with HOFs building on the 2018 strategies for teachers. Common literacy strategies are implemented for Year 9-10 in all curriculum areas. With all faculties following common strategies as selected by HOFs 2019 continue to implement strategies across all curriculum areas and use one or two common strategies that can scaffold students to improve at least 3 sublevels in e-asttle literacy.

<p>Exceeding Expectations</p> <p><i>Exceeding national averages at all levels of NCEA will be the norm. We will set high expectations of student achievement, wellbeing and citizenship and create plans to exceed them.</i></p>		<ul style="list-style-type: none">● Target the 90% of Yr 10 students at e-asttle literacy levels 4P and above at the end of 2019	<div></div> <p>Year 10 Reading Profile beginning 2019 compared to end of 2019</p> <p>Overall Profile</p> <p>Students below Level 4p</p> <ul style="list-style-type: none">● 48% start 2019● 44% end 2019 <p>Students at or above Level 4p</p> <ul style="list-style-type: none">● 52% start 2019● 56% end 2019 <p>Maori students below Level 4p</p> <ul style="list-style-type: none">● 62% start 2019● 53% end 2019 <p>Maori students at or above Level 4p</p> <ul style="list-style-type: none">● 38% start 2019● 47% end 2019 <p>Males below Level 4p</p> <ul style="list-style-type: none">● 57% start 2019● 49% end 2019 <p>Males at or above Level 4p</p> <ul style="list-style-type: none">● 43% start 2019● 51% end of 2019 <p>Females below Level 4p</p> <ul style="list-style-type: none">● 46% start 2019● 35% end 2019 <p>Females at or above Level 4p</p> <ul style="list-style-type: none">● 54% start 2019● 65% end 2019
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<p>Aroha</p> <p><i>Displaying Aroha as leaders of learning will involve all staff embracing Tikanga Maori, embedding culturally responsive pedagogies and understanding the deep history of Taranaki and Nga Ruahine tangata whenua.</i></p>	<p>Improve attendance of all students</p>	<p>Achieve school wide attendance of 90% half days:</p>	<p>2019 school-wide attendance = 82.3%</p> <ul style="list-style-type: none"> 2020 continue to target school wide attendance through personal contact with whanau by the whanau mentor teacher to promote improved attendance. Monitoring by Deans & SLT. 	
		<ul style="list-style-type: none"> Year 9 – 95% 	<p>Yr 9 average attendance</p> <ul style="list-style-type: none"> Term 1 = 91% Term 2 = 86% Term 3 = 83% Term 4 = 81% <p>2019 average = 85.8%</p>	
		<ul style="list-style-type: none"> Year 10 -90% 	<p>Yr 10 average attendance</p> <ul style="list-style-type: none"> Term 1 = 89% Term 2 = 82% Term 3 = 82% Term 4 = 74% <p>2019 average = 81.8%</p>	
		<ul style="list-style-type: none"> Year 11 – 90% 	<p>Yr 11 average attendance</p> <ul style="list-style-type: none"> Term 1 = 88% Term 2 = 83% Term 3 = 79% Term 4 = 74% <p>2019 average = 81%</p>	
		<ul style="list-style-type: none"> Year 12 – 90% 	<p>Yr 12 average attendance</p> <ul style="list-style-type: none"> Term 1 = 90% Term 2 = 84% Term 3 = 78% 	

			<ul style="list-style-type: none"> Term 4 = 70% <p>2019 average = 79.5%</p> <p>Students who completed NCEA Level 2 during term 3 were kept on the roll and encouraged to return to complete level 3 work. This had little impact in encouraging them to stay in school especially in term 4.</p>	
	<ul style="list-style-type: none"> Year 13 – 85% 		<p>Yr 13 average attendance</p> <ul style="list-style-type: none"> Term 1 = 82% Term 2 = 84% Term 3 = 81% Term 4 = 68% <p>2019 average = 84.4%</p>	
	Ensure staff are accurately recording attendance and mentors are following the attendance system		<ul style="list-style-type: none"> There are still gaps in the completion of the student attendance system caused by teachers not completing their rolls in a timely and accurate manner. 2020 focus will be on addressing professionalism of teachers to ensure accurate recording of attendance by teachers and whanau mentors. 	
	Increase whanau mentoring attendance to 85% across all Year levels		<ul style="list-style-type: none"> Review mentoring program monthly to meet students needs. Utilise student DREAM team promoting mentoring and engaging with students and their learning needs. <p>Whole school average</p> <ul style="list-style-type: none"> Term 1 = 86% Term 2 = 86% 	

<p>Meeting individual Needs</p> <p><i>Each student is an individual with unique talents, passions and needs. Through our practice and school structures we will ensure each student lives their personal pathway, develop their talents and passions and utilise their individual strengths to grow the community's mana.</i></p>				<ul style="list-style-type: none">● Term 3 = 86%● Term 4 = 83% <p>2019 average = 85%</p> <ul style="list-style-type: none">● Student led sporting competition that ran during Term 3 & Term 4 where all Hapu competed against each other.● Annual hapu sports days (swimming/athletics) were both well supported by Hapu with pride in Hapu colours and cheering the students that were racing in Hapu events.● Cultural Hapu opportunities with kapa haka competitions between Hapu and celebration of student participation.
	Implement a quality Hapu competition that offers a range of opportunity for student participation and pride.			<ul style="list-style-type: none">● TSSA survey of all schools shows that Opunake High School has a 67% student participation in sport.● Opunake High School male students have 78% participation rate in sport and female students have a 54% participation rate in sport.● Teachers co-ordinating sports enabled accountability and encouraged staff to be involved in sports while supporting the sports coordinator.
	Increase student participation in sport to 70%.			<ul style="list-style-type: none">● Iwi is now streamed on facebook live which will enable whanau to see their students gain success.● Newsletters every month promote student success with academic, cultural and sporting success celebrated with the community. This is shared with the school community via email and strategically placed in the community.

				<ul style="list-style-type: none"> Student success is celebrated on Facebook, Newsletter, schoolapp, school website, Coastal news, Iwi, twitter and by word of mouth.
		Develop student DREAM to: <ul style="list-style-type: none"> Establish DREAM Leaders from Y9-12 with defined leadership opportunities Consistently reward DREAM behaviours through OPZ bucks, focussing on uniform and attendance 		<ul style="list-style-type: none"> Student DREAM committee developed with defined leadership opportunities to support students with what they see living the DREAM values at Opunake High School. Embedded the Opz bucks concept with the student body. Opz bucks have been used by teachers to give to students who are consistently wearing the correct uniform, have regular attendance and have their chromebook ready for learning. Students are able to cash in their Opz bucks to get rewards reinforcing the DREAM values of the school and rewarding positive behaviours.

Other 2019 Key Improvement Strategies to Achieve Strategic Vision					
Property (summarised from property plan)	Variance	Short Report	Finance	Variance	Short Report
<ul style="list-style-type: none">Complete infrastructure upgrade completed by Dec 2019.		<ul style="list-style-type: none">Start date for this project is approximately Sept 2019 - July 2020.Heartland construction is completing the renovations.	<ul style="list-style-type: none">Ensure banked staffing is managed to a zero balance by pay period 26 2020		<ul style="list-style-type: none">Bank staffing as of pay period 23 (adjustment period) is in credit of \$5,896.00.Credit that has been accumulating will be used during term 1 2020 to give \$0 balance in period 26.
<ul style="list-style-type: none">Complete redevelopment of sports field pavilion and grandstand.		<ul style="list-style-type: none">Concrete pad, wall panel replacement and roofing have been completed.To be completed in early 2019 install seating, replace rotten boards and painting.	<ul style="list-style-type: none">Ensure deficit budget is cash neutral.		<ul style="list-style-type: none">This has been achieved in 2019Deficit is approx \$119,466 and depreciation is \$124,297 so this produces \$4,831 approx cash surplus.

Personnel	Variance	Short Report	Health and Safety	Variance	Short Report
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<ul style="list-style-type: none"> ● Improve staff morale and wellbeing through an implemented wellbeing programme. 	<ul style="list-style-type: none"> ● In term 2 & 3 , a wellbeing programme was operating once a week for staff to write positive self reflections before school on Fridays. ● A yoga program has also been implemented for staff wellbeing. ● DP lead "Fun Friday's" incorporating gift of aroha where staff that have supported each other are acknowledged. 	<ul style="list-style-type: none"> ● Ensure Health and Safety reporting is occurring at all levels of the organisation. 	<ul style="list-style-type: none"> ● Health and safety reporting is actively encouraged and checked by the health and safety committee. ● Reporting is documented in the health and safety book and this is tabled at each health and safety meeting. ● Health and safety audit was completed at the end of 2019 to establish a baseline of H&S issues and allow priority targeting of the identified issues.
<ul style="list-style-type: none"> ● Complete robust "teaching as inquiry" with clear lines of sight of targeted students. 	<ul style="list-style-type: none"> ● Changed from provider focused TAI to all staff following the same process on goggle docs. ● Literacy focus for each teacher with 2019 appraisal with a targeted 	<ul style="list-style-type: none"> ● Complete first aid training of staff to ensure that there is one staff member per faculty trained in first aid. 	<ul style="list-style-type: none"> ● All teachers have been trained in advanced first aid. ● There is a central register of teachers who have first aid training and those who need this training.

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Growing good people for a rapidly changing world

1 May 2020

KIWISPORT STATEMENT

Re: Kiwisport Funding:

The funds we receive for Kiwisport are used to increase student participation in sport activities throughout the school and with Taranaki wide exchanges.

Yours sincerely

Peter O'Leary
Principal