

STRATFORD PRIMARY SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

| | |
|-------------------------------|-------------------------------|
| Ministry Number: | 2244 |
| Principal: | Jason Elder |
| School Address: | Regan Street, Stratford |
| School Postal Address: | Regan Street, Stratford, 4332 |
| School Phone: | 06 765 6938 |
| School Email: | office@sps.kiwi.nz |

Members of the Board of Trustees

| Name | Position | How Position Gained | Term Expires/ Expired |
|------------------|-----------------|------------------------------------|--------------------------------------|
| Kath Weir | Chairperson | Elected | Sep 2020 |
| Hayley Loveridge | Chairperson | Elected | Jun 2022 |
| Jason Elder | Principal | ex Officio | |
| Sintina Petrie | Parent Rep | Elected | Jun 2022 |
| Jack Whitikia | Parent Rep | Elected | Jun 2022 |
| Fiona Jansma | Parent Rep | Co-opted | Jun 2022 |
| Le-Arna Russ | Parent Rep | Co-opted | Jun 2022 |
| David Chadwick | Parent Rep | Co-opted | Jun 2022 |
| Nathan Taingahue | Parent Rep | Co-opted | Jun 2022 |
| Deborah Campbell | Staff Rep | Elected | Jun 2022 |

Accountant / Service Provider: Education Services Ltd



STRATFORD PRIMARY SCHOOL

Annual Report - For the year ended 31 December 2020

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Stratford Primary School

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Hayley Loveridge
Full Name of Board Chairperson

[Signature]
Signature of Board Chairperson

31 May 2021

Date:

Jason Mark Elder
Full Name of Principal

[Signature]
Signature of Principal

31 May 2021

Date:

Stratford Primary School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

| | | 2020 | 2020 | 2019 |
|---|-------|------------------|-----------------------------|------------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Revenue | | | | |
| Government Grants | 2 | 3,611,501 | 3,203,173 | 3,319,877 |
| Locally Raised Funds | 3 | 98,841 | 130,588 | 155,311 |
| Interest income | | 9,013 | 14,000 | 19,778 |
| Gain on Sale of Property, Plant and Equipment | | - | - | 1,096 |
| Other Revenue | | - | - | 2,816 |
| | | <u>3,719,355</u> | <u>3,347,761</u> | <u>3,498,878</u> |
| Expenses | | | | |
| Locally Raised Funds | 3 | 36,676 | 68,208 | 94,150 |
| Learning Resources | 4 | 2,733,932 | 2,352,321 | 2,460,442 |
| Administration | 5 | 161,573 | 173,667 | 190,365 |
| Finance | | 2,736 | 1,170 | 2,275 |
| Property | 6 | 719,756 | 643,734 | 724,229 |
| Depreciation | 7 | 115,475 | 102,674 | 120,049 |
| Loss on Disposal of Property, Plant and Equipment | | 1,633 | - | 642 |
| | | <u>3,771,781</u> | <u>3,341,774</u> | <u>3,592,152</u> |
| Net Surplus / (Deficit) for the year | | (52,426) | 5,987 | (93,274) |
| Other Comprehensive Revenue and Expenses | | 5,975 | - | 5,324 |
| Total Comprehensive Revenue and Expense for the Year | | <u>(46,451)</u> | <u>5,987</u> | <u>(87,950)</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.

Stratford Primary School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

| | Notes | Actual 2020 \$ | Budget (Unaudited) 2020 \$ | Actual 2019 \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | | 585,154 | 674,389 | 673,104 |
| Total comprehensive revenue and expense for the year | | (46,451) | 5,987 | (87,950) |
| Capital Contributions from the Ministry of Education | | | | |
| Contribution - Furniture and Equipment Grant | | 14,778 | - | - |
| Equity at 31 December | 26 | 553,481 | 680,376 | 585,154 |
| Retained Earnings | | 553,481 | 680,376 | 585,154 |
| Equity at 31 December | | 553,481 | 680,376 | 585,154 |

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.

Stratford Primary School
Statement of Financial Position
As at 31 December 2020

| | | 2020 | 2020 | 2019 |
|---|-------|----------------|----------------|----------------|
| | Notes | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 44,873 | 2,900 | 32,294 |
| Accounts Receivable | 9 | 174,546 | 138,224 | 147,993 |
| GST Receivable | | - | 5,532 | - |
| Prepayments | | 8,373 | 6,561 | 7,624 |
| Inventories | 10 | 530 | 972 | 685 |
| Investments | 11 | 462,410 | 538,341 | 480,941 |
| Float | | 40 | - | - |
| | | <u>690,772</u> | <u>692,530</u> | <u>669,537</u> |
| Current Liabilities | | | | |
| GST Payable | | 459 | - | 2,273 |
| Accounts Payable | 13 | 215,417 | 177,174 | 189,486 |
| Revenue Received in Advance | 14 | 8,113 | 27,349 | 14,568 |
| Provision for Cyclical Maintenance | 15 | 63,791 | 35,467 | 49,585 |
| Painting Contract Liability - Current Portion | 16 | 37,768 | 37,768 | 37,768 |
| Finance Lease Liability - Current Portion | 17 | 19,098 | 18,535 | 18,102 |
| Funds held for Capital Works Projects | 18 | 33,897 | - | 56,499 |
| | | <u>378,543</u> | <u>296,293</u> | <u>368,281</u> |
| Working Capital Surplus/(Deficit) | | <u>312,229</u> | <u>396,237</u> | <u>301,256</u> |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 374,731 | 419,912 | 442,535 |
| Shares in Group Mowing Scheme | | 26,728 | 15,430 | 20,753 |
| | | <u>401,459</u> | <u>435,342</u> | <u>463,288</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 15 | 71,209 | 61,036 | 58,171 |
| Painting Contract Liability | 16 | 71,956 | 71,956 | 99,386 |
| Finance Lease Liability | 17 | 17,042 | 18,211 | 21,833 |
| | | <u>160,207</u> | <u>151,203</u> | <u>179,390</u> |
| Net Assets | | <u>553,481</u> | <u>680,376</u> | <u>585,154</u> |
| Equity | | <u>553,481</u> | <u>680,376</u> | <u>585,154</u> |

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

Stratford Primary School
Statement of Cash Flows
For the year ended 31 December 2020

| | | 2020 | 2020 | 2019 |
|--|----------|---------------|-----------------------------|---------------|
| | Note | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 1,022,369 | 909,770 | 803,050 |
| Locally Raised Funds | | 88,419 | 130,588 | 141,824 |
| Goods and Services Tax (net) | | (1,814) | - | 7,805 |
| Funds Administered on Behalf of Third Parties | | - | - | (1,929) |
| Payments to Employees | | (635,776) | (485,397) | (449,588) |
| Payments to Suppliers | | (406,170) | (420,343) | (439,153) |
| Cyclical Maintenance Payments in the year | | - | (25,000) | (11,996) |
| Interest Paid | | (2,736) | (1,170) | (2,275) |
| Interest Received | | 12,153 | 14,000 | 14,009 |
| Net cash from/(to) Operating Activities | | 76,445 | 122,448 | 61,747 |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of Property Plant & Equipment (and Intangibles) | | - | - | 1,096 |
| Purchase of Property Plant & Equipment (and Intangibles) | | (28,503) | (70,603) | (76,520) |
| Purchase of Investments | | (5,673) | - | (3,146) |
| Proceeds from Sale of Investments | | 24,204 | - | 60,547 |
| Net cash from/(to) Investing Activities | | (9,972) | (70,603) | (18,023) |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | 14,778 | 14,778 | - |
| Finance Lease Payments | | (16,153) | (14,584) | (15,806) |
| Painting contract payments | | (27,430) | (37,768) | (44,950) |
| Funds Held for Capital Works Projects | | (25,089) | - | 60,697 |
| Net cash from/(to) Financing Activities | | (53,894) | (37,574) | (59) |
| Net increase/(decrease) in cash and cash equivalents | | 12,579 | 14,271 | 43,665 |
| Cash and cash equivalents at the beginning of the year | 8 | 32,294 | (11,371) | (11,371) |
| Cash and cash equivalents at the end of the year | 8 | 44,873 | 2,900 | 32,294 |

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

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

Stratford Primary School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Stratford Primary School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 2020 to 31 December 2020 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

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

j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

Property, plant and equipment 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:

| | |
|--|---------------|
| Building Improvements | 15-40 years |
| Furniture and Equipment | 15 years |
| Motor Vehicles | 5 years |
| Library Resources | 8 years |
| Leased assets held under a Finance Lease | Term of Lease |

l) Intangible Assets

Software costs

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

Computer software 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. It's fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

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

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

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Instruments

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

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

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

u) Borrowings

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

| | 2020 | 2020 Budget | 2019 |
|---|------------------|------------------|------------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Operational Grants | 802,581 | 716,022 | 644,639 |
| Teachers' Salaries Grants | 2,086,508 | 1,848,743 | 2,024,564 |
| Use of Land and Buildings Grants | 492,467 | 444,660 | 488,442 |
| Resource Teachers Learning and Behaviour Grants | 616 | 3,000 | 2,723 |
| Other MoE Grants | 220,258 | 188,748 | 157,799 |
| Other Government Grants | 9,071 | 2,000 | 1,710 |
| | 3,611,501 | 3,203,173 | 3,319,877 |

The school has opted in to the donations scheme for this year. Total amount received was \$65,550.

Other MOE Grants total includes additional COVID-19 funding totalling \$29,322 for the year ended 31 December 2020.

3. Locally Raised Funds

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

| | 2020 | 2020 Budget | 2019 |
|--|---------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Revenue | | | |
| Donations | 33,798 | 27,500 | 26,908 |
| Bequests & Grants | 40,484 | 73,558 | 53,794 |
| Activities | 23,363 | 29,180 | 73,707 |
| Trading | 1,196 | - | 598 |
| Fundraising | - | 350 | 304 |
| | 98,841 | 130,588 | 155,311 |
| Expenses | | | |
| Activities | 35,654 | 68,208 | 93,403 |
| Trading | 875 | - | 747 |
| Other Locally Raised Funds Expenditure | 147 | - | - |
| | 36,676 | 68,208 | 94,150 |
| <i>Surplus for the year Locally raised funds</i> | 62,165 | 62,380 | 61,161 |

4. Learning Resources

| | 2020 | 2020 Budget | 2019 |
|------------------------------|------------------|------------------|------------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Curricular | 92,245 | 82,380 | 70,610 |
| Employee Benefits - Salaries | 2,612,680 | 2,227,658 | 2,366,210 |
| Staff Development | 11,284 | 17,200 | 11,084 |
| Text Books | 104 | 4,000 | - |
| Learning Centre | 7,347 | 8,130 | 942 |
| Rt Lit | 10,272 | 12,953 | 11,596 |
| | 2,733,932 | 2,352,321 | 2,460,442 |

5. Administration

| | 2020 | 2020 Budget | 2019 |
|--|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Audit Fee | 4,572 | 4,509 | 4,520 |
| Board of Trustees Fees | 2,725 | 2,800 | 3,390 |
| Board of Trustees Expenses | 2,118 | 4,500 | 8,416 |
| Communication | 10,500 | 10,854 | 9,787 |
| Consumables | 16,415 | 19,915 | 20,985 |
| Other | 25,045 | 30,511 | 42,019 |
| Employee Benefits - Salaries | 76,421 | 75,637 | 77,023 |
| Insurance | 7,997 | 7,701 | 7,737 |
| Service Providers, Contractors and Consultancy | 15,780 | 17,240 | 16,488 |
| | <u>161,573</u> | <u>173,667</u> | <u>190,365</u> |

6. Property

| | 2020 | 2020 Budget | 2019 |
|-------------------------------------|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Caretaking and Cleaning Consumables | 71,809 | 60,250 | 59,236 |
| Cyclical Maintenance Expense | 27,244 | 30,569 | 30,818 |
| Grounds | 20,011 | 21,730 | 16,699 |
| Heat, Light and Water | 26,928 | 28,000 | 35,091 |
| Rates | 1,564 | 1,480 | 1,473 |
| Repairs and Maintenance | 41,517 | 23,700 | 53,611 |
| Use of Land and Buildings | 492,467 | 444,660 | 488,442 |
| Security | 2,694 | 2,500 | 8,413 |
| Employee Benefits - Salaries | 35,522 | 30,845 | 30,446 |
| | <u>719,756</u> | <u>643,734</u> | <u>724,229</u> |

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

7. Depreciation

| | 2020 | 2020 Budget | 2019 |
|--|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Building Improvements | 21,413 | 19,442 | 22,732 |
| Furniture and Equipment | 55,923 | 48,445 | 56,644 |
| Information and Communication Technology | 7,126 | 7,162 | 8,374 |
| Motor Vehicles | 7,304 | 6,247 | 7,304 |
| Leased Assets | 20,111 | 18,096 | 21,158 |
| Library Resources | 3,598 | 3,282 | 3,837 |
| | <u>115,475</u> | <u>102,674</u> | <u>120,049</u> |

8. Cash and Cash Equivalents

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash on Hand | 140 | - | 140 |
| Bank Current Account | (180) | 2,900 | 595 |
| Bank Call Account | 44,913 | - | 31,559 |
| Cash and cash equivalents for Statement of Cash Flows | <u>44,873</u> | <u>2,900</u> | <u>32,294</u> |

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

Of the \$44,873 Cash and Cash Equivalents \$43,560 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

9. Accounts Receivable

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 3,967 | - | 1,710 |
| Receivables from the Ministry of Education | 743 | - | - |
| Banking Staffing Underuse | - | 5,415 | - |
| Interest Receivable | 2,629 | - | 5,769 |
| Teacher Salaries Grant Receivable | 167,207 | 132,809 | 140,514 |
| | <u>174,546</u> | <u>138,224</u> | <u>147,993</u> |
| Receivables from Exchange Transactions | 7,339 | - | 7,479 |
| Receivables from Non-Exchange Transactions | 167,207 | 138,224 | 140,514 |
| | <u>174,546</u> | <u>138,224</u> | <u>147,993</u> |

10. Inventories

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---------------|----------------------|-------------------------------------|----------------------|
| Sports Shirts | 475 | 972 | 610 |
| Stationery | 55 | - | 75 |
| | <u>530</u> | <u>972</u> | <u>685</u> |

11. Investments

The School's investment activities are classified as follows:

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 462,410 | 538,341 | 480,941 |
| Total Investments | <u>462,410</u> | <u>538,341</u> | <u>480,941</u> |

12. Property, Plant and Equipment

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------|--------------------------|---------------|----------------|------------|------------------|----------------|
| 2020 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 145,337 | - | - | - | (21,413) | 123,924 |
| Furniture and Equipment | 206,371 | 19,111 | (72) | - | (55,923) | 169,487 |
| Information and Communication Tech | 15,679 | 10,174 | (1,561) | - | (7,126) | 17,166 |
| Motor Vehicles | 24,290 | - | - | - | (7,304) | 16,986 |
| Leased Assets | 38,363 | 16,741 | - | - | (20,111) | 34,993 |
| Library Resources | 12,495 | 3,278 | - | - | (3,598) | 12,175 |
| Balance at 31 December 2020 | 442,535 | 49,304 | (1,633) | - | (115,475) | 374,731 |

The net carrying value of equipment held under a finance lease is \$34,993 (2019: \$38,363)

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------|----------------------|-----------------------------|-------------------|
| 2020 | \$ | \$ | \$ |
| Building Improvements | 565,037 | (441,113) | 123,924 |
| Furniture and Equipment | 725,891 | (556,404) | 169,487 |
| Information and Communication | 229,373 | (212,207) | 17,166 |
| Motor Vehicles | 36,521 | (19,535) | 16,986 |
| Leased Assets | 80,911 | (45,918) | 34,993 |
| Library Resources | 88,928 | (76,753) | 12,175 |
| Balance at 31 December 2020 | 1,726,661 | (1,351,930) | 374,731 |

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------|--------------------------|---------------|--------------|------------|------------------|----------------|
| 2019 | \$ | \$ | \$ | \$ | \$ | \$ |
| Building Improvements | 162,969 | 5,100 | - | - | (22,732) | 145,337 |
| Furniture and Equipment | 204,592 | 59,065 | (642) | - | (56,644) | 206,371 |
| Information and Communication Tech | 19,834 | 4,219 | - | - | (8,374) | 15,679 |
| Motor Vehicles | 31,594 | - | - | - | (7,304) | 24,290 |
| Leased Assets | 35,161 | 24,359 | - | - | (21,158) | 38,363 |
| Library Resources | 13,049 | 3,283 | - | - | (3,837) | 12,495 |
| Balance at 31 December 2019 | 467,199 | 96,026 | (642) | - | (120,049) | 442,535 |

The net carrying value of equipment held under a finance lease is \$38,363 (2018: \$35,161)

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------|----------------------|-----------------------------|-------------------|
| 2019 | \$ | \$ | \$ |
| Building Improvements | 565,037 | (419,700) | 145,337 |
| Furniture and Equipment | 707,966 | (501,595) | 206,371 |
| Information and Communication | 221,945 | (206,266) | 15,679 |
| Motor Vehicles | 36,521 | (12,231) | 24,290 |
| Leased Assets | 79,619 | (41,256) | 38,363 |
| Library Resources | 85,650 | (73,155) | 12,495 |
| Balance at 31 December 2019 | 1,696,738 | (1,254,203) | 442,535 |

13. Accounts Payable

| | 2020 | 2020 | 2019 |
|---|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Operating Creditors | 35,369 | 34,504 | 39,323 |
| Accruals | 4,572 | 3,532 | 3,782 |
| Capital Accruals for PPE items | 63 | - | 7 |
| Employee Entitlements - Salaries | 167,207 | 132,809 | 140,514 |
| Employee Entitlements - Leave Accrual | 8,206 | 6,329 | 5,860 |
| | <u>215,417</u> | <u>177,174</u> | <u>189,486</u> |
| Payables for Exchange Transactions | 215,417 | 177,174 | 189,486 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | <u>215,417</u> | <u>177,174</u> | <u>189,486</u> |

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

| | 2020 | 2020 | 2019 |
|-------------------------|--------------|-----------------------|---------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Income In Advance | 817 | 27,349 | 9,712 |
| Other Income In Advance | 7,296 | - | 4,856 |
| | <u>8,113</u> | <u>27,349</u> | <u>14,568</u> |

15. Provision for Cyclical Maintenance

| | 2020 | 2020 | 2019 |
|---|----------------|-----------------------|----------------|
| | Actual | Budget (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Provision at the Start of the Year | 107,756 | 65,934 | 88,934 |
| Increase to the Provision During the Year | 30,247 | 30,569 | 30,818 |
| Adjustment to the Provision | (3,003) | - | - |
| Use of the Provision During the Year | - | - | (11,996) |
| Provision at the End of the Year | <u>135,000</u> | <u>96,503</u> | <u>107,756</u> |
| Cyclical Maintenance - Current | 63,791 | 35,467 | 49,585 |
| Cyclical Maintenance - Term | 71,209 | 61,036 | 58,171 |
| | <u>135,000</u> | <u>96,503</u> | <u>107,756</u> |

16. Painting Contract Liability

| | 2020 | 2020 Budget | 2019 |
|-----------------------|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Current Liability | 37,768 | 37,768 | 37,768 |
| Non Current Liability | 71,956 | 71,956 | 99,386 |
| | <u>109,724</u> | <u>109,724</u> | <u>137,154</u> |

In 2018 the Board signed an agreement with Programmed Maintenance Services Ltd (the contractor) for an agreed programme of work covering a 6 year period. The programme provides for exterior painting of the Ministry owned buildings in 2018, with regular maintenance in subsequent years. The agreement has an annual commitment of \$37,735. 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.

17. Finance Lease Liability

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

| | 2020 | 2020 Budget | 2019 |
|--|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| No Later than One Year | 21,320 | 18,535 | 18,683 |
| Later than One Year and no Later than Five Years | 18,298 | 18,211 | 22,640 |
| | <u>39,618</u> | <u>36,746</u> | <u>41,323</u> |

18. Funds Held (Owed) for Capital Works Projects

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

| | | 2020 | Opening Balances | Receipts from MoE | Payments | BOT Contribution/ (Write-off to R&M) | Closing Balances |
|-------------------------------|--------------------|------|---------------------|----------------------|------------------|---|---------------------|
| | | | \$ | \$ | \$ | | \$ |
| Block B Glass Sliding Doors | <i>completed</i> | | (16,242) | 16,242 | - | - | - |
| Sewerage & Drainage Repairs | <i>in progress</i> | | 14,600 | (11,603) | (6,500) | - | (3,503) |
| Block A/B/C ILE Upgrade | <i>completed</i> | | 58,141 | 11,205 | (69,346) | - | - |
| Heating | <i>completed</i> | | - | 15,644 | (15,644) | - | - |
| Drainage/Driveway SIP Stage 1 | <i>in progress</i> | | - | 36,500 | - | - | 36,500 |
| Ramps 225559 | <i>in progress</i> | | - | - | (6,160) | - | (6,160) |
| Block F 216534 | <i>completed</i> | | - | 5,800 | (5,800) | - | - |
| LSC Property Modifications | <i>in progress</i> | | - | 15,357 | (8,297) | - | 7,060 |
| Totals | | | <u>56,499</u> | <u>89,145</u> | <u>(111,747)</u> | <u>-</u> | <u>33,897</u> |

Represented by:

| | |
|---|---------------|
| Funds Held on Behalf of the Ministry of Education | 43,560 |
| Funds Due from the Ministry of Education | (9,663) |
| | <u>33,897</u> |

| | | | | | BOT Contribution/ (Write-off to R&M) | Closing Balances |
|-----------------------------|--------------------|-----------------------------|------------------------------|-----------------|---|-----------------------------|
| | 2019 | Opening Balances | Receipts from MoE | Payments | | |
| | | \$ | \$ | \$ | | \$ |
| Block B Glass Sliding Doors | <i>in progress</i> | - | - | (16,242) | - | (16,242) |
| Sewerage & Drainage Repairs | <i>in progress</i> | - | 17,000 | (2,400) | - | 14,600 |
| Block A/B/C ILE Upgrade | <i>in progress</i> | - | 59,391 | (1,250) | - | 58,141 |
| Totals | | - | 76,391 | (19,892) | - | 56,499 |

19. Funds held on behalf of Curious Mind Project (CAPOW) Cluster

Stratford Primary School is the lead school and holds funds on behalf of the Stratford Primary School cluster, a group of schools funded by the Ministry of Education to share ICT professional development.

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--------------------------------------|-------------------------------|---|-------------------------------|
| Funds Held at Beginning of the Year | - | - | 1,775 |
| Funds Received from Cluster Members | - | - | - |
| Funds Spent on Behalf of the Cluster | - | - | 1,775 |
| Funds Held at Year End | - | - | - |

20. Funds held on behalf of NITS Cluster

Stratford Primary School is the lead school and holds funds on behalf of the NITS cluster, a group of schools working with an outside provider who provided professional development for the Principal and Deputy Principals involved in the Cluster.

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--------------------------------------|-------------------------------|---|-------------------------------|
| Funds Held at Beginning of the Year | - | - | - |
| Funds Received from Cluster Members | - | - | 14,324 |
| Funds Spent on Behalf of the Cluster | - | - | 14,324 |
| Funds Held at Year End | - | - | - |

21. 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.

BOT Member Hayley Loveridges husband owns inkpot cafe who provided catering to the School during the year totalling \$1,636.75 and in 2019 \$5584.21.

Deb Campbell's (BOT Member) Mother owns Mountain Motors, expenses totalled \$437 for service and WOF during the year (2019 \$936).

22. Remuneration

Key management personnel compensation

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

| | 2020 Actual \$ | 2019 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 2,725 | 3,390 |
| Full-time equivalent members | 0.11 | 0.14 |
| <i>Leadership Team</i> | | |
| Remuneration | 830,688 | 888,065 |
| Full-time equivalent members | 8.26 | 9.00 |
| Total key management personnel remuneration | 833,413 | 891,455 |
| Total full-time equivalent personnel | 8.37 | 9.14 |

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 | 140 - 150 | 140 - 150 |
| Benefits and Other Emoluments | 4 - 5 | 3 - 4 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2020 FTE Number | 2019 FTE Number |
|-----------------------|--------------------|--------------------|
| 100 - 110 | 1.00 | 3.00 |
| 110 - 120 | 2.00 | - |
| | 3.00 | 3.00 |

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

23. Compensation and Other Benefits Upon Leaving

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

| | 2020 Actual | 2019 Actual |
|------------------|----------------|----------------|
| Total | - | - |
| Number of People | - | - |

24. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil).

Holidays Act Compliance – schools payroll

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

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

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

25. Commitments

(a) Capital Commitments

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

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

\$22,000 contract for the Sewerage & Drainage Repairs as agent for the Ministry of Education. This project is fully funded by the Ministry and \$5,397 has been received of which \$8,900 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$25,000 contract for the Drainage/Driveway SIP Stage 1 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$36,500 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$6,160 contract for the Ramps 225559 as agent for the Ministry of Education. This project is fully funded by the Ministry and \$0 has been received of which \$6,160 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$134,375 contract for the LSC Property Modifications as agent for the Ministry of Education. This project is fully funded by the Ministry and \$15,357 has been received of which \$8,297 has been spent on the project to balance date. This project has been approved by the Ministry.

Capital commitments as at 31 December 2019:

\$76,578.50 contract for upgrade of blocks A,B,C which was approved 15th November. \$59,391 has been received at 31 December 2019 of which \$1,250 have been spent on the project to balance date. This project has been approved by the Ministry.

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

(b) The School has entered into an agreement with Programmed Maintenance Services Ltd for painting of the School's buildings. The amount committed on the contract is:

| | 2020 Actual \$ | 2019 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | 10,337 | 10,337 |
| Later than One Year and No Later than Five Years | 31,011 | 41,348 |
| Later than Five Years | - | - |
| | <u>41,348</u> | <u>51,685</u> |

26. Managing Capital

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

27. Financial Instruments

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

Financial assets measured at amortised cost

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|-----------------------------|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 44,873 | 2,900 | 32,294 |
| Receivables | 174,546 | 138,224 | 147,993 |
| Investments - Term Deposits | 462,410 | 538,341 | 480,941 |

| | | | |
|---|---------|---------|---------|
| Total Financial assets measured at amortised cost | 681,829 | 679,465 | 661,228 |
|---|---------|---------|---------|

Financial liabilities measured at amortised cost

| | | | |
|-----------------------------|---------|---------|---------|
| Payables | 215,417 | 177,174 | 189,486 |
| Borrowings - Loans | - | - | - |
| Finance Leases | 36,140 | 36,746 | 39,935 |
| Painting Contract Liability | 109,724 | 109,724 | 137,154 |

| | | | |
|--|---------|---------|---------|
| Total Financial Liabilities Measured at Amortised Cost | 361,281 | 323,644 | 366,575 |
|--|---------|---------|---------|

28. Events After Balance Date

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

29. Comparatives

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

31. Credit Card Facility

The School operates a credit card facility with TSB Bank, the limit is \$6,000 and as at balance date \$869.27 was owing.

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF STRATFORD PRIMARY SCHOOL FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

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

Opinion

We have audited the financial statements of the School on pages 2 to 22, 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 School:

- 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 Tier 2 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.



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Responsibilities of the Board for the financial statements

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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



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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the Board of Trustees schedule included under the School directory page, the Analysis of Variance, and the Kiwisport statement included in the 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: International Code of Ethics for Assurance Practitioners issued by the New Zealand Auditing and Assurance Standards Board.



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

David Fraser

David Fraser
Silks Audit Chartered Accountants Ltd
Whanganui, New Zealand

Date: 31 May 2021



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Analysis of Variance Reporting



| | | | |
|-----------------------|---|-----------------------|------|
| School Name: | Stratford Primary School | School Number: | 2244 |
| Strategic Aim: | PRIORITISING the first 4 Years of a child's schooling so they achieve success with Stratford Primary School Standards. | | |
| Annual Aim: | To ensure Year 8 students who leave Stratford Primary School are 'At' or 'Above' the Year 8 level of learning for reading, writing and mathematics. To ensure Year 2 students who were 'below' their year level of learning for reading, writing and mathematics make accelerated progress. | | |
| Target: | <ol style="list-style-type: none"> 1. Year 8: <ol style="list-style-type: none"> a. 7 students will make accelerated progress in writing. b. 10 students will make accelerated progress in mathematics. 2. Year 2: <ol style="list-style-type: none"> a. 17 students will make accelerated progress in reading. b. 13 students will make accelerated progress in mathematics. | | |
| Baseline Data: | <p>Writing: Year 8 Cohort (Year 7 2019 data)</p> <ul style="list-style-type: none"> • Cohort (44): 7= Below the Stratford Primary School Standards • Boys (15): 4= Below • Māori (10): 5= Below • 2+ Years at SPS (34) 7= Below <p>Mathematics: Year 8 Cohort (Year 7 2019 data)</p> <ul style="list-style-type: none"> • Cohort (44): 10= Below the Stratford Primary School Standards • Boys (15): 2= Below • Māori (10): 3= Below • 2+ Years at SPS (34) 8= Below <p>Reading: Year 2 Cohort (Year 1 2019 data)</p> <ul style="list-style-type: none"> • Cohort (40): 16= Below the Stratford Primary School Standards • Boys (23): 9= Below • Māori (10): 3= Below <p>Mathematics: Year 2 Cohort (Year 1 2019 data)</p> <ul style="list-style-type: none"> • Cohort (36): 13= Below the Stratford Primary School Standards • Boys (23): 11= Below • Māori (10): 6= Below | | |

| Actions: What did we do? | Outcomes: What happened? | Reasons for the variance: Why did it happen? |
|---|---|---|
| <p>Teams identified students who were just below expectations in reading (Yr 2), Writing (Yr 3-8) and Mathematics. The Leadership Team tracked Year 2 (Reading and Mathematics) and Year 8's (Writing and Mathematics). This was reported to the Board of Trustees through the year.</p> <p>A consistent system for tracking student progress was followed across the teams. Teams shared student progress and direct acts of teaching at team meetings.</p> <p>Teachers, in their teams, reflected two to three times in the term on what changes they had made to their teaching practice to accelerate students' progress.</p> <p>The Associate Principal trialled an inquiry approach in Reading focusing on Year 2 learners. This was directed by the AP, had clear timeframes for sharing student progress and involved two review meetings per term.</p> | <p><u>Year 2 Reading:</u> 9/17 students made accelerated progress (53%)</p> <p><u>Year 2 Mathematics:</u> 5/9 students made accelerated progress (55%)</p> <p><u>Year 8 Writing:</u> 2/6 students made accelerated progress (33%)</p> <p><u>Year 8 Mathematics:</u> 3/9 students made accelerated progress (33%).</p> | <p>The Covid-19 Pandemic had a significant impact on students learning progress in 2020. Teachers effectively lost 12-15 weeks of core learning time due to the disruption caused by the pandemic.</p> <p>Shifts appeared to be more significant in the Year 2 Reading Inquiry. This inquiry had direct teacher actions to support individual students. Teachers reflected on individual students progress and the effect their teaching had on student learning. Specific assessment was analysed and shared as a collaborative group.</p> <p>Year 8 strategies had less impact on student progress. Teachers shared what worked in writing and mathematics. For example, in writing they provided more choice and medium for students to write from. In mathematics, buddy teaching and mixed ability grouping strategies were used. These strategies proved successful in engagement.</p> <p>Year 7-8 teachers discussed how double dose learning was impacted by school events, and some student attitudes in writing.</p> <p>The Deputy Principal and Associate Principal reviewed results and identified in some cases that teachers had incorrect OTJs, where the teacher marked too hard.</p> |

Evaluation: Where to next?

1. **Review of schoolwide data trends:** Overall, results show the longer students remain at Stratford Primary School (SPS), the greater chance there is to move these students. This is more significant in reading (+ 11%), than writing (+6%), while there is minimal change for Mathematics (2%). An analysis of reading, writing and mathematics data is illustrated below. Results compare students who have been at SPS for three years (3+ cohort) with the current school cohort for all students, girls, boys and Māori students, who have met or exceeded the expectations for reading, writing and mathematics.

a. Reading:

- i. 3+ School Cohort= **76%** compared with the Current School Cohort = **65%**
- ii. 3+ Girls Cohort = **84%** compared with the Current Girls Cohort = **73%**
- iii. 3+ Boys Cohort = **68%** compared with the Current Boys Cohort = **58%**
- iv. 3+ Māori= **67%** (Girls= 83%; Boys= 52%) compared with the Current Māori Cohort = **54%** (Girls= 62%; Boys= 45%).
- v. New Student Cohort enrolled in 2020= 45%.

Overall, Reading is a strength at Stratford Primary, particularly for the 3+ Māori Cohort (13% shift), 3+ School Cohort (11% shift) and 3+ Girls Cohort (11% shift). Although Boys in the 3+ Cohort moved by 10%, they are still 16% below the Girls 3+ Cohort. This trend is similar for Māori Boys where the shift over three years was only 6% and they are 12% lower than the Boys 3+ cohorts. These figures highlight boys learning and Māori boys need to be a priority. New students enrolling at SPS are also below the other cohorts. This data supports the notion that new students to SPS are coming in below other cohorts, while the longer we retain students in reading, the greater chance we have of accelerating their progress.

b. Writing:

- i. 3+ School Cohort = **66%** compared with Current School Cohort = **60%**
- ii. 3+ Girls Cohort = **77%** compared with Current Girls Cohort = **71%**
- iii. 3+ Boys Cohort = **57%** compared with Current Boys Cohort = **49%**
- iv. 3+ Māori Cohort= **61%** (Girls= 78%; Boys= 44%) compared with the current Māori Cohort= **52%** (Girls= 65%; Boys= 31%)
- v. New Students Cohort enrolled in 2020= 55%.

Girls writing in the 3+ Cohort (77%) and Current Girls Cohort (71%) are well above both boy cohorts. The girls shift over three years was 6% and their achievement is 20% above the boys. The Boys 3+ cohort has made 8% shift over the three years, which is more than the girl cohorts. The 3+ Māori cohort made the greatest shift over 3 years (9%). They are also doing better than the 3+ Boys Cohort (by 4%), but are below the 3+ Girls Cohort (by 16%). However, 3+ Māori Girls Cohort has the highest achievement in writing at 78% (13% shift). 3+ Māori Boys Cohort had made a 13% shift but are the lowest achieving group at 44%. New students enrolling at SPS are below all the cohorts, but this is not as significant as Reading. This data further supports the notion that boys and Māori boys learning needs to be the priority.

c. Mathematics:

- i. 3+ School Cohort = **62%** compared with Current School Cohort = **60%**
- ii. 3+ Girls Cohort = **65%** compared with Current Girls Cohort= **62%**
- iii. 3+ Boys Cohort = **60%** compared with Current Boys Cohort= **58%**
- iv. 3+ Māori Cohort= **50%** (Girls= 61%; Boys= 39%) compared with the current Māori Cohort= **52%** (Girls= 49%; Boys= 54%)
- v. New Students Cohort enrolled in 2020= 59%.

Mathematics is an area that needs reviewing. The 3+ School Cohort shifts in Mathematics (+2%) are minimal compared with Reading (+11%) and Writing (+6%). A review of the mathematics schoolwide scheme of work and data needs to occur in 2021, which has already started through the Kahui Ako PAT Data Analysis. 3+ Girls cohort are achieving better than boys (by 5%). The 3+ Girls Cohort moved 3% over three years compared to the 3+ Boys Cohort (2%). Māori students were achieving the lowest in mathematics. The 3+ Māori Cohort are behind the 3+ School Cohort by 12%. However, the Māori Girls 3+ Cohort is just below the School Cohort (by 1%). Māori Girls 3+ Cohort shifted by 12%, the most by any group. However, Māori 3+ Boys Cohort declined by 15%. New students performed better than expected compared with reading and writing. A question to consider when reviewing mathematics is looking at the early achievement of Māori boys and new students in their first few years of schooling. This data further supports the notion that Boys and Māori boys learning need to be the priority.

d. A challenge for Stratford Primary School is the number of learners who have additional learning needs. This is highlighted by the data below:

i. ORS students:

- Current School Cohort = 3% (14) Girls = 3% (6) Boys = 4% (8)
- Māori Cohort = 5% (6) Māori Girls = 3% (2) Māori Boys = 7% (4)

ii. Students on Learning IEP's (In Class Support, Learning, Behaviour, ESOL):

- Current School Cohort = 24% (105) Girls = 17% (35) Boys = 30% (70)
- Māori Cohort = 33% (42) Māori Girls = 22% (15) Māori Boys = 46% (27)

2. **Review of the Priority Learner Process to accelerate students:** Teams across the school will adopt the inquiry approach used in Year 2 reading this year. The Leadership Team will review 'Year Level' trends to identify which areas could be added to the groups already identified by the Board of Trustees.
3. **The Board of Trustees will continue to:** Monitor the progress of Year 2 students in reading and Year 8 progress in writing and mathematics. This will include feedback using the new inquiry model. Data monitoring will focus on Boys and Māori Boys who are 'below' expectations. Additional data will include: a. Attendance; b. PB4L data; c. Student voice (Yr 8 only), which will provide a more holistic view of students' progress

Planning for next year:

1. The Leadership Team will review schoolwide data and identify Boys and Māori Boys who are not making accelerated progress from year to year.
2. The Leadership Team, with Team Leaders, will review and update the Inquiry process, which will sharpen the focus around Boys and Māori Boys progress and achievement over time.
3. Teacher Pedagogy Development will be... to support Boys and Māori Boys learning: Learner Agency and Student Inquiry; Positive Learning for Behaviour; Māori Language Strategy.
4. Other actions: Exploring setting up and running regular PE classes. Reviewing the teaching, learning and achievement of Mathematics across the school.



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KIWISPORT FUNDING 2020:

In 2020, Stratford Primary School used the Kiwisport funding and Board funding to employ a Sports Coordinator for 10+ hours per week.

This increased student participation in sport, both within school and in the wider community. Even with the advent of Covid-19, our students still managed to participate in a wide range of activities.

Here are some examples of what the Sports Coordinators role involved:

- Coordinating summer and winter sports by communicating with parents, collecting fees and registering teams into competitions.
- Supporting teachers to plan and run school sports events such as Athletics, Turnbull Cup Swimming, and Swimming Sports.
- Promoting new sports to students such as golf days and girls cricket.
- Applying for grants to support lunchtime sports gear for students to play with during break times.
- Supporting students to participate in the Colgate games and Tough Guy Challenges.