

PUTARURU COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number: 494

Principal: Sharon Moller

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School Postal Address: P O Box 210, Putaruru, 3443

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Accountant / Service Provider:

Education  Services.
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PUTARURU COLLEGE

Annual Report - For the year ended 31 December 2021

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Putaruru College

Statement of Responsibility

For the year ended 31 December 2021

The Board 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 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Karla Rachelle Lyttle
Full Name of Presiding Member

KRLyttle
Signature of Presiding Member

30-05-2022
Date:

Robert Rogers
Full Name of Principal

[Signature]
Signature of Principal

30/05/2022
Date:

Putaruru College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	5,792,007	5,080,468	5,590,598
Locally Raised Funds	3	179,908	54,900	181,189
Interest Income		6,245	4,000	6,649
Gain on Sale of Property, Plant and Equipment		1,043	-	-
		<u>5,979,203</u>	<u>5,139,368</u>	<u>5,778,436</u>
Expenses				
Locally Raised Funds	3	80,247	31,500	94,943
Learning Resources	4	3,817,325	3,308,716	3,562,906
Administration	5	709,089	393,695	383,686
Finance		4,280	3,017	6,148
Property	6	1,300,964	1,266,294	1,495,558
Depreciation	11	205,015	127,701	194,438
Loss on Disposal of Property, Plant and Equipment		839	-	751
Amortisation of Intangible Assets		-	-	159
		<u>6,117,759</u>	<u>5,130,923</u>	<u>5,738,589</u>
Net Surplus / (Deficit) for the year		(138,556)	8,445	39,847
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(138,556)</u>	<u>8,445</u>	<u>39,847</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.

Putaruru College
Statement of Changes in Net Assets/Equity
 For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		1,244,345	1,210,609	1,204,498
Total comprehensive revenue and expense for the year		(138,556)	8,445	39,847
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		26,553	-	-
Te Mana Tuhono		39,880	-	-
Equity at 31 December		1,172,222	1,219,054	1,244,345
Retained Earnings		1,172,222	1,219,054	1,244,345
Equity at 31 December		1,172,222	1,219,054	1,244,345

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.

Putaruru College
Statement of Financial Position
As at 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	7	912,250	1,182,019	1,066,010
Accounts Receivable	8	298,232	246,015	255,311
GST Receivable		19,629	2,765	-
Prepayments		20,548	18,675	22,777
Inventories	9	31,913	22,728	34,567
Investments	10	34,134	33,249	33,911
Bus Equity		29,797	21,891	20,733
		1,346,503	1,527,342	1,433,309
Current Liabilities				
GST Payable		-	-	3,955
Accounts Payable	12	352,024	295,121	398,382
Revenue Received in Advance	13	89,236	189,119	93,593
Provision for Cyclical Maintenance	14	100,929	-	-
Finance Lease Liability	15	56,492	52,949	58,930
Funds held in Trust	16	18,061	5,161	4,601
Funds held for Capital Works Projects	17	115,086	-	126,651
		731,828	542,350	686,112
Working Capital Surplus/(Deficit)		614,675	984,992	747,197
Non-current Assets				
Property, Plant and Equipment	11	661,564	369,442	623,895
Intangible Assets		-	159	-
		661,564	369,601	623,895
Non-current Liabilities				
Provision for Cyclical Maintenance	14	65,114	91,268	73,010
Finance Lease Liability	15	38,903	44,271	53,737
		104,017	135,539	126,747
Net Assets		1,172,222	1,219,054	1,244,345
Equity		1,172,222	1,219,054	1,244,345

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

Putaruru College
Statement of Cash Flows
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,368,942	1,404,662	1,498,569
Locally Raised Funds		169,390	10,900	77,574
Goods and Services Tax (net)		(23,584)	-	6,720
Payments to Employees		(755,418)	(578,000)	(743,662)
Payments to Suppliers		(742,013)	(511,383)	(737,060)
Interest Paid		(4,280)	(3,017)	(6,148)
Interest Received		6,126	4,000	6,762
Net cash from/(to) Operating Activities		19,163	327,162	102,755
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(137,712)	(55,060)	(101,306)
Purchase of Investments		(223)	-	(662)
Net cash from/(to) Investing Activities		(137,935)	(55,060)	(101,968)
Cash flows from Financing Activities				
Furniture and Equipment Grant		26,553	-	-
Finance Lease Payments		(62,037)	(41,650)	(60,832)
Funds Administered on Behalf of Third Parties		496	-	174,488
Net cash from/(to) Financing Activities		(34,988)	(41,650)	113,656
Net increase/(decrease) in cash and cash equivalents		(153,760)	230,452	114,443
Cash and cash equivalents at the beginning of the year	7	1,066,010	951,567	951,567
Cash and cash equivalents at the end of the year	7	912,250	1,182,019	1,066,010

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.

Putaruru College

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Putaruru College (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

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) 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.



e) 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.

f) 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.

g) 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.

h) Inventories

Inventories are consumable items held for sale and comprised 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.

i) 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.

j) 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	10-75 years
Furniture and Equipment	10-15 years
Information and Communication Technology	4-5 years
Motor Vehicles	5 years
Textbooks	3 years
Leased Assets	4 years
Library Resources	12.5% Diminishing Value
Leased assets held under a Finance Lease	Term of Lease

k) 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.

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.

l) 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.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide 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, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

o) 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 students, should the School be unable to provide the services to which they relate.

p) 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 Comprehensive Revenue and Expenses.

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

q) 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 Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

r) 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

s) 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.

t) 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.

u) 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.

v) Budget Figures

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

w) 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	1,196,334	1,262,066	1,268,597
Teachers' Salaries Grants	3,120,169	2,764,766	2,896,293
Use of Land and Buildings Grants	888,362	911,040	1,122,248
Other MoE Grants	484,908	59,346	205,123
Transport grants	9,064	-	(1,158)
Other Government Grants	93,170	83,250	99,495
	<u>5,792,007</u>	<u>5,080,468</u>	<u>5,590,598</u>

The school has opted in to the donations scheme for this year. Total amount received was \$57,000.

3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	4,443	-	4,238
Fees for Extra Curricular Activities	53,990	10,900	43,198
Trading	60,014	28,000	50,288
Fundraising & Community Grants	44,435	-	76,409
Other Revenue	5,494	6,000	7,056
Caretaker House	11,532	10,000	-
	<u>179,908</u>	<u>54,900</u>	<u>181,189</u>
Expenses			
Extra Curricular Activities Costs	46,935	-	48,428
Trading	29,179	28,000	42,510
Caretaker House	4,133	3,500	4,005
	<u>80,247</u>	<u>31,500</u>	<u>94,943</u>
<i>Surplus for the year Locally raised funds</i>	<u>99,661</u>	<u>23,400</u>	<u>86,246</u>

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	230,856	246,950	185,117
Employee Benefits - Salaries	3,559,832	3,022,766	3,364,383
Staff Development	26,637	39,000	13,406
	<u>3,817,325</u>	<u>3,308,716</u>	<u>3,562,906</u>

5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	6,305	6,305	6,305
Board Fees	4,800	4,500	4,650
Board Expenses	11,865	7,000	10,779
Communication	11,768	14,530	9,212
Consumables	38,346	36,500	29,996
Operating Lease	17,772	18,000	17,477
Other	50,751	38,380	38,677
Employee Benefits - Salaries	224,070	230,000	229,819
Insurance	16,190	16,000	17,091
Service Providers, Contractors and Consultancy	19,920	22,480	19,680
Healthy School Lunch Programme	307,302	-	-
	<u>709,089</u>	<u>393,695</u>	<u>383,686</u>

6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	12,705	13,300	12,386
Cyclical Maintenance Provision	93,033	18,254	18,250
Grounds	8,351	16,000	11,272
Heat, Light and Water	33,720	41,700	47,199
Rates	17,604	16,000	16,046
Repairs and Maintenance	53,508	57,000	55,903
Use of Land and Buildings	888,362	911,040	1,122,248
Security	6,891	7,000	7,246
Employee Benefits - Salaries	97,057	90,000	101,470
Consultancy And Contract Services	89,733	96,000	103,538
	<u>1,300,964</u>	<u>1,266,294</u>	<u>1,495,558</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% 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. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	912,250	1,182,019	1,066,010
Cash and cash equivalents for Statement of Cash Flows	<u>912,250</u>	<u>1,182,019</u>	<u>1,066,010</u>

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

Of the \$912,250 Cash and Cash Equivalents \$115,086 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	5,583	27,608	9,451
Receivables from the Ministry of Education	9,240	24,094	-
Banking Staffing Underuse	19,450	-	-
Interest Receivable	203	197	84
Teacher Salaries Grant Receivable	263,756	194,116	245,776
	<u>298,232</u>	<u>246,015</u>	<u>255,311</u>
Receivables from Exchange Transactions	15,026	27,805	9,535
Receivables from Non-Exchange Transactions	283,206	218,210	245,776
	<u>298,232</u>	<u>246,015</u>	<u>255,311</u>

9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	921	349	287
Uniform	30,992	22,379	34,280
	<u>31,913</u>	<u>22,728</u>	<u>34,567</u>

10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	34,134	33,249	33,911
Total Investments	<u>34,134</u>	<u>33,249</u>	<u>33,911</u>



11. Property, Plant and Equipment

2021	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
Building Improvements	141,747	-	-	-	(7,119)	134,628
Furniture and Equipment	168,213	33,496	(56)	-	(51,363)	150,289
Information and Communication Technology	117,687	132,326	(783)	-	(50,551)	198,679
Motor Vehicles	9,636	18,126	-	-	(5,913)	21,849
Textbooks	23,665	12,245	-	-	(12,472)	23,438
Leased Assets	114,327	44,768	-	-	(71,204)	87,891
Library Resources	48,620	2,563	-	-	(6,393)	44,790
Balance at 31 December 2021	623,895	243,524	(839)	-	(205,015)	661,564

The net carrying value of equipment held under a finance lease is \$87,891 (2020: \$114,327)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	216,073	(81,445)	134,628	216,073	(74,326)	141,747
Furniture and Equipment	1,203,077	(1,052,788)	150,289	1,186,189	(1,017,976)	168,213
Information and Communication Technology	827,096	(628,417)	198,679	736,033	(618,346)	117,687
Motor Vehicles	59,812	(37,963)	21,849	41,686	(32,050)	9,636
Textbooks	245,770	(222,332)	23,438	233,525	(209,860)	23,665
Leased Assets	367,280	(279,389)	87,891	322,512	(208,185)	114,327
Library Resources	171,075	(126,285)	44,790	168,512	(119,892)	48,620
Balance at 31 December	3,090,183	(2,428,619)	661,564	2,904,530	(2,280,635)	623,895

12. Accounts Payable

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Creditors	27,129	19,294	53,841
Accruals	6,305	4,622	5,105
Banking Staffing Overuse	-	41,074	41,074
Employee Entitlements - Salaries	263,756	194,116	245,776
Employee Entitlements - Leave Accrual	54,834	36,015	52,586
	352,024	295,121	398,382
Payables for Exchange Transactions	352,024	295,121	398,382
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	352,024	295,121	398,382

The carrying value of payables approximates their fair value.

13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Automatic Payments	22,917	46,611	30,547
Local/Community grants in Advance	-	25,000	3,386
North America Tour 2020	840	88,512	4,407
Gateway	36,695	-	26,257
Funds Held In Advance	28,784	28,996	28,996
	<u>89,236</u>	<u>189,119</u>	<u>93,593</u>

14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	73,010	73,014	54,760
Increase to the Provision During the Year	30,014	18,254	18,254
Adjustment to the Provision	63,019	-	(4)
Provision at the End of the Year	<u>166,043</u>	<u>91,268</u>	<u>73,010</u>
Cyclical Maintenance - Current	100,929	-	-
Cyclical Maintenance - Term	65,114	91,268	73,010
	<u>166,043</u>	<u>91,268</u>	<u>73,010</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:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	60,155	52,949	62,100
Later than One Year and no Later than Five Years	40,741	44,271	57,393
Future finance charges	(5,501)	-	(6,826)
	<u>95,395</u>	<u>97,220</u>	<u>112,667</u>

Represented by

Finance lease liability - Current	56,492	52,949	58,930
Finance lease liability - Term	38,903	44,271	53,737
	<u>95,395</u>	<u>97,220</u>	<u>112,667</u>

16. Funds held in Trust

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	18,061	5,161	4,601
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	<u>18,061</u>	<u>5,161</u>	<u>4,601</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense.

17. 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.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
FA Refurbishment of Tech Block	220941	37,455	-	(20,091)	-	17,364
MOE Heating Project	208617	8,820	-	(8,820)	-	-
Solar Panels	223746	79,712	2,045	(81,757)	-	-
Emergency Lighting Project	227350	664	336	(1,000)	-	-
Library Lighting	228849	-	4,953	(4,953)	-	-
SIP H Remediation	224342	-	34,027	(34,027)	-	-
Caretakers Shed	223747	-	100,440	(9,828)	-	90,612
AC Flood Remediation	229309	-	7,110	-	-	7,110
Totals		<u>126,651</u>	<u>148,911</u>	<u>(160,476)</u>	<u>-</u>	<u>115,086</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	115,086
Funds Due from the Ministry of Education	-
	<u>115,086</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Asbestos Gym/Hall -	206663	(3,147)	-	3,147	-	-
FA Refurbishment of Tech Block	220941	-	50,960	(13,505)	-	37,455
MOE Heating Project	208617	-	97,609	(88,789)	-	8,820
Solar Panels	223746	-	81,402	(1,690)	-	79,712
Emergency Lighting Project	227350	-	16,812	(16,148)	-	664
Totals		<u>(3,147)</u>	<u>246,783</u>	<u>(116,985)</u>	<u>-</u>	<u>126,651</u>



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 Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	4,800	4,650
<i>Leadership Team</i>		
Remuneration	1,393,528	1,316,381
Full-time equivalent members	12.00	12.00
Total key management personnel remuneration	1,398,328	1,321,031

There are 9 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance (2 members) and Property (2 members) that met 6 and 6 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	160 - 170
Benefits and Other Emoluments	3 - 4	-
Termination Benefits	-	-

Principal 2

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

Salary and Other Payments	90 - 100	-
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	2021 FTE Number	2020 FTE Number
100 - 110	5.00	4.00
110 - 120	6.00	4.00
120 - 130	1.00	-
	12.00	8.00

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 board members, committee members, 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:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, 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. 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 2021, a contingent liability for the school may exist.

22. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$520,709.73 contract for the FA Refurbishment of Tech Block as agent for the Ministry of Education. This project is fully funded by the Ministry and \$50,960 has been received of which \$33,596 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$118,106.80 contract for the Caretakers Shed as agent for the Ministry of Education. This project is fully funded by the Ministry and \$100,440 has been received of which \$9,828 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$9,376.00 contract for the AC Flood Remediation as agent for the Ministry of Education. This project is fully funded by the Ministry and \$7,110 has been received of which \$0 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020:

\$520,709.73 contract for the FA Refurbishment of Tech Block as agent for the Ministry of Education. This project is fully funded by the Ministry and \$50,960 has been received of which \$13,505 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$97,609.00 contract for the MOE Heating Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$97,609 has been received of which \$88,789 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$83,446.80 contract for the Solar Panels as agent for the Ministry of Education. This project is fully funded by the Ministry and \$81,402 has been received of which \$1,690 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$17,148.00 contract for the Emergency Lighting Project as agent for the Ministry of Education. This project is fully funded by the Ministry and \$16,812 has been received of which \$16,148 has been spent on the project to balance date. This project has been approved by the Ministry.)



(b) Operating Commitments

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

23. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	912,250	1,182,019	1,066,010
Receivables	298,232	246,015	255,311
Investments - Term Deposits	34,134	33,249	33,911
Total Financial assets measured at amortised cost	<u>1,244,616</u>	<u>1,461,283</u>	<u>1,355,232</u>

Financial liabilities measured at amortised cost

Payables	352,024	295,121	398,382
Finance Leases	95,395	97,220	112,667
Total Financial Liabilities Measured at Amortised Cost	<u>447,419</u>	<u>392,341</u>	<u>511,049</u>

24. Events After Balance Date

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

25. Comparatives

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

26. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will 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 ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

Putaruru College

Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Murray Hamilton	Presiding Member	Elected	Sep 2022
Mike Ronke	Principal		Jun 2021
Sharon Moller	Principal		
Karla Lyttle	Parent Representative	Elected	Sep 2022
Sheree Murray	Parent Representative	Elected	Sep 2022
Sherie Allison	Parent Representative	Appointed	Sep 2022
Tanya Putt	Parent Representative	Co-opted	Sep 2022
Ashley Thompson	Parent Representative	Co-opted	
Debbie Meads	Parent Representative	Co-opted	
Linda Nicholson	Staff Representative	Elected	Sep 2022
Daley Nicholls	Student Representative	Elected	Oct 2022
Brendon Davey	Student Representative	Elected	Oct 2022

Putaruru College

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$7,512 (excluding GST). The funding was spent on sporting endeavours.

Curriculum Targets 2021

Objective	What we achieved	Why/How the variance	What are we doing about it
The attainment of NCEA 1-3 for at least 75% of eligible candidates	<ul style="list-style-type: none"> Level 1 increased from 50.9% to 59.7% Level 2 increased from 66.7% to 76%* Level 3 increased from 47.5% to 59% UE decreased from 15% to 12.8% * <p>*These numbers to change in March based on end of Feb cut off for 2021 grades</p>	<p>Finish strong programme at end of year to push students a few credits short over the line</p> <p>UEG confusion - some students were told to not take the externals seriously as their derived grades would count due to Covid. This wasn't correct. Although we got this decision overturned by NZQA, the inconsistent approach to how it was handled impacted results</p>	<p>4 data points planned for 2022 including milestones</p> <p>Programmes of learning are in Semester A and Semester B to increase urgency, pace, work completion and marking</p> <p>Improved tracking and monitoring through whānau class</p>
To raise the number of course and certificate endorsements attained at all NCEA Levels	<p><i>Excellence:</i></p> <ul style="list-style-type: none"> No L1 excellence endorsements again L2 excellence endorsements decreased from 9.4% to 3.2% L3 excellence endorsements decreased from 15.8% to 4.3% <p><i>Merit</i></p> <ul style="list-style-type: none"> L1 merit endorsements increased from 10.7% to 16.2% L2 merit endorsements decreased from 12.5% to 3.2% L3 merit endorsements increased from 0% to 4.3% 	<p>There didn't appear to be an explicit focus on this</p> <ul style="list-style-type: none"> It wasn't discussed with HODs It wasn't actively tracked across subjects 	<p>Students will set personalized learning goals with whānau teacher and their family</p> <p>Our focus is on them achieving their goal, which might or might not include an endorsement</p>
To maintain NCEA L1 Literacy and Numeracy levels of achievement of 90%+ attainment level	<ul style="list-style-type: none"> Literacy decreased from 87.3% to 80.6% Numeracy decreased from 78.2% to 74.2% 	<p>'Focus weeks' had been a tool to boost literacy and numeracy in the past. However, they were delayed due to covid and we didn't quite get</p>	<p>We are moving to a 2023 goal on all teacher upskilling in how to better teacher Numeracy and literacy</p>

Putāruru College Analysis of Variance 2022

		<p>everyone attending. Please note that while literacy and numeracy were down, Level 1 overall was up (students need lit and num to pass level 1)</p>	
<p>To continue to lift Māori student achievement in Reading at Yr 7 and 8 from 'below' to 'at' the appropriate curriculum level</p>	<p>In 2020 72% of Yr 8 Māori students were reading below curriculum level, and in 2021 52% reading below. In 2021 of Yr 7 Māori students, 51% were reading below.</p>	<p>Covid made it difficult as some students opted to learn online, while others used out of context hard copy learning packs.</p>	<p>Target group of 32 Māori learners for 2022, in Yr 7-10 to be tracked, monitored and supported by whānau teachers to accelerate progress in Reading, Writing and Math.</p>
<p>To increase the number of Māori students entering STEM subjects</p>	<p>AT Yr 13 - In 2020, 15 students entered STEM, and 2021, 14 students</p>	<p>Much the same across the last 2 years. Students that chose STEM did all 3 STEM classes, not just 1.</p>	<p>Technology department is moving to offer AS across the curriculum areas so there is a University Pathway for students in Year 13. We are wanting to overhaul the 2023 technology curriculum so it's not segregated by disciplines. We now have an innovative curriculum leader of Technology and Creative and Performing Arts</p>
<p>To continue with CRRP programme raising awareness and practice against Rongohia Te Hau standards</p>	<p>See the following summary from Leader of CRRP PLD</p>		<p>Integrating CRRP practices with PLD we have with Evaluation Associates. The set up of the whānau curriculum strand for 2022 is in response to ongoing need for CRRP.</p>

Responsive and Relational Pedagogy Champion 2021 Summary (CR&RP)

CLASSROOM WALKTHROUGH OBSERVATIONS:

22 OBSERVATIONS		Pedagogy continuum				
% OF STAFF OBSERVED		BASIC	DEVELOPING	SOME	LOTS	INTEGRATING
		1	2	3	4	5
		NONE	LITTLE	SOME	LOTS	INTEGRATED
2021		1	4	9	5	3
	22 observed	4%	18%	41%	23%	14%
2019		2	6	8	5	1
	22 observed	9%	27%	36%	22%	5%
2017		2	2	10	8	5
	27 observed	7%	7%	37%	29%	19%

Background

Our College is focused strongly on our Māori students achieving education success and succeeding as Māori. This is our aspiration; we have work to do. We aim to improve staff pedagogy, both with their cultural responsiveness and relational pedagogy. We need to build staff confidence with developing cross-cultural competency and capability. Our goal is to empower our teachers to make a difference while using tools that provide evidence-based data for learning conversations which lead to goals and actions in classrooms. Supporting praxis to embody growing proficiency with effective teaching, and high impact pedagogy - theory into practice. We are aware this will support all ākonga within our school, not only Māori students. Analysis of our data shows that we have a disparity between Māori and Non-Māori students. We have had significant changes in the team leading this kaupapa and we need to build our capacity to support the growth cycle of CR & RP in our school, using the observation to shadow coaching model for all teachers. Whole school refocus upon CR & RP

Changes/Shifts

Where's our shift? After noting the drop at RTH in 2019 we have worked to lift pedagogy through PLD staff workshops, TOD for Te Tiriti o Waitangi and

Putāruru College Analysis of Variance 2022

individual (opt in) shadow coaching, however we have not used the growth tool (observations/critical learning conversations/shadow coaching) over the last three years. The team has attempted to reform and build capacity several times over this period, with mixed success. We ended with a core group of committed team members.

Some pedagogy in classrooms was on the cusp of moving into the next category when moderated during Rongohia te Hau

We needed to have more indicators on our continuum to help inform moderation (co-construct with team and staff)

Staff were more accepting and welcoming of the RTH process in 2021 than in late 2019. I think this was because the team worked hard to diminish anxiety and build confidence over the intervening time.

From the data 2021 we showed as a school that

1. 10% improvement in the shift in using CR and RP in our classrooms at a developing stage since 2019
2. Use of te reo Māori was inconsistent and infrequent in E/M classrooms
3. We noted a marked improvement of pronunciation of te reo Māori across the school
4. We believe the work on Te Tiriti o Waitangi last year was effective and empowering
5. Doing waiata and karakia has been really positive
6. The planning for CR & RP in modules has supported the shift

Next Steps

1 Shadow Coaching

To work alongside staff observing each other regarding planning and delivering what is on the box by using a modified growth tool. The model we used with our facilitators naturally belongs to them but some of the elements we own. I would like to remodel this in line with the following target to make it user friendly. The main challenge is coaching staff not to put a thick lens on an observation but simply record what they see and hear. PLD will be required for this

Strategic Goal 2- We use innovative teaching and leadership practices

1 - Create an effective teaching profile in collaboration with students and teachers to deliver our curriculum.

Currently there is an absence of consistent teacher practice, this effective teaching profile would outline what learning looks like in all our classes and help embed strategies from CRP PLD.

4- Upskill teachers in Te Reo Māori and Matauranga Māori

We want all of our teachers and students to be confident and capable in Te Reo Māori

5 - Increase the transparency of teacher practice and programmes of learning to grow teacher capacity and connection to what is happening across our school

Importance of information sharing as we prepare for covid distance learning, and continually seek to deprivatise practice

Putāruru College Analysis of Variance 2022

Actions

- a) To spread shadow coaching into our learning areas - by end of Term 2
- b) To spread shadow coaching across the school- by end of term 3

The growth tool (Rongohia te Hau) is a tool that, when used as part of a wider strategic change process, can drive transformative change for learners and whānau. Here is an article around how other kura are using the tool as part of their [culturally responsive inquiry](#) to make a real difference in their schools and wider community

To embed the 6 principles of CR and RP into all our conversations, planning and interactions

This can be achieved through direct observation and by using it as a base for all conversation. Currently there are places of no cultural practice in all areas of school interactions. If we work towards embedding this we will be able to speed up the creation of safe spaces in our school.

Educators create contexts for learning within which:

- **Whanaungatanga:** relationships of care and connectedness are fundamental
- **Kotahitanga:** power is shared, and learners have the right to equity and self-determination
- **Whakapapa:** culture counts, learners' understandings form the basis of their identity and learning
- **Ako:** sense-making is dialogic, interactive and ongoing
- **Wānanga:** decision-making and practice is responsive to relevant evidence
- **Kaupapa:** our common vision and interdependent roles and responsibilities focus on the potential of learners - Māori students achieving and enjoying educational success as Māori

Why is this important? It walks alongside the following strategic goals

Strategic Goal 4- We learn through whānau and community relationships

- 1 Use the whānau class platform to improve relationships between our families and school

We want to understand the families aspirations for their learners so we can work together to help them reach their goals- we use a common language and share the power

- 3 - Establish new and maintain existing partnerships with community groups (Whānau Rōpu, Rotary)

To find links and connections that enhance student experience while at Putāruru College- ako between all sharing the power through whanaungatanga

Putāruru College Analysis of Variance 2022

4 - Further develop the partnership between Putāruru College, whānau and Raukawa.

To ensure our curriculum, vision and values is representative of what our community wants and needs- ako between all sharing the power through whanaungatanga

6 - A deliberate plan to grow leadership at all levels-Uses all the 6 principles

Actions

- 1 Through PLD become familiar with the content and context for these principle by end of semester A
- 2 Put back into our scheme planning - for the start of Semester B planning or NOW. This is to be deliberate acts of teachers and not just add ons.
[implications for practice](#)
- 3 Share positive experiences where using this has had a grown shift in staffs practice and teachings and could use this tool to track deliberate changes

Linda Nicholson Feb 2022

INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF PUTARURU COLLEGE'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Putaruru College (the School). The Auditor-General has appointed me, Bernard Lamusse, using the staff and resources of PKF Hamilton Audit 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 19, that comprise the statement of financial position as at 31 December 2021, 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 2021; 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 Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 30 May 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 20 to 27, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Bernard Lamusse
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand