

MIMI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 2199

Principal: Jared Holden

School Address: 23 Pukearuhe Road, RD 44, URENUI

School Postal Address: 23 Pukearuhe Road , RD 44, URENUI, 4377

School Phone: 06 752 3617

School Email: admin@mimi.school.nz

Members of the Board of Trustees

| Name | Position | How Position Gained | Occupation | Term Expires/ Expired |
|--------------------|-----------------|------------------------------------|-------------------------------|--------------------------------------|
| Donna Ellis | Chairperson | Elected | Business Analyst | Jun 2022 |
| Jared Holden | Principal | ex Officio | | |
| Davis McClutchie | Parent Rep | Elected | Electrical Engineer | Jun 2019 |
| Greg Gillett | Parent Rep | Elected | Dairy Farmer | Jun 2022 |
| Andrew Brendon | Parent Rep | Elected | Business Development Engineer | Jun 2022 |
| Anne-Maree McKay | Parent Rep | Elected | Environmental Consultant | Jun 2022 |
| Janine Vollebregt | Parent Rep | Elected | self employed | Jun 2022 |
| Sibylle Sulzberger | Staff Rep | Appointed | School Administrator | Jun 2019 |
| Pauline James | Staff Rep | Elected | Teacher | Jun 2022 |
| Sarah Blyde | Other | Elected | Dairy Farmer | Jun 2019 |

Accountant / Service Provider: Education Services Ltd

MIMI SCHOOL

Annual Report - For the year ended 31 December 2019

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Mimi School

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Donna Marie Ellis

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

8/5/20

Date:

Jared John Holden

Full Name of Principal

[Signature]

Signature of Principal

8/5/2020

Date:

Mimi School
Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

| | Notes | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| Revenue | | | | |
| Government Grants | 2 | 512,617 | 470,144 | 504,443 |
| Locally Raised Funds | 3 | 47,028 | 27,120 | 31,207 |
| Interest income | | 2,033 | 1,000 | 1,479 |
| | | <hr/> | <hr/> | <hr/> |
| | | 561,678 | 498,264 | 537,129 |
| Expenses | | | | |
| Locally Raised Funds | 3 | 11,922 | 4,800 | 14,612 |
| Learning Resources | 4 | 344,426 | 297,061 | 308,200 |
| Administration | 5 | 48,624 | 45,555 | 44,049 |
| Finance | | 269 | 300 | 287 |
| Property | 6 | 138,252 | 148,059 | 147,848 |
| Depreciation | 7 | 19,169 | 17,912 | 22,049 |
| Loss on Disposal of Property, Plant and Equipment | | 46 | - | - |
| | | <hr/> | <hr/> | <hr/> |
| | | 562,708 | 513,687 | 537,045 |
| Net Surplus / (Deficit) for the year | | (1,030) | (15,423) | 84 |
| Other Comprehensive Revenue and Expenses | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <hr/> <hr/> | <hr/> <hr/> | <hr/> <hr/> |
| | | (1,030) | (15,423) | 84 |

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



Mimi School
Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

| | Notes | Actual 2019 \$ | Budget (Unaudited) 2019 \$ | Actual 2018 \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | | 185,346 | 162,500 | 183,840 |
| Total comprehensive revenue and expense for the year | | (1,030) | (15,423) | 84 |
| Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant | | - | - | 1,422 |
| Equity at 31 December | 22 | 184,316 | 147,077 | 185,346 |
| Retained Earnings | | 184,316 | 147,077 | 185,346 |
| Equity at 31 December | | 184,316 | 147,077 | 185,346 |

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.



Mimi School
Statement of Financial Position
As at 31 December 2019

| | | 2019 | 2019 | 2018 |
|---|-------|----------------|----------------|----------------|
| | Notes | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Current Assets | | | | |
| Cash and Cash Equivalents | 8 | 57,653 | 39,910 | 69,491 |
| Accounts Receivable | 9 | 21,321 | 19,252 | 21,618 |
| GST Receivable | | 1,336 | 1,094 | 410 |
| Prepayments | | - | 2,307 | 585 |
| Inventories | 10 | 628 | 781 | 603 |
| Investments | 11 | 27,000 | 27,000 | 27,000 |
| Funds owed for Capital Works Projects | 16 | 12,231 | - | - |
| | | <u>120,169</u> | <u>90,344</u> | <u>119,707</u> |
| Current Liabilities | | | | |
| Accounts Payable | 13 | 27,520 | 19,036 | 26,840 |
| Provision for Cyclical Maintenance | 14 | 9,375 | 25,264 | 17,777 |
| Finance Lease Liability - Current Portion | 15 | 1,466 | 1,704 | 1,418 |
| Funds held for Capital Works Projects | 16 | - | - | 2,268 |
| | | <u>38,361</u> | <u>46,004</u> | <u>48,303</u> |
| Working Capital Surplus/(Deficit) | | 81,808 | 44,340 | 71,404 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 118,599 | 106,852 | 130,781 |
| | | <u>118,599</u> | <u>106,852</u> | <u>130,781</u> |
| Non-current Liabilities | | | | |
| Provision for Cyclical Maintenance | 14 | 15,000 | 4,115 | 16,167 |
| Finance Lease Liability | 15 | 1,091 | - | 672 |
| | | <u>16,091</u> | <u>4,115</u> | <u>16,839</u> |
| Net Assets | | <u>184,316</u> | <u>147,077</u> | <u>185,346</u> |
| Equity | | <u>184,316</u> | <u>147,077</u> | <u>185,346</u> |

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



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

| | | 2019 | 2019 | 2018 |
|---|------|-----------------|----------------|----------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| | | | \$ | |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 120,975 | 116,001 | 131,750 |
| Locally Raised Funds | | 48,129 | 27,120 | 32,740 |
| Goods and Services Tax (net) | | (926) | - | 684 |
| Payments to Employees | | (80,456) | (63,600) | (65,441) |
| Payments to Suppliers | | (77,517) | (57,758) | (81,706) |
| Cyclical Maintenance Payments in the year | | - | (20,000) | - |
| Interest Paid | | (269) | (300) | (287) |
| Interest Received | | 2,033 | 1,000 | 1,918 |
| Net cash from Operating Activities | | <u>11,969</u> | <u>2,463</u> | <u>19,658</u> |
| Cash flows from Investing Activities | | | | |
| Purchase of PPE (and Intangibles) | | (8,691) | - | (3,417) |
| Net cash from Investing Activities | | <u>(8,691)</u> | <u>-</u> | <u>(3,417)</u> |
| Cash flows from Financing Activities | | | | |
| Furniture and Equipment Grant | | - | - | 1,422 |
| Finance Lease Payments | | (617) | (1,419) | (518) |
| Funds Held for Capital Works Projects | | (14,499) | - | 13,480 |
| Net cash from Financing Activities | | <u>(15,116)</u> | <u>(1,419)</u> | <u>14,384</u> |
| Net increase/(decrease) in cash and cash equivalents | | <u>(11,838)</u> | <u>1,044</u> | <u>30,625</u> |
| Cash and cash equivalents at the beginning of the year | 8 | 69,491 | 38,866 | 38,866 |
| Cash and cash equivalents at the end of the year | 8 | <u>57,653</u> | <u>39,910</u> | <u>69,491</u> |

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

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



Mimi School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 26.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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



Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Cyclical Maintenance Provision

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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



Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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



j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

| | |
|-------------------------------|-------------|
| Building Improvements | 20-50 years |
| Furniture and Equipment | 5-10 years |
| Information and Communication | 5 years |
| Library Resources | 8 years |

Leased assets are depreciated over the life of the lease.



l) Intangible Assets

Software costs

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

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

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. 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, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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



u) Borrowings

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

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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



2. Government Grants

| | 2019 | 2019 | 2018 |
|----------------------------------|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Operational Grants | 103,223 | 104,513 | 119,145 |
| Teachers' Salaries Grants | 273,954 | 238,061 | 253,129 |
| Use of Land and Buildings Grants | 118,580 | 114,908 | 118,861 |
| Other MoE Grants | 9,372 | 5,174 | 13,308 |
| Other Government Grants | 7,488 | 7,488 | - |
| | <u>512,617</u> | <u>470,144</u> | <u>504,443</u> |

3. Locally Raised Funds

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

| | 2019 | 2019 | 2018 |
|--|---------------|---------------|---------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Revenue | | | |
| Donations | 17,410 | 11,000 | 10,684 |
| Bequests & Grants | 8,787 | 3,120 | 2,280 |
| Activities | 7,833 | - | 5,900 |
| Trading | 508 | - | 903 |
| School House | 12,490 | 13,000 | 11,440 |
| | <u>47,028</u> | <u>27,120</u> | <u>31,207</u> |
| Expenses | | | |
| Activities | 9,368 | 300 | 11,423 |
| Trading | 1,157 | - | 1,556 |
| Other Locally Raised Funds Expenditure | 62 | - | - |
| School House | 1,335 | 4,500 | 1,633 |
| | <u>11,922</u> | <u>4,800</u> | <u>14,612</u> |
| <i>Surplus for the year Locally raised funds</i> | <u>35,106</u> | <u>22,320</u> | <u>16,595</u> |

4. Learning Resources

| | 2019 | 2019 | 2018 |
|------------------------------|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Curricular | 20,556 | 18,850 | 14,170 |
| Library Resources | 333 | 650 | 782 |
| Employee Benefits - Salaries | 321,069 | 273,061 | 288,901 |
| Staff Development | 2,468 | 4,500 | 4,347 |
| | <u>344,426</u> | <u>297,061</u> | <u>308,200</u> |



5. Administration

| | 2019 | 2019 Budget | 2018 |
|--|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Audit Fee | 3,878 | 3,690 | 3,412 |
| Board of Trustees Fees | 3,020 | 3,800 | 3,425 |
| Board of Trustees Expenses | 354 | 1,400 | - |
| Communication | 1,929 | 2,200 | 1,889 |
| Consumables | 5,920 | 5,150 | 6,169 |
| Operating Lease | - | - | 518 |
| Other | 5,413 | 4,175 | 4,506 |
| Employee Benefits - Salaries | 20,636 | 17,000 | 16,371 |
| Insurance | 534 | 1,000 | 520 |
| Service Providers, Contractors and Consultancy | 6,940 | 7,140 | 7,239 |
| | <u>48,624</u> | <u>45,555</u> | <u>44,049</u> |

6. Property

| | 2019 | 2019 Budget | 2018 |
|-------------------------------------|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Caretaking and Cleaning Consumables | 2,351 | 1,850 | 2,363 |
| Cyclical Maintenance Expense | (9,569) | 5,431 | (4,887) |
| Grounds | 7,168 | 5,350 | 5,571 |
| Heat, Light and Water | 3,831 | 4,020 | 3,547 |
| Repairs and Maintenance | 3,101 | 5,000 | 12,059 |
| Use of Land and Buildings | 118,580 | 114,908 | 118,861 |
| Employee Benefits - Salaries | 12,790 | 11,500 | 10,334 |
| | <u>138,252</u> | <u>148,059</u> | <u>147,848</u> |

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

7. Depreciation

| | 2019 | 2019 Budget | 2018 |
|--|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Building Improvements | 4,768 | 4,077 | 5,019 |
| Furniture and Equipment | 4,905 | 4,168 | 5,130 |
| Information and Communication Technology | 6,785 | 7,322 | 9,013 |
| Leased Assets | 1,952 | 1,647 | 2,028 |
| Library Resources | 759 | 698 | 859 |
| | <u>19,169</u> | <u>17,912</u> | <u>22,049</u> |

8. Cash and Cash Equivalents

| | 2019 | 2019 Budget | 2018 |
|--|---------------|----------------|---------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Bank Current Account | 3,178 | 6,050 | 24,717 |
| Bank Call Account | 34,475 | 13,860 | 24,774 |
| Short-term Bank Deposits | 20,000 | 20,000 | 20,000 |
| Cash equivalents for Cash Flow Statement | <u>57,653</u> | <u>39,910</u> | <u>69,491</u> |

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



9. Accounts Receivable

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables | 456 | 3,464 | 1,557 |
| Banking Staffing Underuse | - | 1,939 | 2,962 |
| Interest Receivable | - | 439 | - |
| Teacher Salaries Grant Receivable | 20,865 | 13,410 | 17,099 |
| | <u>21,321</u> | <u>19,252</u> | <u>21,618</u> |
| Receivables from Exchange Transactions | 456 | 3,903 | 1,557 |
| Receivables from Non-Exchange Transactions | 20,865 | 15,349 | 20,061 |
| | <u>21,321</u> | <u>19,252</u> | <u>21,618</u> |

10. Inventories

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|------------|----------------------|-------------------------------------|----------------------|
| Stationery | 628 | 781 | 603 |
| | <u>628</u> | <u>781</u> | <u>603</u> |

11. Investments

The School's investment activities are classified as follows:

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset | | | |
| Short-term Bank Deposits | 27,000 | 27,000 | 27,000 |
| Total Investments | <u>27,000</u> | <u>27,000</u> | <u>27,000</u> |

12. Property, Plant and Equipment

| 2019 | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|------------------------------------|--------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| Land | 10,000 | - | - | - | - | 10,000 |
| Building Improvements | 73,603 | 2,245 | - | - | (4,768) | 71,080 |
| Furniture and Equipment | 21,613 | 2,350 | - | - | (4,905) | 19,058 |
| Information and Communication Tech | 17,749 | - | - | - | (6,785) | 10,964 |
| Leased Assets | 1,833 | 2,438 | (46) | - | (1,952) | 2,273 |
| Library Resources | 5,983 | - | - | - | (759) | 5,224 |
| Balance at 31 December 2019 | <u>130,781</u> | <u>7,033</u> | <u>(46)</u> | <u>-</u> | <u>(19,169)</u> | <u>118,599</u> |



| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------|------------------------------|-------------------------------------|---------------------------|
| | \$ | \$ | \$ |
| 2019 | | | |
| Land | 10,000 | - | 10,000 |
| Building Improvements | 164,063 | (92,983) | 71,080 |
| Furniture and Equipment | 60,268 | (41,210) | 19,058 |
| Information and Communication | 65,739 | (54,775) | 10,964 |
| Leased Assets | 4,416 | (2,143) | 2,273 |
| Library Resources | 39,894 | (34,670) | 5,224 |
| Balance at 31 December 2019 | 344,380 | (225,781) | 118,599 |

| | Opening Balance (NBV) | Additions | Disposals | Impairment | Depreciation | Total (NBV) |
|------------------------------------|----------------------------------|------------------|------------------|-------------------|---------------------|--------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 2018 | | | | | | |
| Land | 10,000 | - | - | - | - | 10,000 |
| Building Improvements | 78,623 | - | - | - | (5,019) | 73,604 |
| Furniture and Equipment | 20,358 | 6,385 | - | - | (5,130) | 21,613 |
| Information and Communication Tech | 25,634 | 1,128 | - | - | (9,013) | 17,749 |
| Leased Assets | 3,861 | - | - | - | (2,028) | 1,833 |
| Library Resources | 6,842 | - | - | - | (859) | 5,982 |
| Balance at 31 December 2018 | 145,318 | 7,513 | - | - | (22,049) | 130,781 |

| | Cost or Valuation | Accumulated Depreciation | Net Book Value |
|------------------------------------|------------------------------|-------------------------------------|---------------------------|
| | \$ | \$ | \$ |
| 2018 | | | |
| Land | 10,000 | - | 10,000 |
| Building Improvements | 161,817 | (88,213) | 73,604 |
| Furniture and Equipment | 57,918 | (36,305) | 21,613 |
| Information and Communication | 65,739 | (47,990) | 17,749 |
| Leased Assets | 6,086 | (4,253) | 1,833 |
| Library Resources | 39,895 | (33,913) | 5,982 |
| Balance at 31 December 2018 | 341,455 | (210,674) | 130,781 |

13. Accounts Payable

| | 2019 Actual | 2019 Budget (Unaudited) | 2018 Actual |
|---|------------------------|--|------------------------|
| | \$ | \$ | \$ |
| Operating Creditors | 2,558 | 2,023 | 1,916 |
| Accruals | 3,690 | 3,412 | 3,412 |
| Capital Accruals for PPE items | - | - | 4,096 |
| Employee Entitlements - Salaries | 20,865 | 13,410 | 17,099 |
| Employee Entitlements - Leave Accrual | 407 | 191 | 317 |
| | 27,520 | 19,036 | 26,840 |
| Payables for Exchange Transactions | 27,520 | 19,036 | 26,840 |
| Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates) | - | - | - |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | 27,520 | 19,036 | 26,840 |

The carrying value of payables approximates their fair value.



14. Provision for Cyclical Maintenance

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year | 33,944 | 23,948 | 38,831 |
| Increase/(decrease) to the Provision During the Year | (9,569) | 5,431 | (4,887) |
| Provision at the End of the Year | <u>24,375</u> | <u>29,379</u> | <u>33,944</u> |
| Cyclical Maintenance - Current | 9,375 | 25,264 | 17,777 |
| Cyclical Maintenance - Term | 15,000 | 4,115 | 16,167 |
| | <u>24,375</u> | <u>29,379</u> | <u>33,944</u> |

15. Finance Lease Liability

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

| | 2019 Actual \$ | 2019 Budget (Unaudited) \$ | 2018 Actual \$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year | 1,466 | 1,704 | 1,418 |
| Later than One Year and no Later than Five Years | 1,091 | - | 672 |
| | <u>2,557</u> | <u>1,704</u> | <u>2,090</u> |

16. Funds Owed (Held) for Capital Works Projects

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

| | 2019 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contribution/ (Write-off to R&M) | Closing Balances \$ |
|----------------------------|--------------------|---------------------------|----------------------------|----------------|---|---------------------------|
| Toilets | <i>in progress</i> | 9,831 | - | 2,400 | - | 12,231 |
| Block A Refurb & Fireplace | <i>completed</i> | - | 49,283 | 49,283 | - | - |
| Blocks B & G Reroof | <i>completed</i> | (12,099) | 344 | 12,443 | - | - |
| Totals | | <u>(2,268)</u> | <u>49,627</u> | <u>64,126</u> | <u>-</u> | <u>12,231</u> |

Represented by:

| | |
|---|---------------|
| Funds Held on Behalf of the Ministry of Education | - |
| Funds Due from the Ministry of Education | 12,231 |
| | <u>12,231</u> |

| | 2018 | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | BOT Contribution/ (Write-off to R&M) | Closing Balances \$ |
|-----------------------|--------------------|---------------------------|----------------------------|----------------|---|---------------------------|
| Roll Growth Classroom | <i>completed</i> | 1,381 | - | (1,381) | - | - |
| Toilets | <i>in progress</i> | 9,831 | - | - | - | 9,831 |
| Blocks B & G Reroof | <i>in progress</i> | - | 12,099 | - | - | (12,099) |
| Totals | | <u>11,212</u> | <u>12,099</u> | <u>(1,381)</u> | <u>-</u> | <u>(2,268)</u> |



17. 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.

Davis McClutchie is a trustee of the Board and also owns DMC Electrical & Consulting Limited. During the year the School contracted DMC Electrical & Consulting Limited to provide electrical services for the School at a discounted rate. The total value of all transactions for the year was \$2,099.44 (2018: \$613) and no amount is outstanding as at balance date. Because this amount is less than \$25,000 for the year the contract does not require Ministry approval under section 103 of the Education Act 1989.

18. Remuneration

Key management personnel compensation

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

| | 2019 Actual \$ | 2018 Actual \$ |
|---|-------------------------------|-------------------------------|
| <i>Board Members</i> | | |
| Remuneration | 3,020 | 3,425 |
| Full-time equivalent members | 0.08 | 0.09 |
| <i>Leadership Team</i> | | |
| Remuneration | 102,402 | 97,838 |
| Full-time equivalent members | 1.00 | 1.00 |
| Total key management personnel remuneration | 105,422 | 101,263 |
| Total full-time equivalent personnel | 1.08 | 1.09 |

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

Principal

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

| | 2019 Actual \$000 | 2018 Actual \$000 |
|--|----------------------------------|----------------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 90 - 100 | 90 - 100 |
| Benefits and Other Emoluments | 2 - 3 | 2 - 3 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2019 FTE Number | 2018 FTE Number |
|-------------------------------|----------------------------|----------------------------|
| 100 - 110 | - | - |
| | 0.00 | 0.00 |

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



19. Compensation and Other Benefits Upon Leaving

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

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

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

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

(b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

(a) operating lease of laptops;

| | 2019 Actual \$ | 2018 Actual \$ |
|--|----------------------|----------------------|
| No later than One Year | - | 49 |
| Later than One Year and No Later than Five Years | - | - |
| Later than Five Years | - | - |
| | <u>-</u> | <u>49</u> |

22. 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.

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 (2018: Loans and receivables)

| | 2019 | 2019 | 2018 |
|---|----------------|---------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cash and Cash Equivalents | 57,653 | 39,910 | 69,491 |
| Receivables | 21,321 | 19,252 | 21,618 |
| Investments - Term Deposits | 27,000 | 27,000 | 27,000 |
| Total Financial assets measured at amortised cost | <u>105,974</u> | <u>86,162</u> | <u>118,109</u> |

Financial liabilities measured at amortised cost

| | | | |
|--|---------------|---------------|---------------|
| Payables | 27,520 | 19,036 | 26,840 |
| Borrowings - Loans | - | - | - |
| Finance Leases | 2,557 | 1,704 | 2,090 |
| Painting Contract Liability | - | - | - |
| Total Financial Liabilities Measured at Amortised Cost | <u>30,077</u> | <u>20,740</u> | <u>28,930</u> |

24. Events After Balance Date

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

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

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

25. Comparatives

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

26. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments:

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

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



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

The Auditor-General is the auditor of Mimi School (the School). The Auditor-General has appointed me, Carolyn Jackson, using the staff and resources of Baker Tilly Staples Rodway Audit 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 20, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 8 May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 24 on page 20 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 24 to 29, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Carolyn Jackson
Baker Tilly Staples Rodway Audit Limited
On behalf of the Auditor-General
New Plymouth, New Zealand

Analysis of Variance 2019 Accelerating Learning in Mathematics for Identified Target Learners. End of Year Reflection

| | | |
|---|---|---|
| Target Area | Accelerate student progress in Mathematics of 'identified target learners' across the School. | |
| Strategic Goal | 1. All students achieving accelerated progress measured by the New Zealand Curriculum and Learning Progressions Framework. | |
| Target Group | As of December 2018 18 students from Year 1 - 6 have been identified as 'target learners' in Mathematics. These are students who are yet to meet their expected curriculum level and those who have just met the expected level and need close monitoring and support as they move to new curriculum levels. Of the 18 identified, 9 are yet to meet their expected curriculum level, 14 of the identified students are in Year 3 - 6, 12 are boys and 9 of the identified students are Māori. | |
| Annual Goal | To accelerate student achievement for all students in Reading, Writing and Maths. | |
| Expected Outcome | To have 85% of all the students working at or higher in Mathematics by the end of 2019. | |
| Historical Position | In 2015 four students were achieving below or well below in Mathematics at the end of the year. In 2016 six students were achieving below in mathematics at the end of the year. In 2017 eleven students were below the expected standard in Mathematics at the end of the year. In 2018 eight students out of 50 were below their expected Curriculum level at the end of the year. In 2019 nine students out of 40 were below their expected Curriculum level at the end of the year. | |
| Planned Actions for 2019 | | |
| Target learners are to be clearly identified in individual teacher's Classroom Descriptions and action plans created and reflected on throughout the year. | Term one | Priority students were identified in February using 2019 EOY, February assessment data and teacher recommendation. Teacher Aide hours were secured to assist students and teachers in skills development in Mathematics. |
| E-Ako Maths membership is to be put in place for all Year 1 - 6 students as well as Prodigy Maths for all Year 3 - 6 students. | Term one | E-Ako Maths membership was available for all students from Year 1-6 and Prodigy Maths for all students in Year 3-6. E-Ako and Prodigy Maths were used as 'repetition and practice and as digital skill and strategy builders' for basic facts and complemented Pr1me Maths as part of Maths rotations. All digital applications used were able to be used at school and home. |
| School to adopt and implement Pr1me Maths programme for the teaching and learning of Maths across the whole school in 2019. | Term one | Pr1me Maths adopted and implemented across the school during 2019. The programme ran all year in Years 3-6 and from start of Term 2 in Years 1-2, due to a staffing change. |
| Whole staff to attend Pr1me Maths Introduction PLD session and Pr1me Maths Lesson management PLD with Irene Gibbs. | Term one | Whole staff attended professional development in Term 1 introducing the Pr1me Maths programme and learning about the Lesson Management System. |
| Students are to be ability grouped within classes based on Pr1me Maths placement assessment and OTJ. Students leveled to appropriate achievement level that encourages challenge but also builds Maths confidence. | Throughout the year. | Students were ability grouped for Maths based on the Pr1me Maths placement assessment and Mathematics PAT for Year 3-6 students. These groups were fluid based on the students strengths, weaknesses and learning needs in Mathematics. |
| Students work alongside teacher, teacher aide and peers focusing on Number in semester 1 and integrated number and strand in semester 2. | Throughout the year | Students worked alongside the teacher in target Pr1me workshops focusing on Number and Algebra in Semester 1 and integrated Number and Strand in Semester 2. Teacher Aide was used to work with 'identified target students' to reinforce teaching workshops and guide strategy implementation. Tuakana/Teina was implemented in Year 3-6 in Semester 2 to help students implement strategies learnt the previous term and for students to reinforce their own knowledge of which strategies to use and how they work best. |
| Target Learners progress within Pr1me Maths monitored and tracked regularly through formative assessment and learning conversations. Progress and achievement data recorded for Target Learners on a 5 week cycle starting in Term 2. | Throughout the year | Identified target learners progress was tracked and monitored using Pr1me teaching workshops, learning conversations and marking sessions to formatively assess student knowledge and understanding. Progress and achievement data was not recorded in a five week cycle due to the nature of staff development and learning that was required to implement, understand a new programme, but also analyse what was being seen in class learning and how this could be used to inform next steps and progress. As the |

| | | |
|---|----------------------|---|
| | | year progressed systems were put in place to record anecdotal evidence of achievement and Pr1me assessment tools and Mathematics PAT were used to show summative progress. |
| Teacher to set goals for all learners identifying current areas of focus and next steps goals to be reviewed 5 weekly. Students to be able to articulate and explain these goals. | Throughout the year. | Teachers set goals for all students based on analysis of assessment data from the start of year. Goals informally reviewed every 5 weeks based on Running Records and focused guided reading sessions. Some students were able to accurately articulate their goals but a majority were not. Accurate regular goal setting will be an area of focus in 2020. |
| Teachers and Principal to identify students that may benefit from intensive intervention, run for 30 minutes, 4 days a week with either the Principal or trained TA to provide extra support when and where needed. | Throughout the year. | This intervention was not conducive to Pr1me Maths in this form. Teachers added an extra 'teaching workshop' to each week's Prime programme and Teacher Aide was utilised to 'check and repeat' strategies where and when needed. Students and teachers found that by giving the students the responsibility of attending these extra sessions 'if they needed them' they were more engaged, confident and more active in the implementation of the strategy. |
| Teachers to use Pr1me Maths Assessment tools and PaCT/LPF's to monitor and track progress make informed OTJ's. | Throughout the year. | Teachers used Pr1me Assessment tools and Mathematics PAT to make informed OTJ's. PaCT and LPFs were removed from the plan as teachers felt that learning and implementing a new Maths programme was challenging enough without adding the learning and implementation of PaCT and LPF to the mix. |
| Additional Numeracy Funding from TSB Grant is to be used for Pr1me Maths student resources and PLD. | Throughout the year | Additional funding from the TSB Numeracy grant was used to purchase student resources and learning materials for Pr1me Maths. All students practice and coursebooks for Pr1me were covered by this grant. |
| Student assessment data to be shared using e-Tap for whole school analysis. | Throughout the year | Student data was shared using Google Tracking Sheets developed for Pr1me Maths as e-tap currently does not have the ability to record this information. |
| Position at the end of 2019 | | |
| Our aspirational goal of having 85% of students achieving at or above their expected Curriculum Level for Mathematics was unfortunately not met with only 77.50% of our students meeting or exceeding their Curriculum level. Overall our results do show a slight decline in achievement. Boys achievement in Mathematics decreased from 80% at year end in 2018 to 74% at the same time in 2018. Girls achievement in Mathematics decreased from 86% at year end in 2018 to 81% at the same time in 2018. However Maori achievement in Mathematics stayed consistent at 83.33% of students achieving at or above their expected curriculum level which was the same at the end of 2018. Our data shows that our biggest area of concern is within our Year 1-3 cohort with 9 students within this group yet to make their expected curriculum level. | | |
| As a result of this decline in 2019, our 2020 Annual Target will focus on our Year 1-3 cohort and our identified 'target' students who are yet to meet their expected curriculum level and those who have just met the expected level. | | |
| In 2020, Professional development is scheduled to develop Mathematics assessment through PaCT and the Learning Progressions Framework. Following the review of the Mathematics programme in 2018 the Pr1me Maths programme will be implemented across the school in 2019. We believe that the implementation of a new teaching and learning system within Mathematics and teacher unfamiliarity around the accurate and effective assessment within Pr1me Maths has contributed to this decline in achievement. When looking at data from a 'Maths Student Engagement Survey' as a whole our children greatly enjoy Pr1me Maths and are certainly engaged in the programme. It would appear that by relying heavily on Mathematics PAT as a method of summative assessment, which is quite different to the Pr1me Maths way of presenting maths problems, certainly contributed to teachers being less clear of in regards to curriculum levels of where each student was at. Professional development has been secured and booked in 2020 for the implementation and application of the LPFs and PaCT tool to help consolidate teacher thinking and practice in regards to their students Maths achievement and next steps for learning. | | |
| It is for the above reasons that accelerating Mathematics achievement particularly in Year 1-3 is one of Mimi School's Targets for Student Achievement in 2020. | | |
| At the end of 2017, 11 students across all year groups were achieving at a level below the National Standard. | | |
| At the end of 2017, 31 out of 42 students over all year levels were achieving at or above the National Standard. | | |
| At the end of 2018, 42 out of 50 students over all year levels were achieving at or above their expected New Zealand Curriculum level. | | |
| At the end of 2019, 31 out of 40 students over all year levels were achieving at or above their expected New Zealand Curriculum level. | | |

Analysis of Variance 2019 Maintaining the Accelerated Learning in Reading for Priority Learners. End of Year Reflection

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| Target Area | Accelerate student progress in Reading of 'identified target learners' across the School. | | |
| Strategic Goal | 1. All students achieving accelerated progress measured by the New Zealand Curriculum and Learning Progressions Framework. | | |
| Target Group | As of December 2018 18 students from Year 1 - 6 have been identified as 'target learners' in Reading. These are students who are yet to meet their expected curriculum level and those who have just met the expected level and need close monitoring and support as they move to new curriculum levels. Of the 18 identified, 14 are yet to meet their expected curriculum level, 10 of the identified students are in Year 3 - 6, 12 are boys and 8 of the identified students are Māori. | | |
| Annual Goal | To accelerate student achievement for all student in Reading, Writing and Maths. | | |
| Expected Outcome | To have 85% of all the students working at or higher in Reading by the end of 2019. | | |
| Historical Position | In 2016 eight students were achieving below in Reading at the end of the year. In 2017 eleven students were below the expected standard in Reading at the end of the year. In 2018 ten students out of 50 were below their expected Curriculum level at the end of the year. In 2019 nine students out of 40 were below their expected Curriculum level at the end of the year. | | |
| Planned Actions for 2019 | Timeframe | Outcome | |
| Priority learners are to be clearly identified in individual teacher's Classroom Descriptions and action plans created and reflected on throughout the year. | Term one | Priority students were identified in February using 2018 EOY, February assessment data and teacher recommendation. Teacher Aide hours were secured to assist students and teachers in skills development in Reading. | |
| LexiaCore5 membership is to be put in place for all Year 1-6 students and ReadTheory enabled for extension Year 5-6 readers. | Term one | LexiaCore5 membership was available for all students and ReadTheory enabled for extension year %/6 students. Lexia Core5 is being used as part of Reading rotations as a digital skill and strategy builder. All digital applications used were able to be used at school and home. | |
| School to adopt and implement SharpReading programme for the teaching and learning of Reading across the whole school in 2019 from Week 5. | Throughout the year. | SharpReading adopted and implemented across the school during 2019. The programme predominantly ran all year in Years 3-6 and from start of Term 3 in Years 1-2, due to a staffing change. It should be noted that from Term 3 the Year 4 class interchanged the SharpReading programme with standard guided reading week about for the term. | |
| Whole staff to attend SharpReading Introduction in Week 3 Term 1 EOS & KG SR Stage 1&2, SMT & PJ SR Stage 3 and 4-6. | Term one | Whole staff attended targeted professional development in Term 1 introducing the SharpReading programme Junior teachers focused on the SR Stages 1 & 2 with Senior teachers focusing on stages 3-6. | |
| Students are to be ability grouped within classes based on SharpReading placement assessment and OTJ. Students leveled to appropriate achievement level that encourages challenge but also builds Reading confidence. | Throughout the year | Students were ability grouped for Reading based on the PAT Reading Comprehension, STAR Reading and Running Records. All groupings are fluid based on the students strengths, weaknesses and learning needs in Reading. | |
| Students work alongside teacher, teacher aide and peers focusing on SharpReading strategies taught for their curriculum and reading levels. | Throughout the year | Students worked alongside the teacher in targeted guided SharpReading workshops focusing on implementing the key strategies from Sharp. Teacher Aide was used to work with 'identified target students' to reinforce teaching workshops and guide strategy implementation. Tuakana/Teina was implemented in Year 5-6 in Semester 2 to help students implement strategies learnt the previous term and for students to reinforce their own knowledge of which strategies to use and how they work best. | |
| Target Learners progress within Reading monitored and tracked regularly through formative assessment and learning conversations. Progress and achievement data recorded for Target Learners on a 5 week cycle starting in Term 2. | Throughout the year | Identified target learners progress was tracked and monitored during SharpReading teaching workshops, learning conversations and marking sessions to formatively assess student knowledge and understanding. Progress and achievement data was | |

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| | | not recorded in a five week cycle due to the nature of staff development and learning that was required to implement, understand a new programme, but also analyse what was being seen in class learning and how this could be used to inform next steps and progress. However, Running Records were used in Years 1-4 to track progression, this data was recorded using a Reading Wedge. As the year progressed systems were put in place to record anecdotal evidence of achievement. SharpReading Interest Inventories were used at the end of year to record summative progress. |
| Principal and literacy leader to investigate ongoing PLD options for Reading specific programmes across the school. | Throughout the year. | Further Professional Learning in Reading to be scheduled for 2020 to reinforce SharpReading programme and introduce new staff to the programme. Focus for 2020 Sharp PLD is Phonics development for Years 1-2. |
| Teacher to set goals for all learners identifying current areas of focus and next steps goals to be reviewed 5 weekly. Students to be able to articulate and explain these goals. | Throughout the year. | Following a review of assessment in 2018, the use of Learning Progressions Framework and PACT as assessment tools for Reading will be implemented in 2019. |
| Teachers to meet with Lead Reading teacher fortnightly, as part of staff meetings, in terms 1 to 3 to develop specific targeted programmes, share strategies and information based on analysis of assessment data to monitor and accelerate progress for 'Targeted Learners'. | Throughout the year. | Teachers met fortnightly, as part of staff meetings to share and discuss strategies in regards to SharpReading. Data was analysed and moderated with input from Reading Recovery teachers and upon occasion the RTLIT. |
| Teachers and Principal to identify students that may benefit from intensive intervention, run for 30 minutes, 4 days a week with either the Principal, Lead Reading Teacher, trained TA or Reading Recovery teacher to provide extra support when and where needed. | Throughout the year. | Teachers identified students that require extra intervention. Reading Recovery teacher worked with teachers to identify next steps and areas of focus. Students that were able to be added to Reading Recovery register were so. Teachers also added an extra 'teaching workshop' to each week's programme where and when needed and Teacher Aide was utilised to 'check and repeat' strategies. Students and teachers found that by giving the students the responsibility of attending these extra sessions 'if they needed them' they were more engaged, confident and more active in the implementation of the strategy. |
| Target learners involvement in interventions (Reading Recovery, RTLit, Grandparent Reading) discussed by teachers and Lead Reading Teacher. | Throughout the year | Targeted learners were actively involved in interventions. 6 students completed Reading Recovery during the year, All Year 3 and 4 students were involved in Grandparent Reading during the year which guaranteed an extra 30 minutes 1 to 1 Reading each week. RTLit involved with one student throughout the year to further skills and understanding in Literacy. |
| Teachers to use SharpReading Assessment tools, Running Records, e-Asttle Reading and PaCT/LPF's to monitor and track progress make informed OTJ's. | Throughout the year | Teachers used SharpReading Assessment tools, PAT Reading Comprehension, STAR Reading to make informed OTJs. PaCT and LPFs were removed from the plan as teachers felt that learning and implementing a new Maths and Reading programme was challenging enough without adding the learning and implementation of PaCT and LPF to the mix. |
| Continue to use Running Records and the 'Reading Wedge' to track and monitor Reading age and achievement. | Throughout the year | Running Records were used effectively across the school in all Years from 1-6. Reading Wedge was used to track progress in Year 1-2. |
| Additional Literacy Funding from TSB Grant is to be used for SharpReading resources and PLD. | Throughout the year | Additional funding from the TSB Literacy grant was used to purchase resources, and learning materials for SharpReading. |
| Student assessment data to be shared using e-Tap for whole school analysis. | Throughout the year | Student data was shared using Google Tracking Sheets developed for SharpReading as e-tap currently does not have the ability to record this information. |
| Position at the end of 2019 | | |
| Our aspirational goal of having 85% of students achieving at or above their expected Curriculum level for Reading was met, with exactly 85% of all students meeting the expected level. Pleasingly we have made good progress from 2018 with Boys achievement in Reading improved from 70.00% at year end in 2018 to 78.95% at the same time in 2018. Maori achievement in Reading improved from 77.80% at year end in 2018 to 88.89% at the same time in 2019. | | |
| However our data shows us that we have some substantial gaps in Reading achievement especially in Years 1-3 with a number of students not yet meeting their expected curriculum levels or not track to meet their levels after 1 year at school. | | |

As a result of the progress made in 2019, and the gaps we have identified our 2020 Annual Target will focus specifically on identified 'target' students within Years 1-3 who are yet to meet their expected curriculum level and those who have just met the expected level..

As a result of our assessment data, there are a number of changes that will be implemented to aid the enhancement of Reading in 2020. Professional development will be scheduled to develop enhanced Reading practice using the 'SharpReading' programme specifically in the Junior School. As a staff we are focusing on working with the Learning Progression Frameworks and Pact in order, with support from our ALL advisor, to make better 'best fit' judgements, develop stronger strategies for identifying 'next steps' in teaching and learning.

It is for the above reasons that accelerating Reading achievement will remain as one of Mimi School's Targets for Student Achievement in 2020.

At the end of 2017, 11 students across all year groups were achieving at a level below the National Standard.

At the end of 2017, 31 out of 42 students over all year levels were achieving at or above the National Standard.

At the end of 2018, 40 out of 50 students over all year levels were achieving at or above their expected Curriculum level.

At the end of 2019, 34 out of 40 students over all year levels were achieving at or above their expected New Zealand Curriculum level.

Kiwisport Statement 2019: Mimi School 2199

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019 Mimi School received \$665.12 excluding GST.

The funding was spent on employing specialist coaches for Turf Hockey and Swimming, travel to sporting events and extra sporting equipment.

In 2019 40 students from Mimi school participated in organised sports across a variety of codes.