

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF TOMARATA SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Tomarata School (the School). The Auditor-General has appointed me, Sungesh Singh using the staff and resources of UHY Haines Norton (Auckland) 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 18, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31/5/21. 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 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 arise from the Public Audit Act 2001.

Other information

The Board are responsible for the other information. The other information comprises of the Statement of Responsibility, the Kiwisport Report, Analysis of Variance and the Members of the Board, 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.



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Sungesh Singh
UHY Haines Norton (Auckland) Limited
On behalf of the Auditor-General
Auckland, New Zealand

TOMARATA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 1115

Principal: Cherylene Neels

School Address: 8 Parkiri Block Road

School Postal Address: RD 4, Wellsford, 0974

School Phone: 09 423 7022

School Email: office@tomarata.school.nz

Members of the Board of Trustees

Name	Position	How Position Term Expired/ Expires
Betsy Tipping	Elected	Parent Rep Jul-22
Cherylene Neels	Appointed	Principal Current
Chris Rhodes	Elected	Parent Rep Jul-22
Jason Kerrish	Elected	Parent Rep Jul-22
Jeanette Mabin	Elected	Parent Rep Jul-22
Joanne Tischik	Elected	Staff Rep Jul-22
Sheila Russell	Elected	Parent Rep Jul-22

Service Provider:

Leading Edge Services (2017) Ltd, PO Box 20496, Glen Eden, Auckland

TOMARATA SCHOOL

Annual Report - For the year ended 31 December 2020

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Tomarata School

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Jason Kernsk

Full Name of Board Chairperson



Signature of Board Chairperson

26/05/2021

Date:

CHERILENE ANN NEELS

Full Name of Principal



Signature of Principal

28/05/2021

Date:

Tomarata School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	1,468,265	1,402,407	1,315,147
Locally Raised Funds	3	85,895	56,624	98,053
Interest income		4,345	5,000	7,099
		<u>1,558,505</u>	<u>1,464,031</u>	<u>1,420,299</u>
Expenses				
Locally Raised Funds	3	40,670	4,800	50,314
Learning Resources	4	919,432	873,509	788,079
Administration	5	84,066	77,028	137,511
Finance		1,149	359	830
Property	6	477,334	499,463	498,696
Depreciation	7	29,142	34,743	35,608
		<u>1,551,793</u>	<u>1,489,902</u>	<u>1,511,038</u>
Net Surplus / (Deficit) for the year		6,712	(25,871)	(90,739)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>6,712</u></u>	<u><u>(25,871)</u></u>	<u><u>(90,739)</u></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.

Tomarata School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>417,486</u>	<u>417,486</u>	<u>503,638</u>
Total comprehensive revenue and expense for the year		6,712	(25,871)	(90,739)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	4,587
Equity at 31 December	22	<u>424,198</u>	<u>391,615</u>	<u>417,486</u>
Retained Earnings		424,198	391,615	417,486
Equity at 31 December		<u>424,198</u>	<u>391,615</u>	<u>417,486</u>

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

Tomarata School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	92,848	708,348	511,909
Accounts Receivable	9	99,762	48,041	48,041
GST Receivable		12,675	(59,358)	-
Prepayments		-	6,872	6,872
Funds due for Capital Works Projects	16	24,443	-	-
Inventories	10	-	1,677	1,677
Investments	11	149,692	-	203,067
		<u>379,420</u>	<u>705,580</u>	<u>771,566</u>
Current Liabilities				
GST Payable		-	-	59,358
Accounts Payable	13	135,836	81,116	81,116
Provision for Cyclical Maintenance	14	13,929	39,211	39,211
Finance Lease Liability - Current Portion	15	4,453	5,132	5,132
Funds held for Capital Works Projects	16	-	429,013	429,013
		<u>154,218</u>	<u>554,472</u>	<u>613,830</u>
Working Capital Surplus/(Deficit)		<u>225,202</u>	<u>151,108</u>	<u>157,736</u>
Non-current Assets				
Property, Plant and Equipment	12	283,210	280,376	299,619
		<u>283,210</u>	<u>280,376</u>	<u>299,619</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	14	76,982	29,981	29,981
Finance Lease Liability	15	7,232	9,888	9,888
		<u>84,214</u>	<u>39,869</u>	<u>39,869</u>
Net Assets		<u>424,198</u>	<u>391,615</u>	<u>417,486</u>
Equity	22	<u>424,198</u>	<u>391,615</u>	<u>417,486</u>

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

Tomarata School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		365,246	224,097	253,906
Locally Raised Funds		92,221	56,429	96,373
Goods and Services Tax (net)		(72,033)	59,299	72,418
Payments to Employees		(192,545)	(159,297)	(177,962)
Payments to Suppliers		(199,046)	(132,680)	(230,726)
Cyclical Maintenance Payments in the year		-	(7,201)	-
Interest Paid		(1,149)	(359)	(830)
Interest Received		4,394	6,553	6,491
Net cash from/(to) Operating Activities		(2,912)	46,841	19,670
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(10,548)	(24,466)	(8,838)
Purchase of Investments		53,375	216,694	(6,711)
Net cash from/(to) Investing Activities		42,827	192,228	(15,549)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	4,587
Finance Lease Payments		(5,520)	(9,753)	(3,614)
Funds Held for Capital Works Projects		(453,456)	429,013	420,109
Net cash from/(to) Financing Activities		(458,976)	419,260	421,082
Net increase/(decrease) in cash and cash equivalents		(419,061)	658,329	425,203
Cash and cash equivalents at the beginning of the year	8	511,909	50,019	86,706
Cash and cash equivalents at the end of the year	8	92,848	708,348	511,909

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.

Tomarata School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 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 12.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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

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 except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	40 years
Furniture and equipment	10–18 years
Information and communication technology	4 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

k) 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.

l) 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.

m) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

n) 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).

o) 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.

p) 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.

q) Budget Figures

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

r) Services received in-kind

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	253,347	246,562	224,210
Teachers' Salaries Grants	717,183	703,748	643,566
Use of Land and Buildings Grants	385,836	429,070	407,818
Resource Teachers Learning and Behaviour Grants	41,094	9,687	150
Other MoE Grants	51,920	13,340	35,837
Transport grants	-	-	2,714
Other Government Grants	18,885	-	852
	<u>1,468,265</u>	<u>1,402,407</u>	<u>1,315,147</u>

The school has opted in to the donations scheme for this year. Total amount received was \$17,850.

Other MOE Grants total includes additional COVID-19 funding totalling \$3,219 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	21,636	4,500	4,339
Bequests & Grants	-	-	4,000
Activities	15,750	19,324	16,979
Trading	-	3,000	4,312
Fundraising	48,509	29,800	46,583
Other Revenue	-	-	21,840
	<u>85,895</u>	<u>56,624</u>	<u>98,053</u>
Expenses			
Activities	12,927	4,300	20,506
Trading	2,124	500	5,124
Fundraising (Costs of Raising Funds)	25,619	-	19,929
Other Locally Raised Funds Expenditure	-	-	4,755
	<u>40,670</u>	<u>4,800</u>	<u>50,314</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>45,225</u>	<u>51,824</u>	<u>47,739</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	24,295	38,250	11,666
Equipment Repairs	-	1,000	2,223
Library Resources	1,037	1,050	783
Employee Benefits - Salaries	866,118	802,709	764,887
Staff Development	27,982	30,500	8,520
	<u>919,432</u>	<u>873,509</u>	<u>788,079</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,750	5,750	5,600
Board of Trustees Fees	4,455	4,455	4,587
Board of Trustees Expenses	1,686	5,030	8,687
Intervention Costs & Expenses	-	-	49,275
Communication	2,260	2,600	6,865
Consumables	4,218	4,300	4,559
Other	13,057	6,980	11,648
Employee Benefits - Salaries	37,842	35,163	31,799
Insurance	6,298	3,450	3,431
Service Providers, Contractors and Consultancy	8,500	9,300	11,060
	84,066	77,028	137,511

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	14,366	7,450	6,131
Consultancy and Contract Services	-	-	8,298
Cyclical Maintenance Provision	21,719	8,433	7,395
Grounds	8,718	9,600	14,682
Heat, Light and Water	9,824	14,700	15,602
Repairs and Maintenance	6,408	1,600	1,286
Use of Land and Buildings	385,836	429,070	407,818
Security	4,529	1,000	1,757
Employee Benefits - Salaries	25,934	27,610	35,727
	477,334	499,463	498,696

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

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	-	-	4,760
Building Improvements - Crown	5,854	6,979	1,094
Furniture and Equipment	12,322	14,691	16,805
Information and Communication Technology	5,286	6,302	6,197
Leased Assets	5,456	6,504	5,805
Library Resources	224	267	947
	29,142	34,743	35,608

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	150	-	-
Bank Current Account	44,198	472,344	477,767
Bank Call Account	48,500	32,937	34,142
Short-term Bank Deposits	-	203,067	-
Cash and cash equivalents for Statement of Cash Flows	92,848	708,348	511,909

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

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	-	6,326	6,326
Interest Receivable	559	608	608
Teacher Salaries Grant Receivable	99,203	41,107	41,107
	99,762	48,041	48,041
Receivables from Exchange Transactions	559	6,934	6,934
Receivables from Non-Exchange Transactions	99,203	41,107	41,107
	99,762	48,041	48,041

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	-	1,677	1,677
	-	1,677	1,677

11. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	149,692	-	203,067
Total Investments	149,692	-	203,067

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Land	21,000				-	21,000
Buildings	127,984	(127,984)			-	-
Building Improvements	35,773	127,984			(5,854)	157,903
Furniture and Equipment	88,346	10,468			(12,322)	86,492
Information and Communication Technology	10,439	-			(5,286)	5,153
Leased Assets	14,346	2,205			(5,456)	11,096
Library Resources	1,731	59			(224)	1,566
Balance at 31 December 2020	299,619	12,732	-	-	(29,142)	283,210

The net carrying value of equipment held under a finance lease is \$22,105 (2019: \$19,899)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Land	21,000	-	21,000
Building Improvements	234,157	(76,254)	157,903
Furniture and Equipment	335,326	(248,834)	86,492
Information and Communication Technology	137,381	(132,228)	5,153
Leased Assets	22,105	(11,009)	11,096
Library Resources	57,009	(55,443)	1,566
Balance at 31 December 2020	806,978	(523,768)	283,210

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Land	21,000	-			-	21,000
Buildings	132,744	-			(4,760)	127,984
Building Improvements	36,867	-			(1,094)	35,773
Furniture and Equipment	100,804	4,347			(16,805)	88,346
Information and Communication Technology	12,313	4,323			(6,197)	10,439
Leased Assets	11,056	14,063	(4,968)		(5,805)	14,346
Library Resources	2,510	168			(947)	1,731
Balance at 31 December 2019	317,294	22,901	(4,968)	-	(35,608)	299,619

The net carrying value of equipment held under a finance lease is \$19,899 (2018: \$22,898)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	21,000	-	21,000
Buildings	190,380	(62,396)	127,984
Building Improvements	43,777	(8,004)	35,773
Furniture and Equipment	324,858	(236,512)	88,346
Information and Communication Technology	137,381	(126,942)	10,439
Leased Assets	19,899	(5,553)	14,346
Library Resources	56,950	(55,219)	1,731
Balance at 31 December 2019	794,245	(494,626)	299,619

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	5,562	29,254	29,254
Accruals	5,750	5,600	5,600
Banking Staffing Overuse	19,736	-	-
Employee Entitlements - Salaries	99,203	41,107	41,107
Employee Entitlements - Leave Accrual	5,585	5,155	5,155
	135,836	81,116	81,116
Payables for Exchange Transactions	135,836	81,116	81,116
	135,836	81,116	81,116

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	69,192	69,192	61,797
Increase/ (decrease) to the Provision During the Year	21,719	8,433	7,395
Use of the Provision During the Year	-	(7,433)	-
Provision at the End of the Year	90,911	70,192	69,192
Cyclical Maintenance - Current	13,929	39,211	39,211
Cyclical Maintenance - Term	76,982	29,981	29,981
	90,911	69,192	69,192

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:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	5,318	5,132	5,621
Later than One Year and no Later than Five Years	8,054	9,888	10,767
Later than Five Years	-	-	-
	<u>13,372</u>	<u>15,020</u>	<u>16,388</u>

16. Funds 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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Library Upgrade <i>completed</i>		1,775	-	(1,775)	-	-
Adventure Playground Remediation <i>in progress</i>		(140)	-	(970)	-	(1,110)
Roofs Remediation <i>completed</i>		12,426	-	(12,426)	-	-
Sports Turf <i>in progress</i>		-	74,220	(72,076)	-	2,144
Carpentry & Plumbing Remediation <i>in progress</i>		2,141	-	(2,659)	-	(517)
AMS Only Project <i>completed</i>		116,995	-	(116,994)	-	-
Replace Pool Area <i>in progress</i>		209,823	-	(195,055)	-	14,768
Breakout Spaces Rm2 & 3 <i>in progress</i>		16,003	116,994	(106,712)	-	26,286
Rationalisation Toilets/Sheds <i>in progress</i>		3,501	-	(70,301)	-	(66,801)
Demolition Rms 5 & 6 <i>in progress</i>		66,489	-	(65,702)	-	787
Totals		<u>429,013</u>	<u>191,214</u>	<u>(644,671)</u>	<u>-</u>	<u>(24,443)</u>

Represented by:

Funds Due from the Ministry of Education	24,443
	<u>24,443</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Library Upgrade <i>in progress</i>		10,623	4,413	(13,261)	-	1,775
Electrical Project <i>completed</i>		(901)	901	-	-	-
Adventure Playground Remediation <i>in progress</i>		-	14,400	(14,540)	-	(140)
Roofs Remediation <i>in progress</i>		-	13,275	(849)	-	12,426
Electrical Upgrades <i>completed</i>		-	22,683	(22,683)	-	-
Carpentry & Plumbing Remediation <i>in progress</i>		-	17,710	(15,569)	-	2,141
AMS Only Project <i>in progress</i>		-	128,026	(11,031)	-	116,995
Replace Pool Area <i>in progress</i>		-	255,112	(45,289)	-	209,823
Breakout Spaces Rm2 & 3 <i>in progress</i>		-	16,003	-	-	16,003
Rationalisation Toilets/Sheds <i>in progress</i>		-	14,364	(10,863)	-	3,501
Demolition Rms 5 & 6 <i>in progress</i>		-	70,539	(4,050)	-	66,489
Totals		<u>9,722</u>	<u>557,426</u>	<u>(138,135)</u>	<u>-</u>	<u>429,013</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.

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.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,455	4,587
Full-time equivalent members	0.35	0
<i>Leadership Team</i>		
Remuneration	218,351	409,611
Full-time equivalent members	2	4
Total key management personnel remuneration	222,806	414,198
Total full-time equivalent personnel	2.35	3.95

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 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110-120	30-40
Benefits and Other Emoluments	0-4	0-1
Termination Benefits	-	-

Principal 2

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0	20-30
Benefits and Other Emoluments	0	0-1
Termination Benefits	-	-

Principal 3

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	0	60-70
Benefits and Other Emoluments	0	1-2
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
140-150	1.00	0.00
	1.00	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:

	2020 Actual	2019 Actual
Total	\$0	-
Number of People	0	-

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has not entered into contract agreements for capital works.
(Capital commitments at 31 December 2019: \$nil)

(b) Operating Commitments

As at 31 December 2020 the Board has not entered into any contracts:

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	92,848	708,348	511,909
Receivables	99,762	48,041	48,041
Investments - Term Deposits	149,692	-	203,067
Total Financial assets measured at amortised cost	<u>342,302</u>	<u>756,389</u>	<u>763,017</u>

Financial liabilities measured at amortised cost

Payables	135,836	81,116	81,116
Finance Leases	11,685	15,020	15,020
Total Financial Liabilities Measured at Amortised Cost	<u>147,521</u>	<u>96,136</u>	<u>96,136</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.

- TOMARATA SCHOOL -



KIWISPORT REPORT

In 2020 we were going to use the Kiwi sport money to fund our in school coaching swimming programme. However COVID 19 and lockdown, and our pool being out of action, prevented this. Instead in term 4 the money was used for in school coaching of all classes for cricket and tennis.

Cherylene Neels
Principal

Analysis of Variance Reporting



School Name:	Tomarata School	School Number:	1115
Strategic Aim:	Success for all, wellbeing and community		
Annual Aim:	In 2020 we will be covering all NZC principles but with a higher focus on community engagement, Te Tiriti o Waitangi and learning to learn in Mathematics.		
Target:	<ul style="list-style-type: none"> • Achievement: To increase the number of students from Below to at from 45%-60% and increase from at to Above from 74%-80% in Maths • Student engagement: 90% students enjoying the challenge of problem solving; Explicit cross curriculum maths opportunities identified in planning. • School organisation and structures: parents and community engagement increases; school-wide engagement process has a maths focus based on improvement in student outcomes; living document of school support and resources is formed • Property • Finance • Personnel • Community engagement 		
Baseline Data:	<p>School systems and processes didn't allow for complete whole school data analysis at the end of 2019. It was decided using the same targets as 2019 would be beneficial while developing systems, processes and capability during 2020.</p> <p>Overall 65% of our Year 1-8 students are at or above in Reading; 61% are at or above in Writing and 66% are at or above in Maths.</p>		

Tātaritanga raraunga

In Reading our Year 1 & 2 students, specifically our Maori students, and programmes, require acceleration and our Year 6 students require extension. Our girls are performing better than our boys.

In Writing our Year 2, 4 and 6 students, specifically our Maori and Pasifika students, and programmes, require acceleration and our Year 1 students require extension. Our girls are performing better than our boys.

In Maths our Year 3-6 students, specifically our Maori and Pasifika students, and programmes require acceleration and our Year 1 students require extension. Our boys are performing better than our girls.

Achievement by **Year level**- proportion of students **“at” or “above”** expectation at the end of 2020

NB: with the migration from EDGE to HERO in January our Year 8 data was lost

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Reading	15.3% 2 students	50% 4 students	63.5% 7 students	66.6% 6 students	75% 9 students	100% 12 students	80% 4 students
Writing	92.2% 12 students	50% 4 students	63.5% 7 students	33.3% 3 students	66.6% 8 students	33.3% 3 students	60% 3 students
Maths	100% 13 students	75% 6 students	27.2% 3 students	44.4% 4 students	41.6% 5 students	25% 3 students	60% 3 students

Achievement by **Whole School** proportion of students **“at” or “above”** expectation at the end of 2020

	Number of students	Percentage
Reading	48/74	65%

Tātaritanga raraunga

Writing	45/74	61%
Maths	35/53	66%

Achievement by **Maori/Pasifika students (MOE targets)** proportion of students “at” or “above” expectation at the end of 2020

	Maori	Pasifika
Reading	58.3% 14 students	100% 4 students
Writing	41.6% 10 students	50% 2 students
Maths	37.5% 9 students	50% 2 students

Achievement by **Gender** proportion of students “at” or “above” expectation at the end of 2020

	Male	Female
Reading	57.7% 26 students	75.8% 22 students
Writing	55.5% 25 students	68.9% 20 students
Maths	62.2% 28 students	44.8% 13 students

Tātaritanga raraunga

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Achievement Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next? Planning for 2021</i>
<p>Achievement:</p> <p>Applied for MoE funded PLD Maths for the whole of 2020: in-school PLD, observations and modelling.</p> <p>Online digital PAT testing and analysis to ensure consistency of administration, and reliability of data (2 x per year to track progress)</p> <p>Assessment overview – updated to enable consistent assessment processes systems including a new SMS (HERO) that included building assessment knowledge and capability, standardised OTJs and moderation.</p> <p>In-school PLD of data entry and analysis.</p>	<p>Refer to Maths EOY data.</p> <p>Successful application for 120 hours. PLD with a facilitator TOD, Observations/feedback of practice and modelling. January – December.</p> <p>This was a new initiative for teachers. Most teachers were engaged. Practice has improved as identified through observations, including student outcomes.</p> <p>March PAT data provided reliable information identifying learning gaps within strands and target students. This was new learning for teachers and students which</p>	<p>There have been a number of events that have impacted on the progress and achievement of Tomarata School students in this assessment cycle. They are as follows:</p> <ul style="list-style-type: none"> • COVID 19 pandemic resulting in a Level 4 Lockdown and a shorter Level 3 Lockdown • Variance in engagement levels of students and whanau in at home/online learning • Variance in type of schoolwork provided by staff members • Changes in staff teaching classes (long term relievers) • Irregular attendance of some students' post COVID 	<p>Embed new systems and structures of assessment overview and HERO including: A specific focus on students' individual goal setting. COL – focus on wellbeing will support school's maths focus on individual goal setting and agency.</p> <p>The structure of the problem solving approach is expected to further improve student achievement. Continue with PLD to embed new learning. (Application for Ministry funded PLD has been completed.)</p> <p>RTLb and PLD facilitators will work alongside teachers to assist with strategies to use for acceleration and raising achievement of target students.</p>

Tātaritanga raraunga

<p>Updated RAPS (Raising achievement plans) sheets to ensure students identified are catered for.</p> <p>Consistent tracking of progress and achievement.</p> <p>Clear communication on where students are in maths and where they need to go.</p> <p>Problem solving – inquiry maths approach school-wide</p> <p>Appropriate resources purchased.</p> <p>Staff PLD on accelerated progress in maths.</p>	<p>provided teachers with deliberate acts of teaching. It also identified areas of learning need for teachers which the facilitator was able to support.</p> <p>An audit of maths resources was completed with the facilitator and updated resources purchased and supplied for each class.</p>	<p>Baseline data lacked validity and reliability so targets were based on distorted data.</p> <p>Communication on where students are in maths and where they need to go will be a specific focus in 2021. The need to build teacher capability was the first focus.</p>	
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Other Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
PROPERTY Completed 5YA property plan with Griffiths and Associates Use of funds raised by PTA group for upgrading of school	New swimming changing sheds built Renovation of Rooms 2 & 3 Astroturf on courts Old toilets removed and replaced by a garden Trees cleared for beginning of the bike track Orchard fenced Chicken coop built Pizza oven built Cyclical maintenance of repairing and painting occurred	Lack of funds prevented completion of pump track; cricket pitch upgrade, court shade and wet weather corridors	Projects to pass over to next 5 year plan including upgrade of rata Room; PE shed and kitchen
FINANCE Move to Leading Edge Finance Company Move to Xero Finance package	All school finances handled by Leading Edge and accounting using Xero successfully	N/A	Continued PD for office and management staff
PERSONNEL Revisioning and Revaluing Process with Schools That Deliver	New Tomarata School Vision and Values developed by staff, BOT and community/parents. Teacher Only Days/PD. Leaders PD attended by Principal and Deputy Principal This is the basis of everything we do at Tomarata School.	COVID19 delayed progress of the Action plan	PD with Schools That Deliver to continue over 2021 including Teacher Only Days and Leader's Days. Community and students to be interviewed by the Action Team and data collected.
MOE centrally funded PLD with Lucie Cheeseman for Mathematics for 2020	PLD over the year with Lucie Cheeseman involving all staff on Problem solving Maths. This included Teacher Only days and	COVID19 delayed progress of the Action plan. Staff still require further development of their practice.	Further centrally funded MOE PLD reapplied for 2021, with Lucie Cheeseman , to embed Problem solving Maths programme, and

Tātaritanga raraunga

<p>COMMUNITY ENGAGEMENT</p> <p>Maori Consultation Hui</p> <p>Whanau Fun Nite</p> <p>New parent morning teas</p> <p>Sports events</p> <p>Show day</p> <p>Guy Fawkes Night</p>	<p>internal in class PD/staff meetings. New resources bought for classroom programmes.</p> <p>Hui held on 19.02.20 and attended by staff, parents and other community members. Photos and history of Tomarata and Tomarata School shared.</p> <p>Whanau Fun Nite held on 24.02.2020 and attended by staff, parents and students. A very successful evening.</p> <p>New parent morning teas were held termly. Food supplied by PTA. Successful events</p> <p>Sme school sports events were held and supported greatly by parents and family</p> <p>Show Day held on the first Friday of term 4. Organised very well by Barbara Bartlett. High engagement and attendance by students, staff and community</p> <p>Guy Fawkes fundraiser organised extremely well by PTA. held on 13</p>	<p>Unfortunately none of our Maori families attended. This is due to the lack of a relationship with Ngati Manuhiri</p> <p>Sports events were greatly affected by COVID 19 restrictions</p>	<p>continue to refine and develop teacher pedagogy</p> <p>Visit to Ngati Manuhiri to be arranged in 2021. Maori curriculum and Action plan for 2021 to be formed</p>
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Tātaritanga raraunga

Kapa Haka	<p>November. Huge community support. \$35,000 profit raised for the school</p> <p>Kapa haka group formed with tutor from MBS assisting, as well as CRT teacher and parents. Tomarata School students taken to MBS to see their group in action</p>	<p>Although highly successful there were issues with traffic management and toilet facilities</p> <p>Unfortunately the Kapa haka group disbanded due to lack of adult tutors being available</p>	<p>PTA to look at hiring a person with event management experience to help with the planning and organisation of the Fireworks Night.</p> <p>BOT to be approached with the possibility of paying for a Kapa Haka tutor so we can reform a group. Rodney College to be approached for tutoring from Year 13 students.</p>
PTA-Helping Hands Group	<p>PTA group reformed. Staff rep assisted in all activities. Regular meetings with the Principal held.</p>	<p>PTA lost a number of members at the end of the year- huge need to build up numbers</p>	<p>Advertising and recruitment drive to attract new members</p>
Day 1 Interviews	<p>Day 1 interviews held on the first day of school. 93% attendance by parents. Huge opportunity for teachers and families to form relationships, and for teachers to further their knowledge of their students.</p>		

Tātaritanga raraunga

PLANNING FOR NEXT YEAR

Areas of Focus/Next Steps

- Targets- to raise progress and achievement of all students, across all curriculum areas , to 80% of students performing at “at” or “above”
- Ongoing whole school and teacher led inquiry into the needs of every student, especially target students
- Embed Problem solving Maths programme through centrally funded PLD ; continuing to build consistency and quality of practice
- Literacy review of writing at Tomarata School
- ALL initiative to increase pedagogical knowledge and practice of Literacy; particularly writing; and knowledge of Literacy progressions
- embedding the use of assessment; data entry; data analysis and planning to ensure progress and achievement/acceleration
- continued PD with Schools That Deliver on Vision development and embedding of values
- CoL initiative on Health and Wellbeing; PB4L; Health and PE with Sport Aktiv Northland
- Continue to explore and develop opportunities to build learning focused partnerships with parents, whanau and families, especially with our Maori whanau and Ngati Manuhiri
- To work effectively with the SAF/ERO team to ensure student achievement is raised, and teacher pedagogy improved
- To embed the use of the HERO SMS system for accurate data collection
- Development of student goal setting and agency