TARADALE HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	215
Principal:	David Oliver
School Address:	50 Murphy Road. Taradale. Napier. 4112
School Postal Address:	P.O.Box 7109 Taradale. Napier 4141
School Phone:	(06) 844-2159
School Email:	office @ ths.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term expires	
Ms Liz Read	Chair Person	Elected	2022	
Mr David Oliver	Principal ex Officio			
Mr Hamish Durrant	Parent Rep	Co-Opted	2022	
Ms Christine Lilley	Parent Rep	Elected	2022	Resigned Aug
Mr Duane Knowles	Parent Rep	Elected	2022	
Ms Mel Davis	Parent Rep	Elected	2022	
Mr Malcolm Bradley	Parent Rep	Elected	2022	
Mr Jason Evans	Parent Rep	Co-Opted	2022	Replacement
Mr Neil Wood	Staff Rep	Elected	2022	
Ms Piper Berryman	Student Rep	Elected	2020	

Accountant / Service Provider:	In house

TARADALE HIGH SCHOOL

Annual Report - For the year ended 31 December 2020

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Taradale High 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.

Elijabeth Read

Full Name of Board Chairperson

Elijabeth Read

Signature of Board Chairperson

17/5/21

Date:

DAVID OLIVER.

Full Name of Principal

Signature of Principal

17/5/21

Date:

Taradale High School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue				
Government Grants	2	10,381,262	10,085,005	9,175,318
Locally Raised Funds	3	652,550	717,657	1,225,164
Interest Earned		31,244	24,000	29,969
Gain on Sale of Property, Plant and Equipment		-	-	-
International Students	4	355,971	422,000	427,708
		11,421,028	11,248,662	10,858,159
Expenses				
Locally Raised Funds	3	525,953	611,890	811,962
International Students	4	292,844	358,000	336,697
Learning Resources	5	7,297,639	7,427,033	6,781,892
Administration	6	485,060	596,573	505,726
Finance		4,819	5,050	10,723
Property	7	2,123,832	2,049,920	1,922,353
Depreciation	8	211,767	200,000	201,219
Loss on Disposal of Property, Plant and Equipment		-	-	-
		10,941,915	11,248,466	10,570,573
Net Surplus / (Deficit) for the year		479,113	196	287,586
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		479,113	196	287,586

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Taradale High School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Actual 2020 $	Budget (Unaudited) 2020 $	Actual 2019 $
Balance at 1 January	2,097,586	2,097,586	1,885,330
Total comprehensive revenue and expense for the year	479,113	196	287,586
Capital Contributions from the Ministry of Education			
Contribution -Special Equipment Grant	413		1,063
Contribution -Furniture & Equipment Grant	64,696	-	-
Capital Contribution to the Ministry of Education			
Contribution -Raised Platform Project	-		(76,393)
Equity at 31 December	2,641,808	2,097,782	2,097,586
Retained Earnings	2,641,808	2,097,782	2,097,586
Reserves	-	-	-
Equity at 31 December	2,641,808	2,097,782	2,097,586

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Taradale High School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Current Assets				
Cash and Cash Equivalents	9	469,666	600,000	1,451,746
Accounts Receivable	10	475,293	370,000	429,560
GST Receivable		27,450	15,000	9,188
Prepayments		26,983	40,000	47,560
Inventories	11	100,042	105,500	94,442
Investments	12	2,052,106	1,435,386	840,494
		3,151,540	2,565,886	2,872,990
Current Liabilities				
Accounts Payable	14	788,334	720,000	605,566
Revenue Received in Advance	15	221,781	309,000	437,932
Provision for Cyclical Maintenance- Current Portion	16	52,718	18,070	4,824
Finance Lease Liability - Current Portion	17	29,195	36,000	35,868
Funds held in Trust	18	131,050	140,000	420,355
Funds held for Capital Works Projects	19	89,435	-	-
		1,312,513	1,223,070	1,504,545
Working Capital Surplus/(Deficit)		1,839,027	1,342,816	1,368,445
Non-current Assets				
Property, Plant and Equipment	13	1,232,527	1,194,966	1,189,904
		1,232,527	1,194,966	1,189,904
Non-current Liabilities				
Bonds		400	-	-
Provision for Cyclical Maintenance	16	314,133	320,000	333,246
Finance Lease Liability	17	15,792	28,000	27,703
Funds held in Trust	18	99,421	92,000	99,815
		429,746	440,000	460,764
Net Assets		2,641,808	2,097,782	2,097,586
Equity		2,641,808	2,097,782	2,097,586

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Taradale High School
Statement of Cash Flows
For the year ended 31 December 2020

	Note	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash flows from Operating Activities				
Government Grants		2,661,090	2,623,909	2,256,498
Locally Raised Funds		576,045	716,157	914,542
Funds Administered on Behalf of Third Parties		(289,699)	(58,000)	175,432
International Students		103,138	422,000	482,653
Goods and Services Tax (net)		(18,263)	-	10,487
Payments to Employees		(1,107,970)	(1,473,337)	(1,211,599)
Payments to Suppliers		(1,674,529)	(2,222,219)	(1,958,288)
Cyclical Maintenance Payments in the year		11,968	(57,772)	-
Interest Paid		(4,819)	(5,050)	(6,474)
Interest Received		31,244	24,000	29,969
Net cash from / (to) the Operating Activities		288,205	(30,312)	693,220
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	-
Purchase of PPE (and Intangibles)		(175,482)	(368,945)	(274,130)
Purchase of Investments		(1,211,613)	(885,386)	(757,654)
Proceeds from Sale of Investments		-	-	
Net cash from / (to) the Investing Activities		(1,387,095)	(1,254,331)	(1,031,783)
Cash flows from Financing Activities				
Contribution from Owner		65,109	-	1,063
Raised Platform Project		-		(76,393)
Finance Lease Payments		(37,734)	(20,000)	(35,844)
Funds Held for Capital Works Projects		89,435	-	(3,160)
Net cash from Financing Activities		116,810	(20,000)	(114,334)
Net increase/(decrease) in cash and cash equivalents		(982,080)	(1,304,643)	(452,897)
Cash and cash equivalents at the beginning of the year	9	1,451,746	1,904,643	1,904,643
Cash and cash equivalents at the end of the year	9	469,666	600,000	1,451,746

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.

Taradale High School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2020

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 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".

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 13.

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 16.

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

Classification of leases
The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 17.

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 (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

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

j) Investments
Bank term deposits 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.

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.

The School has met the requirements under clause 28 of Schedule 6 of the Education Act 1989 in relation to the acquisition of investment securities.

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 $1,000 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.

Leased Assets
Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets and corresponding liability are recognised in the Statement of Financial Position and leased assets are depreciated over the period the School is expected to benefit from their use or over the term of the lease.

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	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

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

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

Commitments and contingencies are disclosed exclusive of GST.

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

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

2. Government Grants

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Operational grants	1,909,946	1,680,869	1,587,870
Teachers' salaries grants	6,111,237	6,000,000	5,446,131
Use of Land and Buildings grants	1,541,086	1,450,000	1,422,102
BOT Election Income	-	-	5,311
ESOL Income	6,890	8,000	9,900
NZQA	2,882	2,900	2,917
Secondary tertiary programme	283,060	484,500	380,039
Resource teachers learning and behaviour grants	19,502	9,690	19,227
Special Education/ORRS	142,678	122,077	130,200
STAR	98,145	101,956	96,259
Gateway	41,634	43,163	46,222
Other MoE Grants	171,669	181,850	29,140
Other government grants	52,533	-	-
	10,381,262	10,085,005	9,175,318

The school has opted in to the donations scheme for this year. Total amount received was $149,850.

Other MOE Grants total includes additional COVID-19 funding totalling $115,098 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue			
Donations- Restricted	50,688	50,000	85,662
Donations-PTA	3,200	-	70,000
Donations-Other	11,596	-	3,768
Parent Donations	-	-	137,334
Other revenue	47,360	54,400	81,517
Trading	294,708	336,200	347,395
Activities	244,998	277,057	374,896
Europe Trip	-	-	51,603
Vietnam Trip	-	-	57,589
Japan Trip	-	-	15,400
	652,550	717,657	1,225,164
Expenses			
Activities	236,694	310,510	385,917
Trading	277,002	285,980	293,231
Other Locally Raised Funds Expenditure	9,475	15,400	13,279
Europe Trip	-	-	50,246
Vietnam Trip	-	-	56,689
Japan Trip	2,782	-	12,600
	525,953	611,890	811,962
Surplus for the year Locally raised funds	126,597	105,767	413,202

Japan Trip - A trip was to occurr over 17 days in Japan during April 2020. The purpose of the trip was to provide educational enrichment for the Japanese language students. Unfortunately, due to the Covid pandemic the trip was cancelled.. The trip was entirely funded by student contributions however some of the costs paid were non-refundable.

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget Number	2019 Actual Number
International Student Roll	35	45	47

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Revenue			
International student fees	355,971	422,000	427,708
Expenses			
Advertising	13,315	23,000	17,794
Commissions	29,546	34,000	41,956
International student levy	7,950	14,000	12,053
Employee Benefit - Salaries	203,120	225,000	206,218
Other Expenses	38,913	62,000	58,677
	292,844	358,000	336,697
Surplus for the year International Students'	63,127	64,000	91,010

5. Learning Resources

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Curricular	287,957	356,067	301,493
Equipment repairs	678	1,500	928
Information and communication technology	-	13,950	-
Gateway	44,996	43,163	46,222
Library resources	3,523	3,510	3,915
STAR	98,150	101,956	97,116
Employee benefits - salaries	6,756,696	6,849,837	6,190,535
Secondary Tertiary Programme	93,952	21,050	109,687
Staff development	11,687	36,000	31,996
	7,297,639	7,427,033	6,781,892

6. Administration

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Audit Fee	9,140	9,140	8,705
Board of Trustees Election Expenses	162	-	3,187
Board of Trustees Fees	4,975	6,500	4,725
Board of Trustees Expenses	15,613	38,500	19,377
Communication	15,614	18,120	15,917
Consumables	94,678	116,990	96,269
Advertising & Marketing	12,693	20,000	20,262
Postage	564	3,500	3,290
Other	13,012	22,650	17,406
Employee Benefits - Salaries	213,199	228,700	209,270
Employee Expenses	16,249	30,300	18,380
Insurance	13,628	14,200	10,126
Service Providers, Contractors and Consultancy	75,533	87,973	78,812
	485,060	596,573	505,726

7. Property

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Caretaking and Cleaning Consumables	8,702	4,900	6,131
Consultancy and Contract Services	161,888	158,620	129,797
Cyclical Maintenance Expense	48,280	-	41,074
Grounds	21,902	37,600	17,959
Heat, Light and Water	77,556	79,100	73,932
Painting Contract Expense	2,081	32,000	16,251
Property Development Costs (AMS & SIP)	13,096	8,000	4,801
Rates	2,447	2,000	1,590
Repairs and Maintenance	106,102	132,700	91,354
Use of Land and Buildings	1,541,086	1,450,000	1,422,102
Security	3,135	5,500	4,990
Employee Benefits - Salaries	137,557	139,500	112,372
	2,123,832	2,049,920	1,922,353

The use of land and buildings figure represents 8% of the school's total property value. This is used as a 'proxy' for the market rental of the property. 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.

8. Depreciation

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Building Improvements- Crown	14,298	14,000	14,239
Furniture and Equipment- School	57,852	55,400	56,487
Furniture and Equipment- Office	2,631	1,200	1,188
Furniture and Equipment- Other	23,808	24,000	24,491
Information and Communication Technology	57,800	60,000	51,567
Motor Vehicles	3,225	-	-
Textbooks	7,642	8,400	8,641
Leased Teacher Laptops	37,738	29,600	37,683
Special Needs Equipment	897	800	867
Library Resources	5,876	6,600	6,058
	211,767	200,000	201,219

9. Cash and Cash Equivalents

	2020 Actual $	2020 (Unaudited) $	2019 Actual $
Cash on Hand	-	-	-
Bank Current Account	246,462	300,000	554,173
Bank Call Account	223,204	300,000	897,573
Cash equivalents and bank overdraft for Cash Flow Statement	469,666	600,000	1,451,746

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

Of the $246,462 Cash and Cash Equivalents, $108,364 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Receivables	10,128	35,000	31,214
Teacher Salaries Grant Receivable	465,165	335,000	398,346
	475,293	370,000	429,560
Receivables from Exchange Transactions	10,128	35,000	31,214
Receivables from Non-Exchange Transactions	465,165	335,000	398,346
	475,293	370,000	429,560

11. Inventories

	2020 Actual $	2020 Budget $	2019 Actual $
Stationery	3,080	4,500	3,022
School Uniforms	93,463	98,000	88,048
Canteen	3,499	3,000	3,372
	100,042	105,500	94,442

12. Investments

The School's investment activities are classified as follows:

	2020 Actual $	2020 Budget $	2019 Actual $
Current Asset			
Short-term Bank Deposits	2,052,106	1,435,386	757,654
Non-current Asset			
Long-term Bank Deposits	-	-	82,840

13. Property, Plant and Equipment

2020	$	$	$	$	$	$
Building Improvements	572,456	-		-	(14,298)	**558,158**
Furniture and Equipment-School	312,284	41,866	-	-	(57,852)	**296,299**
Furniture and Equipment-Office	3,530	8,304			(2,631)	**9,204**
Furniture and Equipment-Other	55,334	28,669			(23,808)	**60,195**
Information and Communication	82,814	100,660	-	-	(57,800)	**125,674**
Motor Vehicles	-	48,380	-		(3,225)	**45,155**
Textbooks	60,702	2,306			(7,642)	**55,366**
Leased Assets	56,780	19,149			(37,738)	**38,191**
Special Needs Equipment	2,072	413			(897)	**1,587**
Library Resources	43,932	4,643	-	-	(5,876)	**42,698**
Balance at 31 December 2020	1,189,904	254,391	-	-	(211,767)	**1,232,527**

The net carrying value of equipment held under a finance lease is $44,254 (2019: $56,780)

2020	Cost or Valuation $	Accumulated Depreciation $	Net Book Value $
Building Improvements	714,879	(156,721)	**558,158**
Furniture and Equipment-School	1,465,603	(1,169,304)	**296,299**
Furniture and Equipment-Office	77,958	(68,754)	**9,204**
Furniture and Equipment-Other	471,327	(411,132)	**60,195**
Information and Communication	1,344,873	(1,219,199)	**125,674**
Motor Vehicles	161,052	(115,897)	**45,155**
Textbooks	350,390	(295,024)	**55,366**
Leased Assets	155,917	(117,726)	**38,191**
Special Needs Equipment	6,055	(4,468)	**1,587**
Library Resources	152,244	(109,546)	**42,698**
Balance at 31 December 2020	4,900,299	(3,667,771)	**1,232,527**

2019	Opening Balance (NBV) $	Additions $	Disposals $	Impairment $	Depreciation $	Total (NBV) $
Building Improvements	495,167	91,528	-	-	(14,239)	**572,456**
Furniture and Equipment-School	320,585	48,186	-	-	(56,487)	**312,284**
Furniture and Equipment-Office	3,181	1,537	-	-	(1,188)	**3,530**
Furniture and Equipment-Other	58,352	21,473	-		(24,491)	**55,334**
Info & Communication Technology	114,787	19,594	-	-	(51,567)	**82,814**
Textbooks	64,454	4,889	-	-	(8,641)	**60,702**
Leased Assets	69,251	25,212	-	-	(37,683)	**56,780**
Special Needs Equipment	1,500	1,439			(867)	**2,072**
Library Resources	45,147	4,843	-	-	(6,058)	**43,932**
Balance at 31 December 2019	1,172,423	218,700	-	-	(201,219)	**1,189,904**

The net carrying value of equipment held under a finance lease is $69,251 (2018: $69,251)

2019	Cost or $	Accumulated $	Net Book $
Building Improvements	714,879	(142,423)	**572,456**
Furniture and Equipment-School	1,423,737	(1,111,453)	**312,284**
Furniture and Equipment-Office	69,654	(66,123)	**3,530**
Furniture and Equipment-Other	442,658	(387,324)	**55,334**
Information and Communication Technology	1,244,212	(1,161,399)	**82,814**
Motor Vehicles	112,672	(112,672)	-
Textbooks	348,085	(287,383)	**60,702**
Leased Assets	136,768	(79,987)	**56,780**
Special Needs Equipment	5,643	(3,571)	**2,072**
Library Resources	147,602	(103,670)	**43,932**
Balance at 31 December 2019	4,645,908	(3,456,004)	**1,189,904**

14. Accounts Payable

	2020 Actual $	2020 Budget $	2019 Actual $
Operating creditors	70,803	160,000	39,301
Accruals	117,054	150,000	117,778
Banking staffing overuse	86,071	-	-
Employee Entitlements - salaries	471,880	380,000	398,346
Employee Entitlements - leave accrual	42,526	30,000	50,141
	788,334	720,000	605,566
Payables for Exchange Transactions	788,334	720,000	605,566
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-		-
Payables for Non-exchange Transactions - Other			
	788,334	720,000	605,566

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Grants in Advance - Ministry of Education	-	-	-
Income Received in Advance-NZ Students	89,210	50,000	57,362
International Student Fees	122,588	259,000	375,420
Other	9,983	-	5,150
	221,781	309,000	437,932

16. Provision for Cyclical Maintenance

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Provision at the Start of the Year	338,070	338,070	305,019
Increase to the Provision During the Year	48,280	-	41,074
Use of the Provision During the Year	(19,499)	-	(8,023)
Provision at the End of the Year	366,851	338,070	338,070
Cyclical Maintenance - Current	52,718	18,070	4,824
Cyclical Maintenance - Term	314,133	320,000	333,246
	366,851	338,070	338,070

17. Finance Lease Liability

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

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
No Later than One Year	29,195	36,000	35,868
Later than One Year and no Later than Five Years	15,792	28,000	27,703
	44,987	64,000	63,571

18. Funds held in Trust

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Funds Held in Trust on Behalf of Third Parties - Current	131,050	140,000	420,355
Funds Held in Trust on Behalf of Third Parties - Non-current	99,421	92,000	99,815
	230,471	232,000	520,170

These funds are held where the school is agent for representative amounts and therefore these are not included in the Statement of Comprehensive Revenue and Expense.

19. 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 Contribution/ (Write-off to R&M)	Closing Balances $
Block E- Art Room Upgrade	*in progress*	-	94,685	13,821	-	80,864
Block J- Wharenui Project	*in progress*	-	60,580	29,055	-	31,525
Block O- Gym Roof Upgrade	*in progress*			910		(910)
Fire Alarm Upgrade- Site wide	*in progress*			3,115		(3,115)
School House Leak Damage	*in progress*	-	-	18,929	-	(18,929)
Totals		-	155,265	65,830	-	89,435

Represented by:

Funds Held on Behalf of the Ministry of Education	112,390
Funds Due from the Ministry of Education	22,954
	89,435

	2019	Opening Balances $	Receipts from MoE $	Payments $	BOT Contribution/ (Write-off to R&M)	Closing Balances $
Boiler Demolition	*completed*	1,120	-	-	(1,120)	-
New Science Block	*completed*	(3,160)	-	-	3,160	-
Block A Fire Damage	*completed*	1,213	-	-	(1,213)	-
Totals		(827)	-	-	827	-

20. 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.

21. 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 $
Board Members		
Remuneration	4,975	4,475
Full-time equivalent members	0.16	0.18
Leadership Team		
Remuneration	2,016,572	1,819,241
Full-time equivalent members	19	19
Total key management personnel remuneration	2,021,547	1,823,716
Total full-time equivalent personnel	19.16	19.18

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

Principal

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

	2020 Actual $000	2019 Actual $000
Salaries and Other Short-term Employee Benefits: Principal 1		
Salary and Other Payments	160-170	90-100
Benefits and Other Emoluments	0-5	0

	2020 Actual $000	2019 Actual $000
Salaries and Other Short-term Employee Benefits: Principal 2		
Salary and Other Payments	0	30-40
Benefits and Other Emoluments	0	1-2

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
110-120	4.00	1.00
100-110	5.00	2.00
	9.00	3.00

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

22. 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	$0
Number of People	0	0

23. 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 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, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

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

24. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board had no Capital commitments.

(Capital commitments at 31 December 2019: Nil)

(b) Operating Commitments

As at 31 December 2020 the Board had no Operating commitments:

(Operating commitments at 31 December 2019: Nil)

25. 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.

26. Financial Instruments

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

Loans and receivables

	2020 Actual $	2020 Budget (Unaudited) $	2019 Actual $
Cash and Cash Equivalents	469,666	600,000	1,451,746
Receivables	475,293	370,000	429,560
Investments - Term Deposits	2,052,106	1,435,386	840,494
Total Loans and Receivables	2,997,065	2,405,386	2,721,799

Financial liabilities measured at amortised cost

Payables	788,334	720,000	605,566
Finance Leases	44,987	64,000	63,571
Total Financial Liabilities Measured at Amortised Cost	833,321	784,000	669,137

27. Events after balance day

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

Taradale High School

Report on Special and Contestable Funding

During the year the Board was the recipient of additional Government funding for specific purposes:

Kiwisport

Kiwisport is a Government funded initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of $24,156(excluding GST). The funding was spent mainly on a Sports Co-ordinator. The school engage in numerous organised sporting activities ranging from the more usual Rugby, Netball and Soccer to Volleyball, Bowling, Canoe Polo and Adventure Racing.

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

ANALYSIS OF VARIANCE FOR 2020

School Name:	Taradale High School	**School Number:**	215

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.1 Pass rates at NCEA levels 1,2 and 3 and UE exceeding national averages for decile 7 schools
Targets:	**To exceed Decile 7 averages:**

	Decile 7 results
Year 11 students gaining NCEA Level 1	79.9%
Year 12 students gaining NCEA Level 2	87.0%
Year 13 students gaining NCEA Level 3	78.8%
Year 13 students gaining University Entrance	59.6%

Baseline Data:

Roll-Based Outcomes:

	2020	2019	2018	2017	2016	2015
Year 11 students gaining NCEA Level 1	86.0%	78.3%	79.4%	86.1%	80.8%	75.6%
Year 12 Students gaining NCEA Level 2	89.9%	81.8%	85.6%	89.1%	87.8%	82.6%
Year 13 Students gaining NCEA Level 3	78.5%	78.3%	70.8%	76.7%	63.1%	66.3%
Year 13 students gaining University Entrance	62.5%	56.0%	45.8%	49.1%	51.9%	48.3%
Scholarship Passes	15*	9*	14#	4	16	10
Number of subject areas	10	8	10	3	8	4

Outcomes
What happened?

2020 Roll-Based Outcomes:

	Taradale High 2020	Variance against target	Decile 7 results 2020	National results 2020
Year 11 students gaining NCEA Level 1	86.0%	**+6.1%**	79.9%	70.9%
Year 12 students gaining NCEA Level 2	89.9%	**+2.9%**	87.0%	79.5%
Year 13 students gaining NCEA Level 3	78.5%	**-0.3%**	78.8%	71.7%
Year 13 students gaining University Entrance	62.5%	**+3.1%**	59.6%	52.4%

Progress of NCEA in the last ten years	Compare NCEA 2008-2020

	THS 2020	THS 2008	Difference
Level 1	86.0%	60.7%	**+26.7%**
Level 2	89.9%	57.5%	**+32.4%**
Level 3	78.5%	51.6%	**+26.9%**
UE	62.5%	50.3%	**+12.3%**

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
~~1.~~ PLD on Culturally responsive pedagogy. ~~2.~~ Introduction of termly reporting of individual Achievement data including goals for endorsements, this was shared with students and whanau ~~3.~~ Identification of "at risk" students after benchmark examinations ~~4.~~ Numercy focus for students yet to achieve at the beginning of study leave.	~~1.~~ Significant improvement in Level 1, 2 and UE pass rates. We are not only comparing well against decile 7 averages, but also against decile 8, 9, & 10 pass rates. ~~2.~~ We have made significant advances in Levels 1-3 at Taradale High School over the last ten years.	1. The identification and tracking of individual students we believe has resulted in all levels of results being significantly higher than decile 7 schools nationally. 2. Change to the pastoral structure at school enabled deans to focus on a smaller number of students to ensure effective tracking and support. 3. The students had clear targets to work towards and plans for next steps in their learning.	1. Clear focus on using data and evidence to inform and improve teaching and learning. 2. Provide PD around the effect methods and uses of collecting student voice 3. Results and attendance data used to inform student pathways and next steps.

Planning for 2021:	
Strategic initiative: Use of data and evidence to inform and improve teaching and learning 1. Twice termly whole school tracking achievement data supplied to staff to identify students at risk of not achieving so that the most at risk students can be supported through the deans, HoDs and subject teachers. 2. Results data inform student pathways: Systematic checks and review of student courses 3. Results inform course content and structure planning - including streamlining of course confirmation	
Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.2 Merit and Excellence grades in NCEA exceeding national averages for decile 7 schools.
Targets:	**To exceed the Decile 7 averages:**

	Decile 7 2020
Level 1 Merit:	35.2%
Level 1 Excellence	21.5%
Level 2 Merit:	27.0%
Level 2 Excellence	19.2%
Level 3 Merit:	28.3%
Level 3 Excellence:	17.8%

Baseline Data:

Endorsements 2015-2020:

	2020	THS 2019	THS 2018	THS 2017	THS 2016	THS 2015
Level 1 Merit:	36.3%	38.2%	36%	38.6%	33.2%	36.2%
Level 1 Excellence	23.7%	20.1%	16.1%	23.4%	12.5%	14.5%
Level 2 Merit:	27.3%	28.8%	30.7%	19.7%	27.8%	26.9%
Level 2 Excellence	16.1%	11.8%	16%	12.6%	12.4%	10%
Level 3 Merit:	34.5%	23.8%	26.1%	25.4%	15.7%	16.9%
Level 3 Excellence:	8%	11.5%	13.9%	5.1%	12.7%	11%

Outcomes
What happened?

2020 Endorsements:

Commented [TD1]:

	Taradale High	Decile 7 Schools	THS vs Decile 7, 2020
Year 11 students gaining NCEA Level 1 with merit	36.3%	35.2%	**+1.1%**
Year 11 students gaining NCEA Level 1 with excellence	23.7%	21.5%	**+2.2%**
Year 12 students gaining NCEA Level 2 with merit	27.3%	27.0%	**+0.3%**
Year 12 Students gaining NCEA Level 2 with excellence	16.1%	19.2%	**-3.1%**
Year 13 students gaining NCEA Level 3 with merit	34.5%	28.3%	**+6.2%**
Year 13 Students gaining NCEA Level 3 with excellence	8%	17.8%	**-9.8%**

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
1. The success criteria initiative, and replacing Junior Diploma with assessments against curriculum levels are strategies designed to support and improve depth of understanding, thus improving endorsements. 2. Introduction of termly reporting of individual Achievement data. This report included clear data stating the exact credits remaining to achieve endorsement levels. These regular reports were shared with students directly as well as their whanau.	~~1.~~ Merit Endorsements at Level 3 were far better than in the previous year. ~~2.~~ Excellence Endorsement at Level 2 and 3 well below other decile 7 schools.	1. We believe that staff awareness of and commitment to deepening the learning of our students from the time they arrive at THS and focussing on their learning instead of on their assessments is having an impact. 2. The increase dialogue with students and whanau around endorsement targets may have an effect.	~~1.~~ The expansion of Hubs into Years 9 & 10 with fortnightly meetings by core teachers. This will enable teachers to know their students better, and for students to see the connections between subjects. ~~2.~~ Continuation of the dialogue with students around aiming high rather than "just doing enough". ~~3.~~ Development of a new strategic plan with strategic initiatives with a focus on mentoring for all and opportunities for ongoing growth.

Planning for 2021:

1. Increased awareness by kaiako on the students who arrive at / above expectation to ensure they are being challenged.
2. Development of new strategic plan
3. Broader use of assay3 will assist teachers to monitor the success of their students against their ability when they started high school.
4. Twice termly whole school tracking achievement data supplied to staff to identify students who may be underperforming so that they can be supported through the deans, HoDs and subject teachers.

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.3 The number of students gaining Scholarship growing each year over the next 5 years
Target:	10+ Scholarships
Baseline Data:	

	2020	2019	2018	2017	2016	2015
Scholarship Passes	15	9	14	4	16	10
Number of subject areas	10	8	10	3	8	4

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Analysis of Variance Reporting

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
Continuation of our Scholarship Strategy which took effect in 2016: 1. Encouraging students at any year level to attempt scholarship, depending on their academic readiness. 2. Weekly tutorials from early in the year. 3. We made good use of the tutorials arranged through the Hawke's Bay Principals' Association PLD fund.	1. In 2020, students achieved 15 Scholarship passes. 2. 12 students achieved Scholarships; Scholarship passes were achieved in 10 subjects. 3. One student obtained 3 scholarships, including one outstanding as a Y12.	1. Staff commitment to Scholarship is the largest part of this success. It is impossible to overstate the difference they make. 2. The strategy of introducing Scholarship to students when they're ready for it, rather than waiting until Year 13 is working for us.	1. Continue with the current strategies: beginning scholarship classes by mid-Term 1; encouraging younger students to attempt scholarship. 2. We expect that our efforts to encourage higher achievement by students who arrive at THS above average will result in more scholarship passes over time.

Planning for 2021:

1. Continuation of the current approach.
2. The Board affirms the provision of a small staffing 'credit' to those staff who teach scholarship.
3. Establishment of a celebratory breakfast for successful candidates their families and staff after results are released the following year.

Strategic Aim:	**Goal 1: Develop teaching and learning in ways that optimise student outcomes, preparing them for the world of the future.**
Annual Aim:	1.4 Pass rates for students of Maori ethnicity exceeding national averages for all students in decile 7 schools.
Target:	Decile 7 averages for all ethnicities.
Baseline Data:	**Maori Achievement NCEA Level 1, 2 and 3 Historical** **2015 – 2019 Variations between THS Maori and NZ Dec 4-7:**

THS Maori	2020	2019	2018	2017	2016	2015
Level 1:	+5.8%	-2.8%	-6.6	+8.2	-8.4	-16.1
Level 2:	+15.1%	-5.1%	-4.5	+7.7	-2.3	-3.4
Level 3:	-2.0%	25.1%	-8.2	-12.7	-22.2	-21.4
UE:	+4.9%	17.3%	-17.2	-25	-22	-10.1

Outcomes
What happened?

	2020	2019	2018	2017	2016	2015
Year 11 students gaining NCEA Level 1	75.8%	56.8%	66.7%	84.1%	66.7%	65.3%
Year 12 Students gaining NCEA Level 2	95.8%	66.7%	75.0%	79.3%	78.6%	73.2%
Year 13 Students gaining NCEA Level 3	66.7%	79.3%	61.9%	54.5%	42.9%	45.5%
Year 13 students gaining University Entrance	47.6%	44.8%	28.6%	24.2%	25.7%	36.3%
Scholarship Passes						1

2020 THS Maori Compared to NZ Maori in Decile 7 Schools

	Taradale High	Decile 7 results	Variance
Year 11 students gaining NCEA Level 1	75.8%	70.0%	**+5.8%**
Year 12 students gaining NCEA Level 2	95.8%	80.7%	**+15.1%**
Year 13 students gaining NCEA Level 3	66.7%	69.7%	**-2.0%**
Year 13 students gaining University Entrance	47.6%	42.5%	**+4.9%**

Actions ***What did we do?***	**Outcomes** ***What happened?***	**Reasons for the variance** ***Why did it happen?***	**Evaluation** ***Where to next?***
1. Culturally-Responsive Pedagogy was a theme in PLGs throughout the year. 2. We funded mentoring of Maori students in Year 13. 3. Every week was kupu o te wiki week at THS, with staff learning a new Maori word or phrase each week to use in the classroom. 4. The Mana programmes were developed to assist Maori students to understand what it means to have mana, and how one's actions confer mana upon others.	1. We did reach our target of increasing pass rates of Maori students to the NZ average for all ethnicities in Decile 7 schools at Level 1,2 and UE. 2. The Level 2 Maori achievement rate of 95.8% was particularly pleasing.	1. The one on one mentoring of Y13 Maori students has significantly helped raise the Level 3 and UE achievement rates. 2. The extra numeracy tutoring sessions held for identified students at the start of study leave were beneficial for a number of Maori students.	1. Continued PLD on culturally responsive pedagogy and te reo. 2. Year 3 of more intensive mentoring at Years 12 & 13. 3. We anticipate that the strategies described above for deeper learning will impact on our Maori students.

Planning for next year:

1. Engagement with Te Reo, tikanga and Te Ao Maori is a continuing area of PLG focus.
2. Aim to improve community links with local Iwi and Hapu.
3. Greater Maori role model representation in the school to support our Maori students.
4. Maori cultural pastoral advisor supporting deans in culturally informed pastoral approaches.
5. Extend the mentoring and support programmes to Y11 and 12 Maori students.

Independent auditor's report

To the readers of Taradale High School's Financial Statements for the year ended 31 December 2020

The Auditor-General is the auditor of Taradale High School (the School). The Auditor-General has appointed me, Maxwell John Dixon, using the staff and resources of PricewaterhouseCoopers, 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 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 Benefit Entity Standards Reduced Disclosure Regime issued in New Zealand (PBE Standards RDR).

Our audit was completed on 17 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included within the Analysis of Variance, the Kiwisport Statement, and the Board of Trustees List which form part of the Annual Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Maxwell John Dixon
PricewaterhouseCoopers
On behalf of the Auditor-General
Napier, New Zealand