

RENWICK SCHOOL

LEARNING IS STRENGTH
BE THE BEST YOU CAN BE



HE MANA TŌ TE AKO,
KEI A KOE TE TIKANGA

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	2978
Principal:	Robyn Lyall (Acting)
School Address:	High Street, Renwick
School Postal Address:	PO Box 48171, Renwick, 7243
School Phone:	03 572 8158
School Email:	office@renwick.school.nz

RENWICK SCHOOL

Annual Report - For the year ended 31 December 2020

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Renwick School

Statement of Responsibility

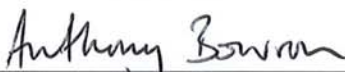
For the year ended 31 December 2020

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 reflect the financial position and operations of the School.

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



Full Name of Board Chairperson



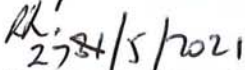
Full Name of Principal



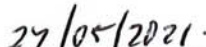
Signature of Board Chairperson



Signature of Principal



Date:



Date:

Renwick School

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Held Until
Anthony Bowron	Chairperson	Elected	May 2022
Simon Heath	Principal	ex Officio	On Leave
Kate Duncan	Parent Rep	Elected	May 2020
Richard Thompson	Parent Rep	Elected	May 2022
Amy Murphy	Parent Rep	Elected	May 2022
Tineka Smith	Te Pa Wananga Rep	Co-Opted	May 2022
Lee Mason	Omaka Marae Rep	Co-Opted	May 2022
Sara Stocker	Parent Rep	Selected	May 2022
Rachel Anderson	Parent Rep	Selected	May 2022
Rowena Ferguson	Staff Rep	Elected	May 2022

Renwick 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	4,561,485	4,396,050	4,223,841
Locally Raised Funds	3	859,869	624,000	219,406
Interest Income		10,997	12,000	12,975
International Students	4	11,292	11,500	5,083
		<u>5,443,643</u>	<u>5,043,550</u>	<u>4,461,305</u>
Expenses				
Locally Raised Funds	3	75,942	39,000	92,776
International Students	4	4,044	2,500	1,928
Learning Resources	5	3,298,229	3,142,000	3,030,426
Administration	6	203,350	211,800	154,588
Finance		3,004	-	4,524
Property	7	1,049,195	1,024,800	1,033,006
Depreciation	8	126,727	141,000	131,803
Loss on Disposal of Property, Plant and Equipment		1,915	-	2,116
		<u>4,762,406</u>	<u>4,561,100</u>	<u>4,451,167</u>
Net Surplus / (Deficit) for the year		681,237	482,450	10,138
Total Comprehensive Revenue and Expense for the Year		<u><u>681,237</u></u>	<u><u>482,450</u></u>	<u><u>10,138</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.



Renwick School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Balance at 1 January		670,413	670,413	647,976
Total comprehensive revenue and expense for the year		681,237	482,450	10,138
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	12,299
Equity at 31 December	26	1,351,650	1,152,863	670,413
Retained Earnings		1,351,650	1,152,863	670,413
Equity at 31 December		1,351,650	1,152,863	670,413

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.



Renwick 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	260,615	1,119,013	495,563
Accounts Receivable	10	318,758	198,631	198,631
Prepayments		21,802	16,002	16,002
Inventories	11	2,221	3,158	3,158
Investments	12	147,093	850,600	850,600
Funds owing for Capital Works Projects	19	636,404	-	-
		<u>1,386,893</u>	<u>2,187,404</u>	<u>1,563,954</u>
Current Liabilities				
GST Payable		7,692	216,960	216,960
Accounts Payable	14	215,597	235,049	235,049
Revenue Received in Advance	15	29,395	450,143	450,143
Provision for Cyclical Maintenance	16	9,234	9,234	9,234
Painting Contract Liability - Current Portion	17	-	14,876	14,876
Finance Lease Liability - Current Portion	18	24,275	25,374	25,374
Funds held for Capital Works Projects	19	246,432	408,556	408,556
Funds Held on Behalf of the Piritahi COL Cluster	20	-	(383)	(383)
		<u>532,625</u>	<u>1,359,809</u>	<u>1,359,809</u>
Working Capital Surplus/(Deficit)		854,268	827,595	204,145
Non-current Assets				
Property, Plant and Equipment	13	603,311	384,456	525,456
		<u>603,311</u>	<u>384,456</u>	<u>525,456</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	65,281	51,054	51,054
Finance Lease Liability	18	40,648	8,134	8,134
		<u>105,929</u>	<u>59,188</u>	<u>59,188</u>
Net Assets		<u>1,351,650</u>	<u>1,152,863</u>	<u>670,413</u>
Equity	26	<u>1,351,650</u>	<u>1,152,863</u>	<u>670,413</u>

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



Renwick 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		1,211,100	947,550	972,460
Locally Raised Funds		299,307	624,000	757,523
International Students		30,410	11,500	5,083
Goods and Services Tax (net)		(209,268)	-	172,751
Payments to Employees		(722,292)	(364,400)	(562,315)
Payments to Suppliers		(578,360)	(607,200)	(488,369)
Funds Administered on Behalf of Third Parties		383	-	(39,881)
Cyclical Maintenance payments in the Year		-	-	(10,773)
Interest Received		13,173	12,000	11,059
Net cash from/(to) Operating Activities		44,453	623,450	817,538
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(143,829)	-	(87,803)
Purchase of Investments		703,507	-	(714,526)
Net cash from/(to) Investing Activities		559,678	-	(802,329)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	12,299
Finance Lease Payments		(25,675)	-	(15,277)
Painting Contract Payments		(14,876)	-	(14,877)
Funds held for Capital Works Projects		(798,528)	-	40,461
Net cash from/(to) Financing Activities		(839,079)	-	22,606
Net increase/(decrease) in cash and cash equivalents		(234,948)	623,450	37,815
Cash and cash equivalents at the beginning of the year	9	495,563	495,563	457,748
Cash and cash equivalents at the end of the year	9	260,615	1,119,013	495,563

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.



Renwick School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

1.1. Reporting Entity

Renwick 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.

1.2. 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.

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 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

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

Recognition of grants

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

1.3. 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.

1.4. 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.

1.5. 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.

1.6. 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.

1.7. Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's 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.



1.8. 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.

1.9. 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.

1.10. 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	10–75 years
Furniture and equipment	10 years
Information and communication technology	4–5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

1.11. 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.



1.12. 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.

1.13. Employment Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

1.14. Revenue Received in Advance

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

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

1.15. 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).

1.16. 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, and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

1.17. Borrowings

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

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

1.18. 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.



1.19. Budget Figures

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

1.20. 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	1,011,457	851,950	804,321
Teachers' Salaries Grants	2,567,594	2,700,000	2,488,783
Use of Land and Buildings Grants	774,209	748,500	748,499
Other MoE Grants	208,225	95,600	161,238
Other Government Grants	-	-	21,000
	<u>4,561,485</u>	<u>4,396,050</u>	<u>4,223,841</u>

The School has opted in to the donations scheme for this year. Total amount received was \$84,300.

Other MOE Grants total includes additional COVID-19 funding totalling \$27,921 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	26,114	20,000	21,966
Fundraising	5,413	5,000	400
Bequests & Grants	547,671	547,000	1,500
Other Revenue	201,272	37,000	32,085
Trading	17,609	10,000	20,344
Activities	61,790	5,000	143,111
	<u>859,869</u>	<u>624,000</u>	<u>219,406</u>
Expenses			
Activities	61,704	39,000	82,716
Trading	10,464	-	10,060
Fundraising (Costs of Raising Funds)	3,774	-	-
	<u>75,942</u>	<u>39,000</u>	<u>92,776</u>
<i>Surplus for the year Locally raised funds</i>	<u>783,927</u>	<u>585,000</u>	<u>126,630</u>

Renwick School wish to acknowledge the generosity from Rata Foundation, Richard Thompson, N B Nesbit, Frances Murphy, Amy Murphy, Judi Williams, Fisher Funds, Photo Life, Renwick School FoRS and Parents of the School for their donations received in 2020.

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	2	1	1
	2020 Actual	2020 Budget (Unaudited)	2019 Actual
Revenue			
International Student Fees	\$ 11,292	\$ 11,500	\$ 5,083
Expenses			
Other Expenses	4,044	2,500	1,928
	<u>4,044</u>	<u>2,500</u>	<u>1,928</u>
<i>Surplus for the year International Students</i>	<u>7,248</u>	<u>9,000</u>	<u>3,155</u>

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	107,854	156,400	95,323
Equipment Repairs	672	700	1,275
Information and Communication Technology	25,589	19,500	19,290
Library Resources	2,399	1,500	2,631
Employee Benefits - Salaries	3,115,497	2,923,900	2,895,760
Staff Development	46,218	40,000	16,147
	<u>3,298,229</u>	<u>3,142,000</u>	<u>3,030,426</u>

6. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	5,235	4,700	4,306
Board of Trustees Fees	5,225	6,500	3,630
Board of Trustees Expenses	5,278	2,000	6,433
Communication	13,432	10,100	9,543
Consumables	37,880	101,550	31,383
Other	36,756	15,000	23,215
Employee Benefits - Salaries	83,862	55,600	63,622
Insurance	11,972	12,500	9,916
Service Providers, Contractors and Consultancy	3,710	3,850	2,540
	<u>203,350</u>	<u>211,800</u>	<u>154,588</u>

7. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	8,827	6,500	7,360
Consultancy and Contract Services	60,065	73,100	58,109
Cyclical Maintenance Provision	24,999	25,000	25,088
Grounds	16,644	13,800	8,489
Heat, Light and Water	25,597	32,500	33,648
Rates	1,952	2,500	2,355
Repairs and Maintenance	38,705	36,000	56,735
Use of Land and Buildings	774,209	748,500	748,499
Security	1,291	2,000	3,261
Employee Benefits - Salaries	96,906	84,900	89,462
	<u>1,049,195</u>	<u>1,024,800</u>	<u>1,033,006</u>

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

8. Depreciation of Property, Plant and Equipment

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Building Improvements	32,720	35,200	35,020
Furniture and Equipment	34,410	31,990	33,573
Information and Communication Technology	26,301	25,660	25,766
Leased Assets	30,062	39,930	33,690
Library Resources	3,234	8,220	3,754
	<u>126,727</u>	<u>141,000</u>	<u>131,803</u>



9. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Bank Current Account	260,615	1,119,013	313,382
Short-term Bank Deposits	-	-	182,181
Cash and cash equivalents for Statement of Cash Flows	260,615	1,119,013	495,563

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

Of the \$260,615 Cash and Cash Equivalents, \$246,432 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	147,111	26,415	26,415
Interest Receivable	314	2,490	2,490
Teacher Salaries Grant Receivable	171,333	169,726	169,726
	318,758	198,631	198,631
Receivables from Exchange Transactions	147,425	28,905	28,905
Receivables from Non-Exchange Transactions	171,333	169,726	169,726
	318,758	198,631	198,631

11. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	1,348	1,565	1,565
School Uniforms	873	1,593	1,593
	2,221	3,158	3,158

12. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	147,093	850,600	850,600
Total Investments	147,093	850,600	850,600



13. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2020						
Building Improvements	265,548	4,725	-	-	(32,720)	237,553
Furniture and Equipment	126,562	107,148	-	-	(34,410)	199,300
Information and Communication Technology	75,139	30,460	-	-	(26,301)	79,298
Leased Assets	31,916	62,668	-	-	(30,062)	64,522
Library Resources	26,291	1,496	(1,915)	-	(3,234)	22,638
Balance at 31 December 2020	525,456	206,497	(1,915)	-	(126,727)	603,311

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Building Improvements	728,974	(491,421)	237,553
Furniture and Equipment	659,548	(460,248)	199,300
Information and Communication Technology	269,459	(190,161)	79,298
Leased Assets	95,833	(31,311)	64,522
Library Resources	73,319	(50,681)	22,638
Balance at 31 December 2020	1,827,133	(1,223,822)	603,311

The net carrying value of equipment held under a finance lease is \$64,522 (2019: \$31,916)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Building Improvements	296,161	4,407	-	-	(35,020)	265,548
Furniture and Equipment	142,690	17,863	(418)	-	(33,573)	126,562
Information and Communication Technology	63,577	39,026	(1,698)	-	(25,766)	75,139
Leased Assets	55,404	10,202	-	-	(33,690)	31,916
Library Resources	26,360	3,685	-	-	(3,754)	26,291
Balance at 31 December 2019	584,192	75,183	(2,116)	-	(131,803)	525,456

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Building Improvements	724,249	(458,701)	265,548
Furniture and Equipment	552,400	(425,838)	126,562
Information and Communication Technology	238,999	(163,860)	75,139
Leased Assets	97,516	(65,600)	31,916
Library Resources	77,465	(51,174)	26,291
Balance at 31 December 2019	1,690,629	(1,165,173)	525,456

14. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating creditors	19,648	37,936	37,936
Accruals	3,475	12,625	12,625
Employee Entitlements - salaries	173,291	170,325	170,325
Employee Entitlements - leave accrual	19,183	14,163	14,163
	215,597	235,049	235,049
Payables for Exchange Transactions	215,597	235,049	235,049
	215,597	235,049	235,049

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
International Student Fees	19,118	-	-
Other	10,277	450,143	450,143

29,395	450,143	450,143
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16. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	60,288	60,288	45,973
Increase/ (decrease) to the Provision During the Year	24,999	-	25,088
Use of the Provision During the Year	(10,772)	-	(10,773)
Provision at the End of the Year	74,515	60,288	60,288
Cyclical Maintenance - Current	9,234	9,234	9,234
Cyclical Maintenance - Term	65,281	51,054	51,054
	74,515	60,288	60,288

17. Painting Contract Liability

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Liability	-	14,876	14,876
	-	14,876	14,876

In 2007 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering a twelve year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2007, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money. Contract now complete in 2020.

18. 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	26,671	27,510	27,510
Later than One Year and no Later than Five Years	42,006	8,700	8,700
	68,677	36,210	36,210

19. Funds Held for Capital Works

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 \$
Hall Modernisation	In Progress	408,556	15,317	(1,060,277)	-	(636,404)
Block L Roof/Drinking fountains	Completed	-	14,238	(14,238)	-	-
Block M Jnr Boys Toilet & Cloakbay	Completed	-	13,112	(13,112)	-	-
Block A Library Air conditioning	Completed	-	18,335	(18,335)	-	-
Jnr Sandpit	In Progress	-	40,500	(11,829)	-	28,671
Senior Toilet Canopy	In Progress	-	12,688	(10,379)	-	2,309
CCTV Cameras	In Progress	-	17,519	(1,128)	-	16,391
New Adventure Playground (SIP)	In Progress	-	117,811	(4,312)	-	113,499
Senior Outdoor Learning	In Progress	-	27,000	(22,664)	-	4,336
Block F Hall Stage Two (SIP)	In Progress	-	150,000	(68,774)	-	81,226
Totals		408,556	426,520	(1,225,048)	-	(389,972)

Represented by:

Funds Held on Behalf of the Ministry of Education	246,432
Funds Due from the Ministry of Education	(636,404)
	<u>(389,972)</u>

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$	\$	\$
Hall Modernisation	In Progress	34,948	434,713	(61,105)	-	408,556
Block B Rm 11 & 12, Senior Toilets	Completed	333,147	-	(333,147)	-	-
Totals		368,095	434,713	(394,252)	-	408,556

20. Funds Held on Behalf of the Piritahi COL Cluster

Renwick School was the lead school and held funds on behalf of the Piritahi COL cluster, a group of schools funded by the Ministry of Education to share professional development. This cluster was transferred during 2020.

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Funds Held at Beginning of the Year	(383)	(383)	39,498
Funds Received from Cluster Members	69,656	-	29,775
Funds Received from MoE	14,000	-	14,000
Funds Spent on Behalf of the Cluster	(83,273)	-	(83,656)
Funds Held at Year End	-	(383)	(383)

21. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the School. The School enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the School would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

22. Remuneration

Key management personnel compensation

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

	2020 Actual	2019 Actual
	\$	\$
<i>Board Members</i>		
Remuneration	5,225	3,630
Full-time equivalent members	0.02	0.22
<i>Leadership Team</i>		
Remuneration	374,114	362,563
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	379,339	366,193
Total full-time equivalent personnel	3.02	3.22

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	2019 Actual
	\$000	\$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	160 - 170
Benefits and Other Emoluments	0 - 10	0 - 10
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2020	2019
	FTE Number	FTE Number
100 -110	2.00	2.00
110 -120	1.00	-
	<u>3.00</u>	<u>2.00</u>

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

23. Compensation and Other Benefits Upon Leaving

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

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

24. Contingencies

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

Holidays Act Compliance - schools payroll

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

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

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

25. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into the following contract agreements for capital works.

(a) \$925,130 contract for Hall modernisation. This project is funded by the Ministry and a New Zealand Lotteries Grant. \$1,021,686 has been received of which \$1,658,090 has been spent on the project to date. This project has been approved by the Ministry.

(b) \$45,000 contract to install a canopy to Junior Sandpit. This project is fully funded by the Ministry and \$40,500 has been received of which \$11,829 has been spent on the project to balance date. This project has been approved by the Ministry.

(c) \$14,098 contract for Senior toilet canopy roof. The project is fully funded by the Ministry and \$12,688 has been received of which \$10,379 has been spent on the project to balance date. This project has been approved by the Ministry.

(d) \$19,466 contract to Install CCTV Cameras. The project is fully funded by the Ministry and \$17,519 has been received of which \$1,128 has been spent on the project to balance date. This project has been approved by the Ministry.

(e) \$130,902 contract for a new Adventure Playground. The project is fully funded by the Ministry and \$117,811 has been received of which \$4,312 has been spent on the project to balance date. This project has been approved by the Ministry.

(f) \$30,000 contract to refurbish Senior Outdoor Learning Area. The project is fully funded by the Ministry and \$27,000 has been received of which \$22,664 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2019: \$924,869)

(b) Operating Commitments

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

(Operating commitments at 31 December 2019: nil)

26. Managing Capital

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

27. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	260,615	1,119,013	495,563
Receivables	318,758	198,631	198,631
Investments - Term Deposits	147,093	850,600	850,600
Total Financial assets measured at amortised cost	<u>726,466</u>	<u>2,168,244</u>	<u>1,544,794</u>

Financial liabilities measured at amortised cost

Payables	215,597	235,049	235,049
Finance Leases	64,923	33,508	33,508
Painting Contract Liability	-	14,876	14,876
Total Financial liabilities measured at amortised Cost	<u>280,520</u>	<u>283,433</u>	<u>283,433</u>

28. Events After Balance Date

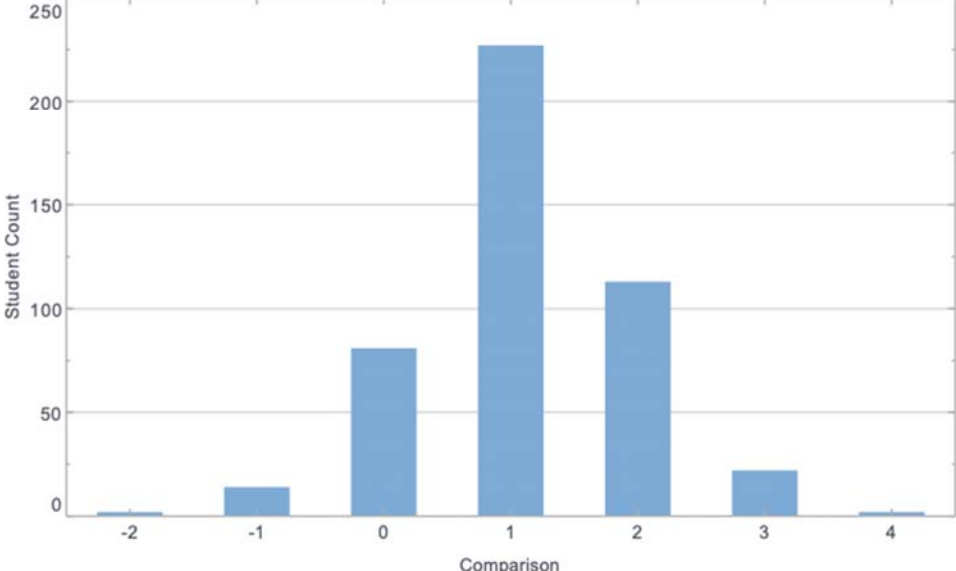
There were no significant events after the balance date that impact these financial statements.

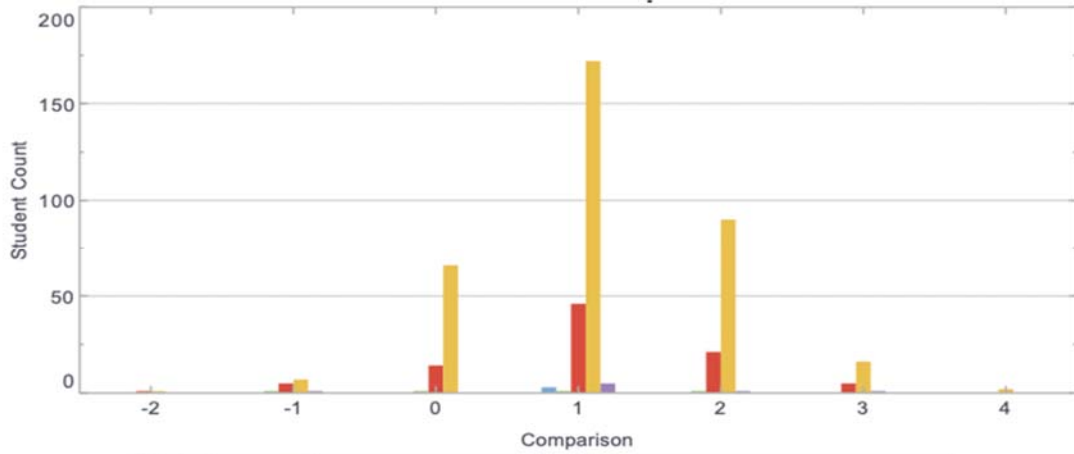
RENWICK SCHOOL KIWISPORT 2020

In 2020 the school received Kiwisport funding of \$7,820 (2019 \$7,846) within MOE Operational Grant funding.

This was spent on our swimming programme for years 0 to 6. Students are buses into the Stadium and receive 10 lessons per student.

Renwick School Variance Report 2020

Renwick School Variance Report 2020																			
Focus Area:	Writing																		
Strategic Goal:	<ul style="list-style-type: none"> All learners make expected progress in Reading, Writing and Mathematics 																		
Target:	<ul style="list-style-type: none"> Equity - All priority learners make accelerated progress in Reading 																		
Historical Position and Analysis:	<div style="text-align: center;"> <p>Sub Level Shift Report</p> <p>Shift from WRITING T4 2019 to WRITINGT4 2020</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>-2</th> <th>-1</th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Grand Total</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>2</td> <td>14</td> <td>81</td> <td>227</td> <td>113</td> <td>22</td> <td>2</td> <td>461</td> </tr> </tbody> </table> </div> <p style="text-align: center;">Analysis of Shift from 2020 T2 to 2020 T4 Writing- All Students:</p> <ul style="list-style-type: none"> 2/461 moved down 2 sub levels: 0.43% 14/461 moved down 1 sub level: 3.87% 81/461 stayed the same: 17.60% 227/461 moved up 1 sub level: 49.24% 113/461 moved up 2 sub levels: 24.51% 22/461 moved up 3 sub levels: 4.78% 2/461 moved up 4 sub levels: 0.43% <p>78.55% moved up 1-4 sublevels, 17.60 % stayed the same, 4.3% went down 1-2 sublevels.</p> <p>99 students stayed the same or regressed. This is of concern. I do think it is a matter of moderation between teams and across teams. I believe there are some teachers who need further staff development on using the L.L.Ps. Some sub-levels are huge, especially for 5 year olds. You have students entering school at the "Scribble Stage." There are 4 Curriculum levels we expect our students to progress through in 8 years. Are we using them properly?</p>		-2	-1	0	1	2	3	4	Grand Total	Writing	2	14	81	227	113	22	2	461
	-2	-1	0	1	2	3	4	Grand Total											
Writing	2	14	81	227	113	22	2	461											

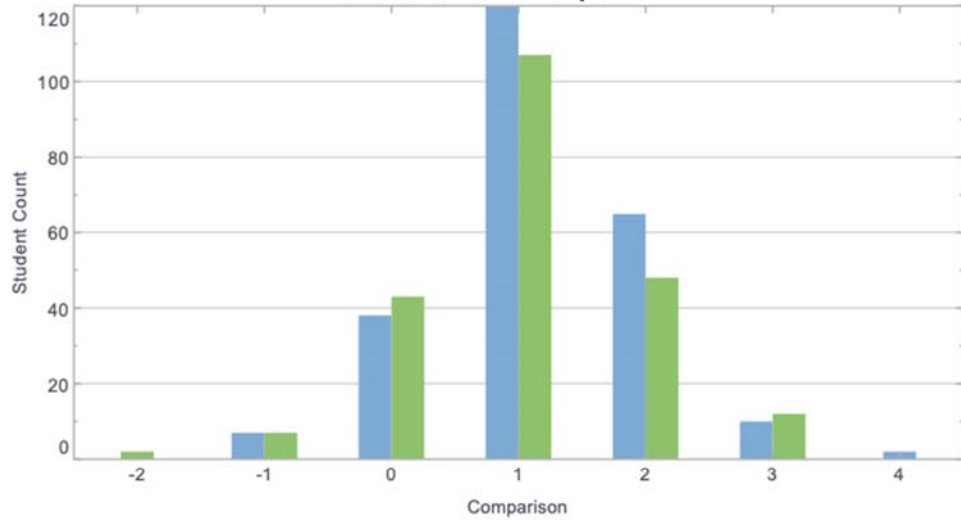


		-2	-1	0	1	2	3	4	Grand Total
Writing	Asian				3				3
	MELAA		1	1	1	1			4
	Māori	1	5	14	46	21	5		92
	NZ European/Pākehā/Other European	1	7	66	172	90	16	2	354
	Pacific peoples		1		5	1	1		8

Ethnic Analysis:

- 100% Asian students gained 1 sub-level (3 students)
- 50% MELAA students gained 1 -2 sub-levels (2/4 students)
- 78.26% Maori students gained 1-3 sub-levels (72/92 students)
- 79.09% NZ European/ Pākehā students gained 1-4 sub-levels. (280/354 students)
- 87.5% Pacific People gained 1-3 sub-levels (7/8 students)

Sub Level Shift Report



		-2	-1	0	1	2	3	4	Grand Total
Writing	Female		7	38	120	65	10	2	242
	Male		7	43	107	48	12		219

Gender Analysis:

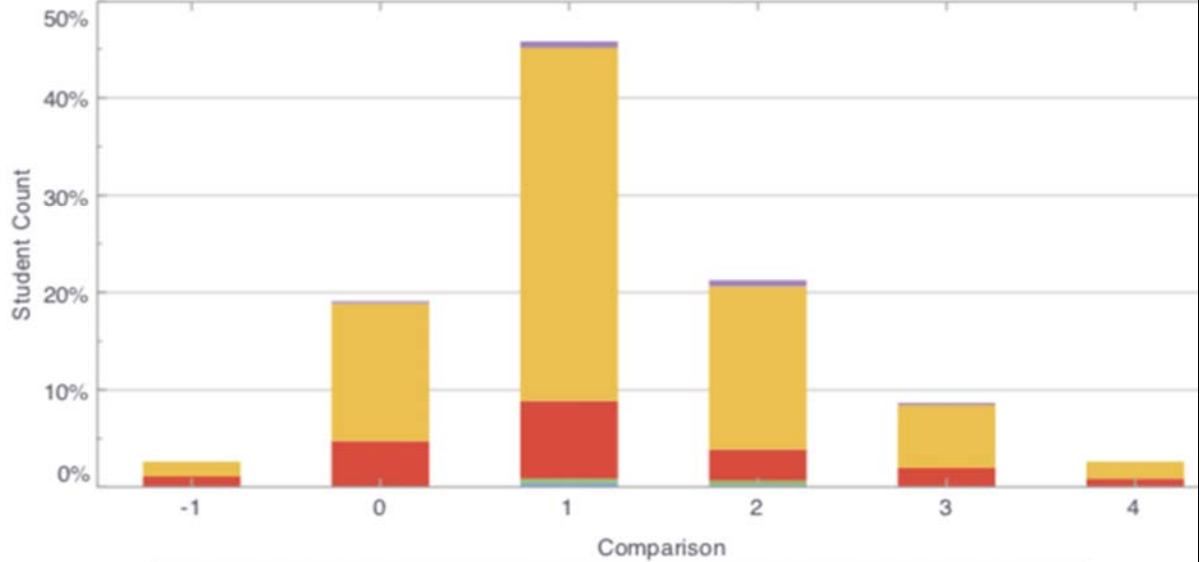
- 81.4% of girls gained 1-4 sub-levels.
- 76.3% of boys gained 1-3 sub-levels
- 45 girls and 54 boys stayed at the same sub-level or regressed. This is a concern!

	<p>Information gathered using Literacy Learning Progressions , PACT, teacher observations, student voice, unassisted samples, pieces of writing in books/on devices that had some assistance, work across the curriculum, Piritahi Standards to inform O.T.J.s</p>
<p>Our Actions:</p>	<ul style="list-style-type: none"> • Included Writing lessons/activities in Covid 19 choice boards when school was in lockdown • The Covid 19 lockdown has had a negative effect on some students' achievement. • Followed Piritahi Kahui Ako guidelines • Know your student as a person as well as a learner • All teams worked collaboratively on Spirals of Inquiries with flow on effect on Writing achievement in some teams • Student agency encouraged through providing more choice in timetabling and topics/genre • Teachers experimenting with workshop organisations • Regular Instructional Writing lessons using guided, shared and independent approaches • Daily reading quality books to students to increase students vocabularies • Improved understanding and use of L.L.P.s • Careful monitoring of Priority Students • Moderation in line with Piritahi • Most Students knowing where they are at, what their next steps are and how they are going to get there • Teachers provide meaningful contexts through integration of curriculum areas • Teachers use a variety of avenues for students to share their work • Use of devices from Year 4 up, which many teachers felt has led to a decline in the standard of writing in the senior school
<p>Next Steps:</p>	<ul style="list-style-type: none"> • Continue to explore what makes the biggest difference to Writing achievement • Some staff development at team level on moderation using L.L.P.s and on instructional Writing • Continuing to develop moderation using PACT • Students to use books/paper to plan, draft and edit their written work and devices for searching, proofreading, publishing and sharing their work. • Whānau to ensure the explicit teaching of writing skills and features is embedded as they embrace an integrated curriculum. • Provide meaningful contexts, an audience and opportunities to share using a variety of media • Share individual student achievement with parents and students with options for reciprocal feedback, using Seesaw. ^[1]_[SEP] • Promote quality writing through competitions and creation of a writers' walkway and other creative ideas • Ensure all teachers are using Renwick School's effective teacher pedagogy • Identify priority learners • Teachers in upper school continue experimenting with workshop approach but ensuring students are writing regularly • Use a standardized test like Asttle to ensure we are on the right track.

Renwick School Variance Report 2020

Focus Area:	Reading																					
Strategic Goal:	<ul style="list-style-type: none"> All learners make expected progress in Reading, Writing and Mathematics 																					
Target:	<ul style="list-style-type: none"> Equity - All priority learners make accelerated progress in Reading 																					
Historical Position and Analysis :	<p style="text-align: center;">Sub Level Shift Report</p> <p style="text-align: center;">Shift from READING T4 2019 to READING T4 2020</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Sub Level Shift Data</caption> <thead> <tr> <th>Shift</th> <th>Student Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>-1</td> <td>12</td> <td>2.60%</td> </tr> <tr> <td>0</td> <td>88</td> <td>19.08%</td> </tr> <tr> <td>1</td> <td>211</td> <td>45.78%</td> </tr> <tr> <td>2</td> <td>98</td> <td>21.26%</td> </tr> <tr> <td>3</td> <td>40</td> <td>8.68%</td> </tr> <tr> <td>4</td> <td>12</td> <td>2.60%</td> </tr> </tbody> </table> <p>All Pupils 12/461 moved down 1 sub levels: 2.60% 88/461 stayed the same: 19.08% 211/461 moved up 1 sub level: 45.78% 98/461 moved up 2 sub levels: 21.26% 40/461 moved up 3 sub levels: 8.68% 12/461 Moved up 4 sub levels: 2.6%</p> <p>78.32% moved up 1 or more sublevels, 19.08% stayed the same and 2.60% moved down 1 sublevel.</p>	Shift	Student Count	Percentage	-1	12	2.60%	0	88	19.08%	1	211	45.78%	2	98	21.26%	3	40	8.68%	4	12	2.60%
Shift	Student Count	Percentage																				
-1	12	2.60%																				
0	88	19.08%																				
1	211	45.78%																				
2	98	21.26%																				
3	40	8.68%																				
4	12	2.60%																				

Sub Level Shift Report



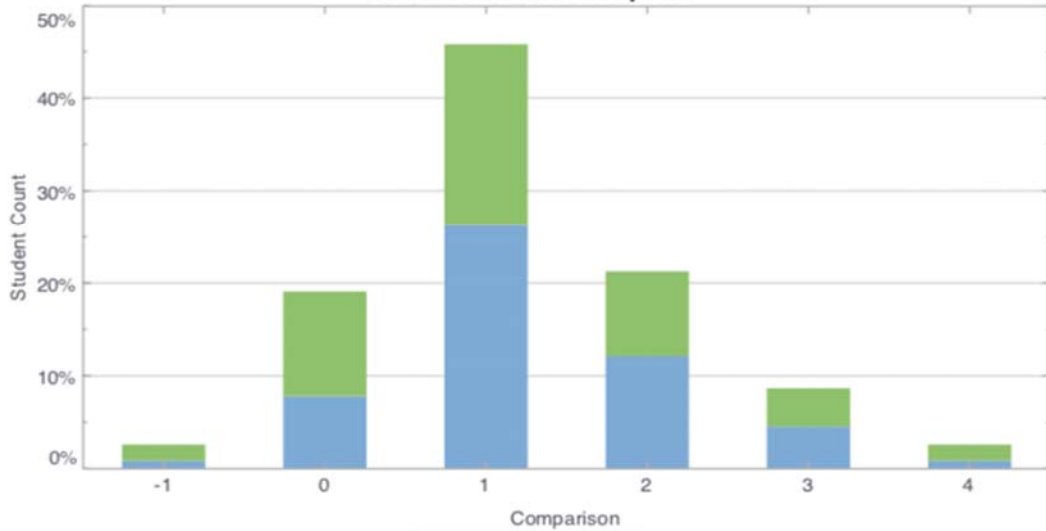
Ethnic Summary Group	
Asian	MELAA
Māori	NZ European/Pākehā/Other European
Pacific peoples	

		-1	0	1	2	3	4	Grand Total
Reading	Asian			67%	33%			100%
	MELAA			50%	50%			100%
	Māori	5%	24%	40%	16%	10%	4%	100%
	NZ European/Pākehā/Other European	2%	18%	47%	22%	8%	2%	100%
	Pacific peoples		12%	38%	38%	12%		100%

Ethnic Group Analysis:

- 100% of Asian and MELAA students made 1-2 sub-level progress.
- 70% of Maori made 1-4 levels progress.
- 79% of NZ European/Pākehā/Other European made 1-4 sub-level progress.
- 88% of Pacific Peoples made 1-3 sub-levels progress.

Sub Level Shift Report



Gender	
Female	Male

		-1	0	1	2	3	4	Grand Total
Reading	Female	2%	15%	50%	23%	9%	2%	100%
	Male	4%	24%	41%	19%	9%	4%	100%

	<p>Gender Analysis: 84% of Females made 1-4 sub-levels progress. 73% of Males made 1-4 sub-levels progress. 13% of Males made accelerated progress of 3-4 sub-levels compared with 11% of Females. More Males than Females made no progress.</p> <p>Assessment data gathered using Literacy Language Progressions, PACT, Running Records and O.T.J.s.</p>
<p>Our Actions:</p>	<ul style="list-style-type: none"> • Included Reading lessons/activities in Covid 19 choice boards when school was in lockdown • The Covid 19 lockdown has had a negative effect on some students' achievement. • Followed Piritahi Kahui Ako guidelines which need examining as they appear too narrow. • Know your student as a person as well as a learner • Use of Sunshine –Online, Reading Eggs, EPIC during Covid and afterwards as independent reading • All teams worked collaboratively on Spirals of Inquiries investigating areas of new learning in Reading whether it was Reading workshops, independent Reading activities on choiceboards and experimenting with new approaches/pedagogies • Two staff attended Sheena Cameron's course • Regular Instructional Reading lessons using guided, shared, reciprocal approaches • Daily reading quality books to students • Careful monitoring of Priority Students • Students knowing where they are at, what their next steps are and how they are going to get there • Same number of Reading Recovery children- 6 children now but Covid Lockdown affected the number of children graduating, as well as having 2 new teachers training • Knowing their students as learners and as people • Use of mixed ability grouping in older classes • Expectations that teachers carry out explicit teaching of comprehension and processing skills in all classes following guidelines in Effective Literacy Practice • Sharing ideas and resources at Whanau meetings • Use of S.L.A.s (Student Learning Assistants) –teachers had more time to spend on Below and Well Below students • Good variety of instructional readers and on-line resources for older readers but a need to renew sets of novels • Use of Rainbow Reading kits for struggling readers • Use of Early Words Program and Phonics programme, in some whanau • Use of Mel to provide support for Dyslexic students • Use of R.T.Lit to support students and teachers • Integration of Literacy with other curriculum areas in some whanau • Teachers are expected to carry out regular assessing and monitoring • Planning formats and expectations to be followed- found in Staff online Book and Literacy Tool Kit • Cull and stocktake of Browse boxes-up to date now
<p>Next Steps:</p>	<ul style="list-style-type: none"> • Improve understanding and use of L.L.P.s and use this knowledge when assessing • Staff and area meetings on moderation- cross whānau • Further explore methods and programmes to help Dyslexic students • Include the "reading and comprehension" of visual texts in programmes • Continue to embed higher order thinking skills when responding to texts • Purchase of novel sets for middle and senior school as children prefer having paper copies of books!!! • Continue to update instructional readers throughout school • Stocktake Big Books • Recognise the inextricable link between Reading, Writing and Oral Language • Convert library into a learning hub where children can create and celebrate learning using a variety of technologies as well as being a place for reading hard copy books • Ensure all teachers are using Renwick School's effective teacher pedagogy • Continue with Spirals of Inquiry, but across teams and focusing on effective teacher pedagogy instead of one curriculum area • Have male role models reading in the library • Invite authors to read to classes • Identify priority learners • Retrieve data regarding attendance and engagement during Lockdown when looking at students who have made no progress or candidates for being a Priority Learner.

Renwick School Maths Variance Report 2020

Focus Area: **Maths**

Strategic Goal:

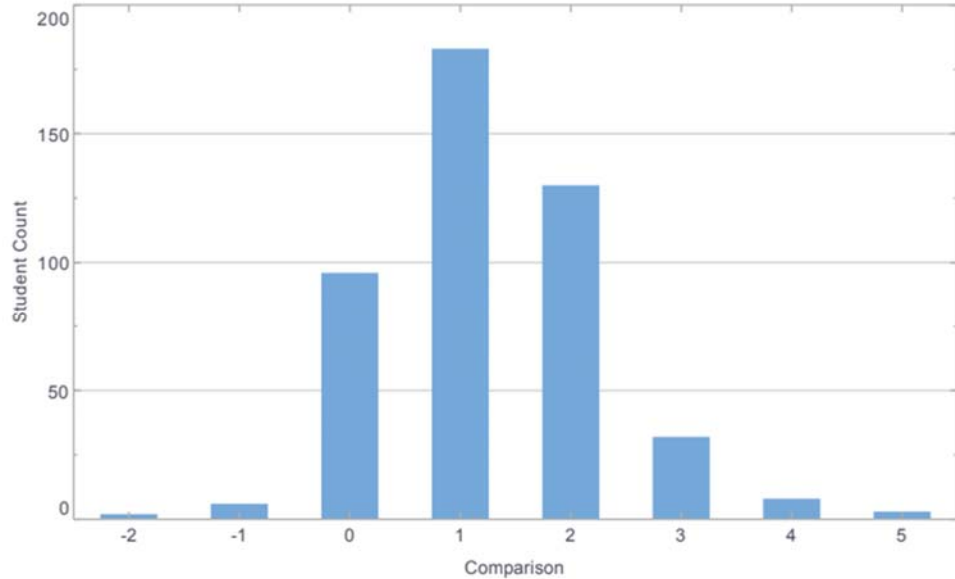
- All learners make expected progress in Reading, Writing and Mathematics

Target:

- Equity - All priority learners make accelerated progress in Maths

Historical Position and Analysis:

Our focus in 2020 is all learners across the school

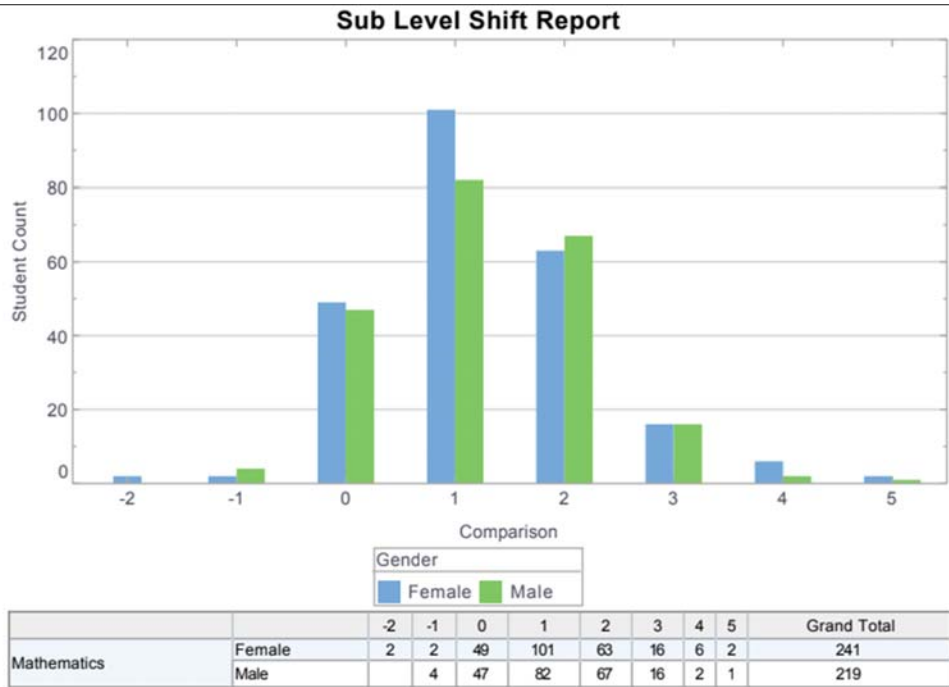


	-2	-1	0	1	2	3	4	5	Grand Total
Mathematics	2	6	96	183	130	32	8	3	460

Sub-level Comparison

Analysis:

- 2/460 went down 2 sub levels: 0.43%
- 6/460 went down 1 sub levels: 1.30%
- 96/460 stayed the same: 20.86%
- 183/460 moved up 1 sub level: 39.78%
- 130/460 moved up 2 sub levels: 28.26%
- 32/460 moved up 3 sub levels: 6.95%
- 8/460 moved up 4 sub levels: 1.73%
- 77.39% moved up 1 or more sublevels,
- 20.86% stayed the same
- 1.73% moved down 1-2 sublevels



Gender Analysis:

78% of Females made 1-4 sub-levels progress.

76.7% of Males made 1-4 sub-levels progress.

8.6% of Males made accelerated progress of 3-5 sub-levels compared with 9.9% of Females.

A higher percentage of Males than Females made no progress.



Ethnic Group Analysis:

66% of Asian and MELAA students made 1-2 sub-level progress.

77% of Maori made 1-4 levels progress.

77% of NZ European/Pākehā/Other European made 1-5 sub-level progress.

75% of Pacific Peoples made 1-3 sub-levels progress.

<p>Our Actions:</p>	<ul style="list-style-type: none"> ● Followed Piritahi Kahui Ako guidelines ● Know your student as a person as well as a learner ● Careful monitoring of Priority Students ● Students knowing where they are at, what their next steps are and how they are going to get there ● Knowing their students as learners and as people ● Use of mixed ability grouping ● Sharing ideas and resources at Whanau meetings ● Teachers involved in DMIC Professional Development ● Identified students learning needs and focused programming to raise progress
<p>Next Steps:</p>	<ul style="list-style-type: none"> ● Staff PD – DMIC – Developing Maths Inquiry Communities – Piritahi Initiative ● Update Renwick School Mathematics Long Term Plan ● Continue to update Maths resources throughout school ● Ensure all teachers are using Renwick School's effective teacher pedagogy ● Identify priority learners ● Continue to implement the teaching of strategies and knowledge through rich tasks ● Ensure there is time for children to practise knowledge gained, apply using a variety of strategies and engage in rich tasks. ● Continue to provide opportunities for Staff to observe / co-teach with colleagues, time for discussion and sharing ideas as well as revisiting documents such as Active Learner, Key Indicators, curriculum document, Strategy and Numeracy Framework and Effective Pedagogy. ● Upskill new staff in the Teaching of Mathematics

INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Renwick School (the School). The Auditor-General has appointed me, Michael Lee, using the staff and resources of Crowe, 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 3 to 19, 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 Cash Flow Statement 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 27th 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 is responsible for the other information. The other information comprises the information included on pages 20 to 29, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *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.



Michael Lee
Crowe New Zealand Audit Partnership
On behalf of the Auditor-General
Nelson, New Zealand