

# TARARUA COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 235

**Principal:** Iain Anderson

**School Address:** Churchill Street, Pahiatua 4941

**School Postal Address:** PO Box 94, Pahiatua 4941

**School Phone:** 06 376 8344

**School Email:** admin@tararuacollege.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expired/ Expires
Louise Powick	Chairperson	Elected	Farmer	2022
Jon Ward	Principal	ex Officio	Principal	2019
Iain Anderson	Principal	ex Officio	Principal	
Katie Harris	Deputy Chairperson/Finance	Elected	Accountant	2022
Andrew Wylie	Sports Fundraising	Elected	Farmer	2022
Reihana Tipene	Health & Safety	Co-opted	Fonterra	2022
Jason Rankin	Property	Elected	Builder	2022
Hamish Adie		Elected	Police Officer	2019
Rita Petaera		Elected	Office Manager	2019
Shelley Arends	Staff Rep	Elected	Teacher	2022
Leeroy Harris	Student Rep	Elected	Student	2022
Tewairehu Hauraki	Student Rep	Elected	Student	2019
Rachel Ireland	Staff Rep	Elected	Teacher	2019

**Accountant / Service Provider:** Openbook Solutions Limited

# TARARUA COLLEGE

Annual Report - For the year ended 31 December 2019

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# Tararua College

## Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

Louise Powick  
Full Name of Board Chairperson

Louise Powick  
Signature of Board Chairperson

10/9/20  
Date:

Iain Anderson  
Full Name of Principal

[Signature]  
Signature of Principal

10/9/2020  
Date:

**Tararua College**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	4,884,701	4,541,281	4,434,268
Locally Raised Funds	3	457,814	207,400	383,730
Interest income		7,258	12,000	10,409
		<hr/>	<hr/>	<hr/>
		5,349,773	4,760,681	4,828,407
<b>Expenses</b>				
Locally Raised Funds	3	433,389	115,900	248,876
International Students	4	0	0	3,949
Learning Resources	5	3,393,626	3,365,684	3,170,089
Administration	6	337,288	317,600	309,041
Finance		13,698	0	18,099
Property	7	1,012,512	893,775	904,791
Depreciation	8	175,437	70,000	178,699
Loss on Disposal of Property, Plant and Equipment		0	0	4,555
		<hr/>	<hr/>	<hr/>
		5,365,951	4,762,959	4,838,100
<b>Net Surplus / (Deficit) for the year</b>		<b>(16,178)</b>	<b>(2,278)</b>	<b>(9,694)</b>
Other Comprehensive Revenue and Expenses		0	0	0
<b>Total Comprehensive Revenue and Expense for the Year</b>		<b>(16,178)</b>	<b>(2,278)</b>	<b>(9,694)</b>

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

**Tararua College**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2019

	<b>Actual 2019 \$</b>	<b>Budget (Unaudited) 2019 \$</b>	<b>Actual 2018 \$</b>
<b>Balance at 1 January</b>	<b>996,181</b>	<b>996,181</b>	<b>687,068</b>
Total comprehensive revenue and expense for the year	(16,178)	(2,278)	(9,694)
Capital Contributions from the Ministry of Education Contribution - Wharekai & Wharenui	0	0	318,806
<b>Equity at 31 December</b>	<b>980,002</b>	<b>993,903</b>	<b>996,181</b>
Retained Earnings	980,002	993,903	996,181
Reserves	0	0	0
<b>Equity at 31 December</b>	<b>980,002</b>	<b>993,903</b>	<b>996,181</b>

*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.*



**Tararua College**  
**Statement of Financial Position**  
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	499,812	345,421	236,520
Accounts Receivable	10	238,262	250,000	248,804
GST Receivable		0	25,000	20,687
Prepayments		18,841	19,500	19,839
Inventories	11	26,969	22,000	21,263
Investments	12	130,000	130,000	165,000
		<u>913,885</u>	<u>791,921</u>	<u>712,113</u>
<b>Current Liabilities</b>				
GST Payable		17,945	0	0
Accounts Payable	14	338,894	310,000	313,023
Revenue Received in Advance	15	30,015	10,000	25,508
Provision for Cyclical Maintenance	16	240,090	248,700	239,950
Finance Lease Liability - Current Portion	17	54,007	51,925	51,090
Funds held on behalf of Third Parties	18	8,600	0	0
Funds held for Capital Works Projects	19	83,755	0	(65,908)
Funds held on behalf of WELCom Cluster	20	6,749	10,000	9,085
		<u>780,056</u>	<u>630,625</u>	<u>572,747</u>
<b>Working Capital Surplus/(Deficit)</b>		<b>133,829</b>	<b>161,296</b>	<b>139,366</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	13	967,271	982,129	1,028,079
		<u>967,271</u>	<u>982,129</u>	<u>1,028,079</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	65,500	101,825	65,575
Finance Lease Liability	17	55,597	47,697	105,689
		<u>121,097</u>	<u>149,522</u>	<u>171,264</u>
<b>Net Assets</b>		<b><u>980,002</u></b>	<b><u>993,903</u></b>	<b><u>996,181</u></b>
<b>Equity</b>	26	<b><u>980,002</u></b>	<b><u>993,903</u></b>	<b><u>996,181</u></b>

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

**Tararua College**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		1,556,840	1,459,872	1,210,103
Locally Raised Funds		461,844	207,400	390,074
International Students		7,826	0	0
Goods and Services Tax (net)		38,632	(4,313)	(13,329)
Payments to Employees		(970,669)	(948,321)	(774,306)
Payments to Suppliers		(852,624)	(654,244)	(742,121)
Cyclical Maintenance Payments in the year		(27,480)	0	0
Interest Paid		(13,698)	0	(18,099)
Interest Received		8,273	12,000	1,204
Net cash from / (to) the Operating Activities		208,944	72,394	53,527
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(93,436)	(24,050)	(75,179)
Proceeds from Sale of Investments		35,000	35,000	136,005
Net cash from / (to) the Investing Activities		(58,436)	10,950	60,826
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(43,142)	(41,266)	(42,205)
Painting contract payments		0	0	(24,737)
Funds Administered on Behalf of Third Parties		6,264	915	(1,585)
Funds Held for Capital Works Projects		149,663	65,908	(136,706)
Net cash from Financing Activities		112,786	25,557	(205,232)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>263,293</b>	<b>108,901</b>	<b>(90,878)</b>
Cash and cash equivalents at the beginning of the year	9	236,520	236,520	327,399
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>499,812</b>	<b>345,421</b>	<b>236,520</b>

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

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



# Tararua College

## Notes to the Financial Statements

For the year ended 31 December 2019

### 1. Statement of Accounting Policies

#### a) Reporting Entity

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

#### b) Basis of Preparation

##### *Reporting Period*

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

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

##### *Standard early adopted*

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

##### *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 provision*

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Use of Land and Buildings Expense**

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

### **e) Operating Lease Payments**

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

### **f) Finance Lease Payments**

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

### **g) Cash and Cash Equivalents**

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

### **h) Accounts Receivable**

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

### **Prior Year Policy**

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

### **i) Inventories**

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

### **j) Investments**

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

### **Prior Year Policy**

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

### **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.

### **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:

Buildings	20–50 years
Furniture and equipment	5–20 years
Information and communication technology	5 years
Motor vehicles	10 years
Leased assets held under a Finance Lease	3–5 years
Library resources	12.5% Diminishing value

### **l) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

### **Non cash generating assets**

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

#### **m) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

Employee 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.

#### **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and international fees 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 and grants, should the School be unable to provide the services to which they relate.

#### **p) 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.

#### **q) 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).

#### **r) Financial Assets and Liabilities**

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

The School's financial liabilities comprise accounts payable, 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.

#### **s) 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.

#### **t) Budget Figures**

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

#### **u) Services received in-kind**

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

## 2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	1,215,969	1,252,406	963,861
Teachers' salaries grants	2,672,706	2,500,000	2,570,497
Use of Land and Buildings grants	663,090	571,375	665,445
Resource teachers learning and behaviour grants	2,462	9,036	11,431
Other MoE Grants	313,774	208,464	221,616
Other government grants	16,700	0	1,419
	<b>4,884,701</b>	<b>4,541,281</b>	<b>4,434,268</b>

## 3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	12,514	10,000	20,723
Bequests & Grants	16,177	10,000	0
Other revenue	27,452	32,500	39,341
Overseas Travel	75,875	0	0
Trading	123,788	102,000	141,392
Activities	125,888	25,900	113,910
Curriculum Recoveries	76,120	27,000	68,363
	457,814	207,400	383,730
<b>Expenses</b>			
Activities	223,854	15,900	90,347
Trading	129,890	100,000	158,529
Overseas Travel	79,645	0	0
	433,389	115,900	248,876
	<b>24,425</b>	<b>91,500</b>	<b>134,854</b>

*Surplus/ (Deficit) for the year Locally raised funds*

Overseas Travel relates to an educational and cultural trip to Samoa. This trip provided leadership related experience for all students, including those who would be entering into leadership roles for the coming year. The trip was fully funded by students and fundraising.

## 4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	0	0	0
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
International student fees	0	0	0
<b>Expenses</b>			
Recruitment	0	0	3,949
	0	0	3,949
	<b>0</b>	<b>0</b>	<b>(3,949)</b>

*Surplus/ (Deficit) for the year International Students'*

## 5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	164,797	126,851	165,452
Information and communication technology	63,571	115,412	60,540
Library resources	0	2,000	222
Employee benefits - salaries	3,140,634	3,105,421	2,919,923
Staff development	24,625	16,000	23,952
	<b>3,393,626</b>	<b>3,365,684</b>	<b>3,170,089</b>

## 6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	6,673	6,300	6,479
Board of Trustees Fees	3,830	5,000	3,735
Board of Trustees Expenses	16,743	8,000	10,937
Communication	12,622	10,000	12,326
Consumables	4,956	2,500	2,530
Operating Lease	18,364	43,000	22,600
Other	27,088	19,300	18,282
Employee Benefits - Salaries	229,778	203,500	210,277
Insurance	12,715	15,000	14,257
Service Providers, Contractors and Consultancy	4,520	5,000	7,618
	<b>337,288</b>	<b>317,600</b>	<b>309,041</b>

## 7. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	4,354	6,000	8,228
Consultancy and Contract Services	0	0	4,650
Cyclical Maintenance Expense	27,545	45,000	(86,000)
Grounds	8,905	9,500	5,681
Heat, Light and Water	74,951	75,500	84,322
Rates	9,905	8,000	7,160
Repairs and Maintenance	69,154	39,000	74,612
Use of Land and Buildings	663,090	571,375	665,445
Employee Benefits - Salaries	154,610	139,400	140,693
	<b>1,012,512</b>	<b>893,775</b>	<b>904,791</b>

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Buildings	25,226	22,000	21,506
Furniture and Equipment	25,093	26,500	31,113
Information and Communication Technology	67,251	9,000	68,814
Leased Assets	55,239	10,000	54,698
Library Resources	2,629	2,500	2,568
	<b>175,437</b>	<b>70,000</b>	<b>178,699</b>

## 9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	198,771	27,000	23,179
Bank Call Account	301,040	318,421	213,341
Cash and cash equivalents for Cash Flow Statement	<u>499,812</u>	<u>345,421</u>	<u>236,520</u>

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

Of the \$499,812 Cash and Cash Equivalents, \$153,392 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$499,812 Cash and Cash Equivalents, \$6,749 is held by the School on behalf of the Welcom cluster. See note 20 for details of how the funding received for the cluster has been spent in the year.

## 10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	8,046	18,000	18,846
Receivables from the Ministry of Education	47,920	30,000	0
Interest Receivable	858	2,000	1,873
Banking Staffing Underuse	10,374	10,000	41,165
Teacher Salaries Grant Receivable	171,064	190,000	186,920
	<u>238,262</u>	<u>250,000</u>	<u>248,804</u>
Receivables from Exchange Transactions	8,904	20,000	20,719
Receivables from Non-Exchange Transactions	229,358	230,000	228,085
	<u>238,262</u>	<u>250,000</u>	<u>248,804</u>

## 11. Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Livestock	11,600	13,000	12,300
School Uniforms	15,369	9,000	8,963
	<u>26,969</u>	<u>22,000</u>	<u>21,263</u>

## 12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	130,000	130,000	165,000
Non-current Asset			
Long-term Bank Deposits	0	0	0
Total Investments	<u>130,000</u>	<u>130,000</u>	<u>165,000</u>

### 13. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2019</b>						
Land	30,790	0	0	0	0	<b>30,790</b>
Buildings	542,675	0	0	0	(25,226)	<b>517,449</b>
Furniture and Equipment	134,396	57,850	0	0	(25,093)	<b>167,153</b>
Information and Communication	159,311	47,747	0	0	(67,251)	<b>139,807</b>
Leased Assets	140,052	6,931	0	0	(55,239)	<b>91,744</b>
Library Resources	20,854	2,102	0	0	(2,629)	<b>20,328</b>
<b>Balance at 31 December 2019</b>	<b>1,028,079</b>	<b>114,630</b>	<b>0</b>	<b>0</b>	<b>(175,437)</b>	<b>967,271</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2019</b>			
Land	30,790	0	<b>30,790</b>
Buildings	695,798	(178,349)	<b>517,449</b>
Furniture and Equipment	853,684	(686,531)	<b>167,153</b>
Information and Communication	1,072,151	(932,343)	<b>139,807</b>
Leased Assets	227,754	(136,009)	<b>91,744</b>
Library Resources	151,136	(130,808)	<b>20,328</b>
<b>Balance at 31 December 2019</b>	<b>3,031,312</b>	<b>(2,064,040)</b>	<b>967,271</b>

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2018</b>						
Land	30,790	0	0	0	0	<b>30,790</b>
Buildings	245,375	318,806	0	0	(21,506)	<b>542,675</b>
Furniture and Equipment	138,027	27,483	0	0	(31,113)	<b>134,396</b>
Information and Communication	184,696	43,428	0	0	(68,814)	<b>159,311</b>
Leased Assets	112,761	86,545	(4,555)	0	(54,698)	<b>140,052</b>
Library Resources	20,283	3,139	0	0	(2,568)	<b>20,854</b>
<b>Balance at 31 December 2018</b>	<b>731,932</b>	<b>479,401</b>	<b>(4,555)</b>	<b>0</b>	<b>(178,699)</b>	<b>1,028,079</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2018</b>			
Land	30,790	0	<b>30,790</b>
Buildings	695,798	(153,123)	<b>542,675</b>
Furniture and Equipment	795,834	(661,438)	<b>134,396</b>
Information and Communication	1,024,404	(865,093)	<b>159,311</b>
Leased Assets	220,822	(80,770)	<b>140,052</b>
Library Resources	149,034	(128,179)	<b>20,854</b>
<b>Balance at 31 December 2018</b>	<b>2,916,682</b>	<b>(1,888,603)</b>	<b>1,028,079</b>



#### 14. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating creditors	54,366	25,384	30,889
Accruals	21,228	11,500	11,763
Capital accruals for PPE items	5,463	0	0
Employee Entitlements - salaries	232,312	218,116	215,035
Employee Entitlements - leave accrual	25,525	55,000	55,335
	<b>338,894</b>	<b>310,000</b>	<b>313,023</b>
Payables for Exchange Transactions	338,894	310,000	313,023
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	0	0	0
	<b>338,894</b>	<b>310,000</b>	<b>313,023</b>

The carrying value of payables approximates their fair value.

#### 15. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
International Student Fees	7,826	0	0
Other	22,189	10,000	25,508
	<b>30,015</b>	<b>10,000</b>	<b>25,508</b>

#### 16. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	305,525	305,525	391,525
Increase/ (decrease) to the Provision During the Year	17,675	45,000	37,170
Adjustment to the Provision	0	0	(123,170)
Use of the Provision During the Year	(17,610)	0	0
Provision at the End of the Year	<b>305,590</b>	<b>350,525</b>	<b>305,525</b>
Cyclical Maintenance - Current	240,090	248,700	239,950
Cyclical Maintenance - Term	65,500	101,825	65,575
	<b>305,590</b>	<b>350,525</b>	<b>305,525</b>

#### 17. Finance Lease Liability

The School has entered into a number of finance lease agreements for photocopiers and IT equipment. Minimum lease payments payable:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	62,686	65,000	66,362
Later than One Year and no Later than Five Years	59,350	60,000	117,925
Later than Five Years	0	0	0
	<b>122,036</b>	<b>125,000</b>	<b>184,287</b>





### 18. Funds held on behalf of Third Parties

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	8,600	0	0
	<b>8,600</b>	<b>0</b>	<b>0</b>

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

### 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:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
AH Roof Replacement	<i>in progress</i>	(19,133)	179,798	(200,400)	0	(39,735)
Modernisation & Upgrade Projects	<i>in progress</i>	(23,383)	197,158	(20,383)	0	153,392
Library Carpet	<i>completed</i>	0	10,607	(10,715)	108	0
Walkway	<i>completed</i>	6,510	(6,510)	0	0	0
Carpet in Tech Block	<i>completed</i>	(29,902)	0	0	0	(29,902)
LED Project	<i>completed</i>	0	90,000	(92,260)	2,260	0
Totals		<b>(65,908)</b>	<b>471,053</b>	<b>(323,757)</b>	<b>2,368</b>	<b>83,755</b>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	153,392
Funds Due from the Ministry of Education	69,637
	<b>83,755</b>

	2018	Balances \$	from MoE \$	Payments \$	BOT Contributions \$	Balances \$
AH Roof Replacement	<i>in progress</i>	0	0	(19,133)	0	(19,133)
Modernisation & Upgrade Projects	<i>in progress</i>	(22,151)	0	(1,232)	0	(23,383)
Block B Demo	<i>completed</i>	36,215	2,096	(38,311)	0	0
Walkway	<i>completed</i>	45,000	0	(38,490)	0	6,510
Carpet in Tech Block	<i>completed</i>	0	0	(29,902)	0	(29,902)
Totals		<b>59,064</b>	<b>2,096</b>	<b>(127,068)</b>	<b>0</b>	<b>(65,908)</b>

### 20. Funds Held on Behalf of WELCom Cluster

Tararua College is the lead school and holds funds on behalf of the WELCom cluster, a group of schools funded by the Ministry.

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held at Beginning of the Year	9,085	9,085	10,669
Funds Received from Cluster Members	435	4,500	3,750
Funds Received from MoE	0	0	0
Funds Spent on Behalf of the Cluster	(2,771)	(3,585)	(5,335)
Funds Held at Year End	<b>6,749</b>	<b>10,000</b>	<b>9,085</b>

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's balance sheet.

#### Current Assets

Cash at bank	6,749	10,000	9,085
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#### Non Current Assets

Property Plant and Equipment	0	0	0
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#### Current Liabilities

Operating Creditors	0	0	0
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#### Non Current Liabilities

Borrowings	0	0	0
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#### Equity

	6,749	10,000	9,085
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## 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, Deputy Principals and Heads of Departments.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	3,830	3,735
Full-time equivalent members	0.22	0.27
<i>Leadership Team</i>		
Remuneration	1,194,162	917,256
Full-time equivalent members	11.85	9.00
Total key management personnel remuneration	<u>1,197,992</u>	<u>920,991</u>
Total full-time equivalent personnel	<u>12.07</u>	<u>9.27</u>

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 A

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	70 - 80	130 - 140
Benefits and Other Emoluments	0 - 5	0 - 5
Termination Benefits	0	0

### Principal B

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	40 - 50	0 - 0
Benefits and Other Emoluments	0 - 5	0 - 0
Termination Benefits	0	0

### Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
110 - 120	0.00	0.00
100 - 110	5.00	2.00
	<u>5.00</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:

	<b>2019 Actual</b>	<b>2018 Actual</b>
Total	0	0
Number of People	0	0

### 24. Contingencies

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

#### Holidays Act Compliance – schools payroll

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

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

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

### 25. Commitments

#### (a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

(a) \$300,000 contract for AH Roof Replacement, which will be fully funded by the Ministry of Education. \$179,798 has been received and \$219,533 has been spent on the project to date. This project has been approved by the Ministry; and

(b) A contract for Special Needs Modernisation, which will be fully funded by the Ministry of Education. \$197,158 has been received and \$43,766 has been spent on the project to date. This project has been approved by the Ministry; and

(c) \$29,902 contract for Carpet in Tech Block, which will be fully funded by the Ministry of Education. \$0 has been received and \$29,902 has been spent on the project to date. This project has been approved by the Ministry; and

(d) \$4,750 purchase of rugby uniforms and sports equipment.

(Capital commitments at 31 December 2018: \$310,695)

#### (b) Operating Commitments

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

- (a) Service portion of photocopier lease
- (b) Computer Service Agreement

	<b>2019 Actual \$</b>	<b>2018 Actual \$</b>
No later than One Year	46,304	46,304
Later than One Year and No Later than Five Years	8,380	54,683
Later than Five Years	0	0
	<b>54,683</b>	<b>100,987</b>

### 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 (2018: Loans and receivables)

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	499,812	345,421	236,520
Receivables	238,262	250,000	248,804
Investments - Term Deposits	130,000	130,000	165,000
Total Loans and Receivables	<b>868,074</b>	<b>725,421</b>	<b>650,324</b>

### Financial liabilities measured at amortised cost

Payables	338,894	310,000	313,023
Finance Leases	109,605	99,622	156,779
Painting Contract Liability	0	0	0
Total Financial Liabilities Measured at Amortised Cost	<b>448,499</b>	<b>409,622</b>	<b>469,802</b>

## 28. Events After Balance Date

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. Subsequently all Schools and Kura reopened on the 28th of May 2020.

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

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

## 29. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments: Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

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

## 30. Breach of Legislation

The school breached the following statutory reporting deadline in relation to these financial statements; Section 87A of the Education Act, requires the Board to provide its annual financial statements to the Auditor-General within 90 days of the end of each financial year. The deadline has been breached due to the disruption caused by the Covid-19 restrictions, including the closure of the school and at the start of 2019 there was a change in key financial personnel at the school. For these reasons, the school was not able to comply with the statutory deadline for 2019.

## Analysis of Variance 2019

<b>Strategic Aim</b>	To provide an education that allows our students choice flexibility and sustainability in their future pathways.																																																																																																											
<b>Annual Objective</b>	To improve student achievement by developing collaborative practices & Teaching as Inquiry.																																																																																																											
<b>Target</b>	<p>NCEA results will reflect National targets:</p> <ul style="list-style-type: none"> <li>• Maintain an NCEA Level 1 rate of 85% of students (70.1% National average 2018) achieving 80 credits or more at Level 1 by the end of Year 11</li> <li>• Maintain an NCEA Level 2 rate of 85% of students (76.1% National average 2018) achieving 60 credits or more at Level 2 by the end of Year 12</li> <li>• Maintain an NCEA Level 3 rate of above 70% of students (63.7% National average 2018) achieving 60 credits or more at Level 3 by the end of Year 13</li> <li>• 95% (84.8% National average 2018) of students achieve Level 1 Literacy in year 11</li> <li>• 95% (82.4% National average 2018) of students achieve Level 1 Numeracy in year 11</li> <li>• Focus on Certificate Endorsements in NCEA Level 1,2,3 to meet targets of Decile Average (2018)</li> </ul>																																																																																																											
<b>Baseline data</b>	<p>NZQA attainment data 2018 Enrolment based figures</p> <table border="1"> <thead> <tr> <th rowspan="2">Level</th> <th colspan="2">Year 11</th> <th colspan="2">Year 12</th> <th colspan="2">Year 13</th> </tr> <tr> <th>Tararua</th> <th>Decile 3</th> <th>Tararua</th> <th>Decile 3</th> <th>Tararua</th> <th>Decile 3</th> </tr> </thead> <tbody> <tr> <td>Level 1</td> <td>83.4%</td> <td>54.3%</td> <td>98.3%</td> <td>89.3%</td> <td>94.9%</td> <td>92.1%</td> </tr> <tr> <td>Level 2</td> <td></td> <td></td> <td>89.9%</td> <td>66.8%</td> <td>92.3%</td> <td>90.6%</td> </tr> <tr> <td>Level 3</td> <td></td> <td></td> <td></td> <td></td> <td>61.6%</td> <td>54.1%</td> </tr> </tbody> </table> <table border="1"> <tbody> <tr> <td>Literacy</td> <td>90%</td> <td>76.5%</td> <td>98.3%</td> <td>90.9%</td> <td>100%</td> <td>95.1%</td> </tr> <tr> <td>Numeracy</td> <td>93.3%</td> <td>82.4%</td> <td>100%</td> <td>89.9%</td> <td>94.9%</td> <td>94.5%</td> </tr> </tbody> </table> <p>TC UE entry = 12.5% (Decile 3 UE entry 26.8%)</p> <p>2018 NCEA Endorsements</p> <table border="1"> <thead> <tr> <th rowspan="2">Level</th> <th rowspan="2">Endorsement</th> <th colspan="2">Year 11</th> <th colspan="2">Year 12</th> <th colspan="2">Year 13</th> </tr> <tr> <th>Tararua</th> <th>Decile 3</th> <th>Tararua</th> <th>Decile 3</th> <th>Tararua</th> <th>Decile 3</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Level 1</td> <td>Merit</td> <td>15.7%</td> <td>24.9%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Excellence</td> <td>14.3%</td> <td>10.0%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Level 2</td> <td>Merit</td> <td>-</td> <td>-</td> <td>15.4%</td> <td>16.7%</td> <td></td> <td></td> </tr> <tr> <td>Excellence</td> <td>-</td> <td>-</td> <td>13.2%</td> <td>6.8%</td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Level 3</td> <td>Merit</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>9.1%</td> <td>15.5%</td> </tr> <tr> <td>Excellence</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>10.2%</td> <td>8.4%</td> </tr> </tbody> </table>	Level	Year 11		Year 12		Year 13		Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3	Level 1	83.4%	54.3%	98.3%	89.3%	94.9%	92.1%	Level 2			89.9%	66.8%	92.3%	90.6%	Level 3					61.6%	54.1%	Literacy	90%	76.5%	98.3%	90.9%	100%	95.1%	Numeracy	93.3%	82.4%	100%	89.9%	94.9%	94.5%	Level	Endorsement	Year 11		Year 12		Year 13		Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3	Level 1	Merit	15.7%	24.9%					Excellence	14.3%	10.0%					Level 2	Merit	-	-	15.4%	16.7%			Excellence	-	-	13.2%	6.8%			Level 3	Merit	-	-	-	-	9.1%	15.5%	Excellence	-	-	-	-	10.2%	8.4%
Level	Year 11		Year 12		Year 13																																																																																																							
	Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3																																																																																																						
Level 1	83.4%	54.3%	98.3%	89.3%	94.9%	92.1%																																																																																																						
Level 2			89.9%	66.8%	92.3%	90.6%																																																																																																						
Level 3					61.6%	54.1%																																																																																																						
Literacy	90%	76.5%	98.3%	90.9%	100%	95.1%																																																																																																						
Numeracy	93.3%	82.4%	100%	89.9%	94.9%	94.5%																																																																																																						
Level	Endorsement	Year 11		Year 12		Year 13																																																																																																						
		Tararua	Decile 3	Tararua	Decile 3	Tararua	Decile 3																																																																																																					
Level 1	Merit	15.7%	24.9%																																																																																																									
	Excellence	14.3%	10.0%																																																																																																									
Level 2	Merit	-	-	15.4%	16.7%																																																																																																							
	Excellence	-	-	13.2%	6.8%																																																																																																							
Level 3	Merit	-	-	-	-	9.1%	15.5%																																																																																																					
	Excellence	-	-	-	-	10.2%	8.4%																																																																																																					

School Target	Outcomes (what happened?) 2019 Results	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Maintain an NCEA Level 1 rate of 85% of students (70.1% National average 2018) achieving 80 credits or more at Level 1 by the end of Year 11	Tararua College – 79.1% Decile 1-3 – 55.1%	<ul style="list-style-type: none"> <li>Slight drop in achievement from previous year.</li> <li>High number of SSC students, lack of attendance or leaving school early led to 13 students not achieving</li> </ul>	<ul style="list-style-type: none"> <li>Continue tracking of students throughout the year.</li> <li>Continue to identify at risk students early with robust action plans clearly communicated with caregivers</li> </ul>
Maintain an NCEA Level 2 rate of 85% of students (76.1% National average 2018) achieving 60 credits or more at Level 2 by the end of Year 12	Tararua College – 86.8% Decile 1-3 – 67%	Target achieved	<ul style="list-style-type: none"> <li>Continue tracking of students throughout the year.</li> <li>Explore ways to promote student self-efficacy rather than relying on teacher tracking</li> </ul>
Maintain an NCEA Level 3 rate of above 70% of students (63.7% National average 2018) achieving 60 credits or more at Level 3 by the end of Year 13	Tararua College – 72.9% Decile 1-3 – 57.5%	Target achieved	<ul style="list-style-type: none"> <li>Continue tracking of students throughout the year.</li> <li>Explore ways to promote student self-efficacy rather than relying on teacher tracking</li> </ul>
95% (84.8% National average 2018) of students achieve Level 1 Literacy in year 11	Tararua College – 90.7% Decile 1-3 – 79.2%	<ul style="list-style-type: none"> <li>Partially achieved. Maintained achievement from 2018.</li> <li>9 students not achieving – SSC or international students</li> </ul>	<ul style="list-style-type: none"> <li>Maintain focus on Literacy and Numeracy in Junior School.</li> <li>Whole school focus on writing</li> <li>Explore ways to support SSC students to</li> </ul>

			achieve literacy credits
95% (82.4% National average 2018) of students achieve Level 1 Numeracy in year 11	Tararua College – 91.9% Decile 1-3 – 75.8%	<ul style="list-style-type: none"> <li>Partially achieved. Maintained achievement from 2018.</li> <li>7 students not achieving – SSC or international students</li> </ul>	<ul style="list-style-type: none"> <li>Maintain focus on Literacy and Numeracy in Junior School.</li> <li>Explore ways to support SSC students to achieve literacy credits</li> </ul>
Focus on Certificate Endorsements in NCEA Level 1,2,3 to meet targets of Decile Average (2018)	Significant increase in Excellence endorsement in level 2 & 3, but reduction in endorsements at all other levels	<ul style="list-style-type: none"> <li>The HPA promotes excellence achievement in high achieving students</li> <li>Lack of focus on endorsements from other students</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways to promote student self-efficacy and increase student ambition</li> </ul>

Actions (what we did?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
Review of Collaborative Teaching Practices to inform embedding of redeveloped timetable	Some verbal anecdotal review, TC chat and forum student review	The action was partially achieved but needs much more robust and consistent review process put in place	A review survey of staff, parents and students will be carried out in early 2020 to inform future planning
Deliver interdisciplinary courses for Juniors	Collaborative courses implemented and 3 rotations completed.	This action was achieved but does need more review	A complete review of collaborative courses 2019 to be completed at start of term 1 2020.
Coherent Pathways developed within College and Kahui Ako with defined subject capabilities	Pathways developed and shared with Kahui Ako for Literacy and Numeracy	This action is on track according to the timeline set by Kahui Ako	Coherent pathways will continue in 2020 with aim to be complete by the end of the year
SOLO Taxonomy and common language developed for all courses within the College	Sharing of SOLO with staff during SOD and development of lesson plans using SOLO taxonomy	Not a full understanding of SOLO across all staff. Confusion caused by other	Consolidation of methods for TC. reinstate T & L group and agree one way/focus for

		methods used to support learning.	2020 to give clarity for staff
Māori Strategic Plan further developed in all areas of the College	Staff Te Reo Māori course 2019 Staff practising correct pronunciation Staff waiata repertoire is building up Whole school haka embedded and practised regularly Waiata introduced to formal assemblies Student leaders promoting the use of Te Reo Māori in formal assemblies and meetings. Tikanga Māori valued in school media platforms, correspondence, bulletins etc.	A whole raft of improvements have been made but these have been coincidental and uncoordinated. No overall strategic plan created	Development of a strategic plan to coordinate all developments, including the improvement of Te Ao Maori department to encourage student participation.
Review whole school tracking and monitoring to ensure consistent procedures followed throughout the school. (Focus on Juniors)	Senior tracking now embedded in practice Junior diploma is tracked on Assay. Whānau teachers discuss progress with students regularly	This action has been achieved successfully, but can be extended to improve attainment	Asttle results to be recorded in Kamar to come through to Assay Change of student focus from obtaining credits to getting M or E endorsements
Review impact of Talent Central as a Dual Pathways partner to inform future investment	Very little contact made with Talent Central No benefit gained in 2019	Lack of strategic direction from Talent Central Uncertainty on the future of Talent Central	Unlikely to continue association with Talent Central unless there are dramatic improvements in how it functions. Review impact with MPA
Work closely with Manfield to develop appropriate skills based training for regional infra-structural redevelopment	Some interaction with Manfield has led to a number of Driving Licences being achieved.	Managerial changes at Manfield and the National Driver Training Centre has led to reduced opportunities	Continue working with the NDTC to identify opportunities for 2020 and beyond
Develop and review VLN approaches using Google Meeting Space to ensure student needs are being met	A few students have say courses this year, but numbers remain very small	VLN courses require a high level of self-discipline which many student find too challenging	Continue to offer and promote VLN to senior school



Redevelopment of Horticulture space on the School Farm	The garden beds / poly-tunnels have now been relocated to the new Enviroschools area.	This action has been achieved successfully	The old horticulture area will be redeveloped to provide stock area
NEET and ARONA data reviewed by SLT to ensure students are leaving school with viable pathways	Minimal evaluation of NEET or ARONA data has been completed. However, all leavers	Lack of knowledge or experience in being able to access this data	SLT will identify where this data can be accessed and review destinations in 2020

<b>Strategic Aim</b>	For Tararua College to become a centre of excellence for community learning																										
<b>Annual Objective</b>	To drive community engagement in Tararua College																										
<b>Target</b>	<ul style="list-style-type: none"> <li>Engage with 100% parents in positive conversations, either on or off site throughout the year.</li> <li>To have the majority of Māori whānau represented or actively engaged in the Roopu</li> <li>An increase in the community use of school facilities - Hall, Marae, Swimming Pool</li> <li>An increase in school/student involvement in community events including sports and cultural</li> <li>An increase in positive community perception</li> </ul>																										
<b>Baseline data</b>	Attendance  <table border="1"> <thead> <tr> <th>Year Level</th> <th>Attendance &lt;75%</th> <th>Attendance 75-85%</th> <th>Attendance &gt;85%</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>13%</td> <td>24%</td> <td>63%</td> </tr> <tr> <td>10</td> <td>19%</td> <td>17%</td> <td>64%</td> </tr> <tr> <td>11</td> <td>44%</td> <td>54%</td> <td>2%</td> </tr> <tr> <td>12</td> <td>64%</td> <td>30%</td> <td>6%</td> </tr> <tr> <td>13</td> <td>0%</td> <td>100%</td> <td>0%</td> </tr> </tbody> </table> Stand downs and suspension data  2016 <ul style="list-style-type: none"> <li>52 Stand downs in 2016 of which 38 were Māori</li> <li>33 Suspensions in 2016 of which 24 were Māori (based on a 40% Māori roll)</li> </ul> 2017 <ul style="list-style-type: none"> <li>21 Stand downs in 2017 of which 12 were Māori, (8 were NZ European and 1 Pacific)</li> <li>9 Suspensions in 2017 of which 6 were Māori, (2 were NZE and 1 Pacific) (based on 37% Māori roll)</li> </ul> 2018 <ul style="list-style-type: none"> <li>51 Stand downs in 2018 of which 21 were Māori, (18 were NZ European and 2 Other)</li> <li>5 Suspensions in 2018 of which 5 were Māori (based on 40% Māori role)</li> </ul>			Year Level	Attendance <75%	Attendance 75-85%	Attendance >85%	9	13%	24%	63%	10	19%	17%	64%	11	44%	54%	2%	12	64%	30%	6%	13	0%	100%	0%
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<b>Actions (what we did?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>																								
Review (survey) of school community views on new school day and Junior curriculum structures.	See Review of Collaborative Teaching Practices (Strategic Aim 1)																										
Embed hui/Roopu and support development of Incorporated																											

Society for Tama Tū Marae.			
Work with Kāhui Ako schools to ensure seamless pathways and transitions.	See Coherent pathways (Strategic Aim 1)		
Work with Kāhui Ako to redesign Primary Technology Yr 7 & 8 Course.	Review group has met with Prim Tech staff and discuss a way forward. Bush principals agreed to increase funding and identified a group of principals to work with Prim Tech staff on curriculum redesign	Partially completed. With change of principal the timescales for this action have slipped slightly	Bush principals work with Prim tech staff in 2020 to have a full programme in place for 2021
Further develop and embed High Performance Academy (HPA) to ensure investment is appropriately delivered to maximise student achievement and set achievement targets around Academic, Sporting and Cultural areas.	<ul style="list-style-type: none"> <li>• HPA increased numbers of students to 30+.</li> <li>• Meetings between whanau teachers and caregivers competed regularly with all HPA students</li> <li>• HPA students achieving well in all areas</li> </ul>	This action has been reasonably well achieved, however more refinement is required to ensure credibility of the programme is maintained	Refinement and relaunch of the HPA in term 1 2020 Criteria for entry to be review and updated Expectations to be review and clearly stated to all participants
Continue discussions and plan for building upgrades	Roofing project now being managed by MOE Discussions re. replacement of A block is now underway – Project manager being appointed	This action has been partially achieved due to issues with OCTA and structural issues with building being identified	Roofing project will continue well into 2020. A block replacement – planning and development in 2020/21 will completion date sometime in 2022
Continue positive promotion of College	Extensive use of Facebook and Bush telegraph to promote the College and inform the community on what we are doing	This action has been completed. Facebook reaches and interactions have been consistently high. Anecdotal feedback has been very positive	Continue promotion and community involvement in 2020
Market and promote Tararua College internationally	Minimal promotion internationally.	The requirement for dedicated ESOL staff and International	Continue to work with our agent on increasing the number of fee

	We hopefully have one fee paying International student for 2020	department still a major stumbling block on development of International students	paying international students
Ensure Board of Trustees elections attract strong candidates with appropriate skills to provide relevant governance for the College.	Board elections completed with 5 Board members elected. This did go to an election as more than 5 candidates stood	Completed successfully	Board elections not due for a further 3 years
Develop school based specialist Alternative Education facility funded through sale of Victoria St property.	Plans for replacement Alt Ed are now almost complete. Ongoing discussions now underway around the feasibility of this replacement and the pros and cons around it.	Partially completed. Timescale to have this completed this year were unrealistic.	National review of Alt Ed in 2020. This will inform our decisions as we move forward with discussions.

<b>Strategic Aim</b>	To provide a safe and supportive environment that engages students in all aspects of learning.		
<b>Annual Objective</b>	To develop mechanisms and processes to support the wellbeing of our school community.		
<b>Target</b>	<ul style="list-style-type: none"> <li>• Stand-downs and suspensions especially amongst priority learners reflect typical Decile 3 School data</li> <li>• Stand down &amp; suspensions figures reflect the ethnicity makeup of the college</li> <li>• School community survey data reflects mostly positive perspectives of the school</li> <li>• Create baseline data for behaviour across the college, tracking the impact of restorative practice.</li> <li>• Reduction in the number of behavioural incidents (negative PB4L behaviours)</li> <li>• Increase workplace satisfaction survey results throughout 2019</li> </ul>		
<b>Baseline data</b>			
<b>Actions (what we did?)</b>	<b>Outcomes (what happened?)</b>	<b>Reasons for the variance (why did it happen?)</b>	<b>Evaluation (where to next?)</b>
Implement Employee Assistance Programme to support all staff.	School signed up to EAP, but very little promotion within school. Term 4 – info went out to staff with links to EAP etc.	Partially achieved due to lack of promotion	Continue promoting the EAP service to staff
Engage in Wellbeing PLD for all staff who wish to participate.	This action was started but only the first staff 2 sessions were held.	Not all staff signed up to the wellbeing programme so finding time to meet was problematic. Programme was not what we envisaged and was not fit for our purpose	We will not continue with the Core Ed wellbeing programme. However, we will keep looking to see what other sources of wellbeing PLD can be offered.
Evaluation of PB4L-SW to determine whether we move to tier 2.	College staff received tier 2 training and have begun delivering some to the tier 2 programme	This action has been completed	Tier 1 and tier 2 now in operation across the college
Focus on development of PB4L-RP.	PB4L-RP programme not introduced	RP already being used in the school, but focus is still on SW before we engage on PB4L-RP	Embed tier 1 and tier 2 PB4L-SW in 2020. Possibly look at PB4L-RP in 2021
To develop specific student Wellbeing focus through whānau classes.	Wellbeing Wednesdays introduced and received very favourable reviews from both staff and students	This action has been completed	Wellbeing lessons will continue in whānau time for 2020

<p>To develop strategies which positively impact on student attendance throughout all Year groups and ethnicities.</p>			
<p>Facilitate the TKA Within School Teachers (WSTs) to support and develop staff practice.</p>	<p>TKA teachers continued to develop TAI strategies with staff</p>	<p>Partially completed. Due to lack of strategic direction and support from TKA the feedback from WSTs was poor across whole of TKA</p>	<p>Clearer and more robust direction and support from TKA will be in place for 2020. WST appointments for 2020 to be completed before the end of the year. 3 main foci – wellbeing, cultural responsiveness and key competencies</p>
<p>Promote practices, which develop relational trust and open to learning conversations between staff.</p>	<p>Discussions around Open to learning conversations took place within SLT and with support from PLD provider</p>	<p>Partially. SLT were more open to having honest and frank discussions</p>	<p>New Principal and DP will hopefully develop this naturally, as time goes on, but this can be reviewed if necessary.</p>