

HOMAI SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 1317

Principal: Rosina Wikaira

School Address: 89 Browns Road, Manurewa, Manukau

School Postal Address: 89 Browns Road, Manurewa, Manukau, 2102

School Phone: 09 266 8918

School Email: office@homai.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires/ Expired
David Hydes	Chairperson	Elected	Community Support Worker - Mental Health	Jun 2022
Rosina Wikaira	Principal	ex Officio		
Elizabeth Havill	Parent Rep	Elected	Foster Parent	Jun 2022
Meafou Falesefulu	Parent Rep	Elected	Factory Worker	Jun 2019
Nane Lockington	Parent Rep	Co-opted	Student	Jun 2019
Helen Tua	Parent Rep	Elected	Community Relations and Investment	Jun 2022
Losaline Mavae	Parent Rep	Elected	Small Business Owner	Jun 2022
Bill Neva	Parent Rep	Elected	Retired	Jun 2022
Caroline McLeod	Staff Rep	Elected		Jun 2019
Estea Peautau	Staff Rep	Elected	Lead Coach	Jun 2022

Accountant / Service Provider: Education Services Ltd

HOMAI SCHOOL

Annual Report - For the year ended 31 December 2019

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Homai School

Statement of Responsibility

For the year ended 31 December 2019

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

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

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

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

David Ian Hyles

Full Name of Board Chairperson

D.I. Hyles

Signature of Board Chairperson

25th May 2020

Date:

Rosina C Wikaira

Full Name of Principal

R. Wikaira

Signature of Principal

25th May 2020

Date:

Homai School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	3,500,572	3,116,491	3,451,202
Locally Raised Funds	3	93,058	54,660	219,691
Interest income		10,037	7,000	10,817
Gain on Sale of Property, Plant and Equipment		373	-	1,298
Other Revenue		1,047	-	-
		3,605,087	3,178,151	3,683,008
Expenses				
Locally Raised Funds	3	53,822	-	40,628
Learning Resources	4	2,298,222	1,925,403	2,212,780
Administration	5	158,651	198,949	130,873
Finance		2,723	2,156	3,860
Property	6	926,273	976,533	1,049,089
Depreciation	7	77,851	48,960	72,208
Loss on Disposal of Property, Plant and Equipment		2,854	-	-
		3,520,396	3,152,001	3,509,438
Net Surplus / (Deficit) for the year		84,691	26,150	173,570
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		84,691	26,150	173,570

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

Homal School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	Notes	Actual 2019 \$	Budget (Unaudited) 2019 \$	Actual 2018 \$
Balance at 1 January		<u>934,397</u>	<u>750,559</u>	<u>749,011</u>
Total comprehensive revenue and expense for the year		84,691	26,150	173,570
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		39,000	-	11,816
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	23	<u>1,058,088</u>	<u>776,709</u>	<u>934,397</u>
Retained Earnings		1,058,088	776,709	934,397
Equity at 31 December		<u>1,058,088</u>	<u>776,709</u>	<u>934,397</u>

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

Homai School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	232,048	301,262	458,510
Accounts Receivable	9	149,299	73,896	120,761
GST Receivable		17,558	7,708	32,682
Prepayments		4,316	2,515	1,779
Inventories	10	1,255	2,562	1,124
Investments	11	133,787	88,023	131,104
Funds owed for Capital Works Projects	17	19,745	-	-
		558,008	475,966	745,960
Current Liabilities				
Accounts Payable	13	155,998	104,568	145,157
Revenue Received in Advance	14	10,860	494	998
Provision for Cyclical Maintenance	15	40,375	44,158	45,420
Finance Lease Liability - Current Portion	16	13,115	14,374	17,801
Funds held for Capital Works Projects	17	-	-	82,312
		220,348	163,594	291,688
Working Capital Surplus/(Deficit)		337,660	312,372	454,272
Non-current Assets				
Property, Plant and Equipment	12	731,001	501,112	550,894
		731,001	501,112	550,894
Non-current Liabilities				
Provision for Cyclical Maintenance	15	1,000	29,440	49,130
Finance Lease Liability	16	9,573	7,335	21,639
		10,573	36,775	70,769
Net Assets		1,058,088	776,709	934,397
Equity		1,058,088	776,709	934,397

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

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

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		958,013	943,657	963,331
Locally Raised Funds		103,618	54,660	219,780
Goods and Services Tax (net)		15,124	-	(24,974)
Payments to Employees		(583,872)	(560,410)	(515,786)
Payments to Suppliers		(388,932)	(376,454)	(430,055)
Interest Paid		(2,723)	(2,156)	(3,860)
Interest Received		10,379	7,000	10,021
Net cash from Operating Activities		111,607	66,297	218,457
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(259,243)	(49,000)	(101,485)
Purchase of Investments		(2,682)	-	(43,081)
Net cash from Investing Activities		(261,925)	(49,000)	(144,566)
Cash flows from Financing Activities				
Furniture and Equipment Grant		39,000	-	11,816
Finance Lease Payments		(13,087)	(18,526)	-
Funds Held for Capital Works Projects		(102,057)	-	70,312
Net cash from Financing Activities		(76,144)	(18,526)	82,128
Net Increase/(decrease) in cash and cash equivalents		(226,462)	(1,229)	156,019
Cash and cash equivalents at the beginning of the year	8	458,510	302,491	302,491
Cash and cash equivalents at the end of the year	8	232,048	301,262	458,510

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.

Homai School

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 27.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

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

Cyclical Maintenance Provision

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at Note 15.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Buildings	40 years
Building Improvements	5-40 years
Furniture and Equipment	5-40 years
Information and Communication	3-5 years
Leased Assets	5 years
Library Resources	8 years

Leased assets are depreciated over the life of the lease.

l) Intangible Assets

Software costs

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

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

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) Impairment of property, plant, and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

p) Revenue Received in Advance

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

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

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Assets and Liabilities

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

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

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

u) Borrowings

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

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	797,777	849,357	803,024
Teachers' Salaries Grants	1,766,528	1,462,950	1,664,684
Use of Land and Buildings Grants	732,377	702,855	739,608
Other MoE Grants	195,003	99,829	226,116
Other Government Grants	8,887	1,500	17,770
	3,500,572	3,116,491	3,451,202

3. Locally Raised Funds

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	999	500	594
Bequests & Grants	28,040	25,000	155,969
Activities	49,879	26,500	43,927
Trading	7,992	-	7,478
Fundraising	6,148	2,660	11,723
	93,058	54,660	219,691
Expenses			
Activities	19,360	-	10,598
Trading	9,969	-	6,298
Fundraising (Costs of Raising Funds)	5,388	-	10,059
Other Locally Raised Funds Expenditure	19,105	-	13,673
	53,822	-	40,628
<i>Surplus for the year Locally raised funds</i>	39,236	54,660	179,063

4. Learning Resources

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	80,169	86,998	72,812
Library Resources	2,328	2,700	2,145
Employee Benefits - Salaries	2,188,819	1,810,505	2,120,331
Staff Development	26,906	23,700	17,864
R&M/minor Purchases	-	1,500	(172)
	2,298,222	1,925,403	2,212,780

5. Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	6,570	5,700	6,379
Board of Trustees Fees	1,825	4,000	2,985
Board of Trustees Expenses	8,936	12,800	8,288
Communication	7,304	7,550	10,039
Consumables	6,884	7,275	6,227
Other	13,721	17,825	17,455
Employee Benefits - Salaries	96,129	130,279	62,301
Insurance	5,198	2,000	5,343
Service Providers, Contractors and Consultancy	12,084	11,520	11,856
	158,651	198,949	130,873

6. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	55,441	51,790	57,846
Cyclical Maintenance Expense	(53,175)	21,000	9,962
Grounds	14,878	23,000	16,104
Heat, Light and Water	42,114	32,700	33,062
Repairs and Maintenance	31,275	55,612	114,376
Use of Land and Buildings	732,377	702,855	739,608
Security	13,996	7,000	8,245
Employee Benefits - Salaries	83,067	82,576	69,886
Contractors & Consultants	6,300	-	-
	926,273	976,533	1,049,089

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

7. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	10,368	7,029	10,367
Building Improvements	2,059	1,483	2,187
Furniture and Equipment	35,131	14,338	21,146
Information and Communication Technology	12,834	14,938	22,031
Motor Vehicles	96	-	-
Leased Assets	16,900	10,890	16,061
Library Resources	463	282	416
	77,851	48,960	72,208

8. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	350	-	350
Bank Current Account	7,711	61,432	215,315
Bank Call Account	223,987	239,830	242,845
Cash equivalents for Cash Flow Statement	<u>232,048</u>	<u>301,262</u>	<u>458,510</u>

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

9. Accounts Receivable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	2,967	2,722	2,954
Receivables from the Ministry of Education	13,225	-	1,208
Interest Receivable	815	361	1,157
Teacher Salaries Grant Receivable	132,292	70,813	115,442
	<u>149,299</u>	<u>73,896</u>	<u>120,761</u>
Receivables from Exchange Transactions	3,782	3,083	4,111
Receivables from Non-Exchange Transactions	145,517	70,813	116,650
	<u>149,299</u>	<u>73,896</u>	<u>120,761</u>

10. Inventories

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	1,255	2,562	1,124
	<u>1,255</u>	<u>2,562</u>	<u>1,124</u>

11. Investments

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	133,787	88,023	131,104
Total Investments	<u>133,787</u>	<u>88,023</u>	<u>131,104</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	284,814	-	-	-	(10,368)	274,446
Building Improvements	33,281	7,860	-	-	(2,059)	39,081
Furniture and Equipment	175,048	236,827	(2,826)	-	(35,131)	373,918
Information and Communication Technology	19,194	9,096	-	-	(12,634)	15,456
Motor Vehicles	-	3,125	-	-	(96)	3,029
Leased Assets	37,933	1,473	(271)	-	(16,900)	22,235
Library Resources	624	2,675	-	-	(463)	2,836
Balance at 31 December 2019	550,894	261,056	(3,097)	-	(77,851)	731,001

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	416,870	(142,424)	274,446
Building Improvements	110,889	(71,808)	39,081
Furniture and Equipment	677,678	(303,760)	373,918
Information and Communication Technology	242,592	(227,136)	15,456
Motor Vehicles	3,125	(96)	3,029
Leased Assets	53,703	(31,468)	22,235
Library Resources	67,418	(64,582)	2,836
Balance at 31 December 2019	1,572,275	(841,274)	731,001

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Buildings	295,181	-	-	-	(10,367)	284,814
Building Improvements	35,468	-	-	-	(2,187)	33,281
Furniture and Equipment	94,710	101,485	-	-	(21,145)	175,049
Information and Communication Technology	41,224	-	-	-	(22,031)	19,193
Leased Assets	38,758	22,937	(7,701)	-	(16,061)	37,933
Library Resources	1,040	-	-	-	(416)	624
Balance at 31 December 2018	506,381	124,422	(7,701)	-	(72,208)	550,894

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Buildings	416,870	(132,056)	284,814
Building Improvements	103,029	(69,748)	33,281
Furniture and Equipment	443,989	(268,940)	175,049
Information and Communication Technology	217,557	(198,364)	19,193
Leased Assets	74,982	(37,049)	37,933
Library Resources	64,743	(64,119)	624
Balance at 31 December 2018	1,321,170	(770,276)	550,894

13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	15,091	26,425	19,993
Accruals	4,570	3,736	6,379
Capital Accruals for PPE Items	340	-	-
Employee Entitlements - Salaries	132,292	70,813	115,442
Employee Entitlements - Leave Accrual	3,705	3,594	3,343
	155,998	104,568	145,157
Payables for Exchange Transactions	155,998	104,568	145,157
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	155,998	104,568	145,157

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Other	10,860	494	998
	10,860	494	998

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	94,550	52,598	84,588
Increase/(decrease) to the Provision During the Year	(53,175)	21,000	9,962
Provision at the End of the Year	41,375	73,598	94,550
Cyclical Maintenance - Current	40,375	44,158	45,420
Cyclical Maintenance - Term	1,000	29,440	49,130
	41,375	73,598	94,550

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	13,768	14,374	18,977
Later than One Year and no Later than Five Years	10,152	7,335	22,870
	23,920	21,709	41,847

17. Funds (Owed) Held for Capital Works Projects

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

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Senior Block 1 Upgrade	<i>In progress</i>	82,312	-	(102,057)	-	(19,745)
Totals		82,312	-	(102,057)	-	(19,745)

Represented by:

Funds Held on Behalf of the Ministry of Education
 Funds Due from the Ministry of Education

-
19,745

19,745

	2018	Opening Balances	Receipts from MoE	Payments	BOT Contribution/ (Write-off to R&M)	Closing Balances
		\$	\$	\$		\$
Senior Block 1 Upgrade	<i>In progress</i>	4,680	324,851	(247,219)	-	82,312
Totals		4,680	324,851	(247,219)	-	82,312

18. 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.

19. 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	1,825	2,985
Full-time equivalent members	0.07	0.08
<i>Leadership Team</i>		
Remuneration	542,651	550,330
Full-time equivalent members	5.00	4.69
Total key management personnel remuneration	544,476	553,315
Total full-time equivalent personnel	5.07	4.97

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

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140 - 150	140 - 150
Benefits and Other Emoluments	3 - 4	3 - 4
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
120 - 130	-	1.00
100 - 110	1.00	1.00
	1.00	2.00

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

20. Compensation and Other Benefits Upon Leaving

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

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

21. 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.

22. Commitments

(a) Capital Commitments

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

(b) Operating Commitments

There are no operating commitments as at 31 December 2019 (Operating commitments at 31 December 2018: nil).

23. 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.

24. 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 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	232,048	301,262	458,510
Receivables	149,299	73,898	120,761
Investments - Term Deposits	133,787	88,023	131,104
Total Financial assets measured at amortised cost	515,134	463,181	710,375
Financial liabilities measured at amortised cost			
Payables	155,998	104,568	145,157
Finance Leases	22,688	21,709	39,440
Total Financial Liabilities Measured at Amortised Cost	178,686	126,277	184,597

25. 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 18th 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.

26. Comparatives

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

27. Adoption of PBE IFRS 9 Financial Instruments

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

Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

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

- Note 11 Investments:

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

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

Analysis of Variance Reporting



School Name:	Homai School	School Number:	1317
Strategic Aim 1:	<p>COLLABORATION</p> <ul style="list-style-type: none"> • Learning Progress & Achievement - Promote and Improve Educational Success for Maori and all Learners • Te Reo Maori me ona tikanga is a key feature of our school to benefit Maori and all learners. 		
Annual Aim:	<p>Students can collaborate, communicate and co-construct learning through these authentic learning experiences:</p> <ul style="list-style-type: none"> • Digital-STEAM (Localising our Curriculum) • Specialised programs • ESOL programs • PB4L / Values programs • Reo Maori me ona tikanga woven into our Digital-STEAM curriculum to benefit Maori learners and all learners (continued) 		
Target:	<ul style="list-style-type: none"> • Reading, Writing (Priority Area) and Mathematical skills and techniques are taught through a STEAM approach to learning • Students have access to specialised programs to create authentic learning experiences • Students can collaborate, communicate and co-construct learning through these authentic learning experiences • Priority learners are known to all staff and specific programs are designed to cater for their needs and abilities 		
Baseline Data:	<p>Teachers Voice: Teachers Voice (Baseline STEAM Data)</p> <p>Attached is our teacher voice – their perspectives, challenges and barriers to teaching a Digital- STEAM Programme. This is our first year implementing this curriculum and although a minority group of teachers found this hard – moving from traditional – 21st century teaching, the majority of our staff have found this curriculum enriching and exciting.</p> <p>2019 T1 T3 Comparative Writing Our comparative writing data shows a good shift in our writing through our Digital-STEAM Curriculum. What this data shows is that students are making progress through a 21st Century Teaching & Learning approach to the curriculum.</p> <p>2019 Comparative Voices Data – Voices collected over time as new data SET to support our teaching & learning programmes and impact on learners learning.</p>		

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Providing ongoing explicit PLD and support for all staff around implementing and integrating Reading, Writing and mathematical skills and techniques through a Digital-STEAM approach to learning.</p> <p>Whanau STEAM information evening in Term 1</p> <p>Collecting teacher voice to evaluate where we are at as a school on STEAM curriculum implementation</p> <p>Utilising SSTs expertise to run Specialised Programmes. To support student engagement and diverse learning styles. Programmes included: Hard Materials, Gardening, Cooking, Electronics and Sports.</p> <p>Purchasing new resources for classroom teachers to support teaching and learning programmes.</p> <p>*On going PD in DMIC - Workshops and In class Support *PD on being a Digital Citizen</p>	<p>Improvement in student engagement Collaborative Approach to Learning</p> <p>Whanau engagement and understanding the way the new Digital curriculum will be implemented.</p> <p><u>Teachers Voice (Baseline STEAM Data)</u> A case study was used to evaluate our teachers perspectives on STEAM curriculum. Although we still have much to develop, our first year of delivering a STEAM curriculum has shown some good improvements in writing.</p> <p>Resources supplied for each of these specialised programmes. Not on the 2019 budget. Some Resources and equipment were funded by an outside funding agency.</p> <p>Supplying resource kits for our new curriculum delivery wasn't part of the 2018 budget. However, by supporting our classrooms with these resources, teaching programmes were innovative, exciting and engaging.</p>	<p>To ensure that all Teachers felt confident in integrating Reading, Writing and Maths into the authentic learning experiences.</p> <p>Some teachers still find STEAM curriculum hard to implement in their everyday programmes, but ongoing support through modelling, exemplars and team teaching will be available as well as our weekly RbL focus on Curriculum.</p> <p>DMIC Programme was only implemented in the Junior School. This has proven to be an effective programme and will be implemented across the whole school in 2020.</p>	<p>Ongoing PLD in 2020 to develop our Digital-STEAM curriculum and support teachers at the classroom level.</p> <p>Continual work with Jackie Smith from Kiwi Schools to support us on our Digital STEAM journey.</p> <p>Continue to work with Laurayne Tafa on localising our Curriculum</p> <p>Align our STEAM with our CoLs (Manurewa Kahui Ako) goals and achievement.</p> <p>Provide funds in our 2020 budget to support our Specialist Programmes, which are linked to our STEAM Programmes</p> <p>Provide funds in our 2020 budget to support our STEAM Programme</p> <p>DMIC PLD will be organised in term 1 2020 and implemented across the whole school.</p>

Planning for next year:

In 2020 we will continue to develop our Digital-STEAM Curriculum to support our teachers with their capabilities and pedagogy for integrating the learning areas with a STEAM focus. Our 2020 budget has been aligned to support us with the necessary resources and equipment to ensure we provide a programme that is innovative and engaging for our learners. We will continue to seek support from Kiwi Schools Jackie Smith, our ClusterDigital & IT provider as well as Laurayne Tafa from TafaEd & Cognition Education. As our RbL (relationship-based Learning) facilitator.

Our 2019 annual goal for STEAM curriculum has transferred to our 2020 focus, which is to ensure:

- students can collaborate, communicate and co-construct learning through these authentic learning experiences and;
- Priority learners are known to all staff and specific programs are designed to cater for their needs and abilities.

Our other annual goals for STEAM will continue to be develop alongside these 2 main focus points.

Writing will continue to be our focus aligning these to a robust reading programme. Our Curriculum and Guiding Coalition Teams will track students progress each term and evaluate our impact on learning.

We are currently working with Vision Education to support our PaCT Tool PLD and have completed our PLD journal. However, for this to happen the completion of our RbL PLD Journal Feedback needs to be submitted. This is almost completed for submission.

Strategic Aim 3:

INTERACT

- Effective Teaching - Promoting Family-Like Context

Annual Aim:

To accredit new 2019 Lead Coaches (including those who were conditionally accredited in 2018), and build RbL (Relationship-based Learning) expertise.

- Effective RbL classroom observation tools provide evidence for optimal learning conversations and co-construction

Target:

- Explicit teaching using learning intentions and success criteria with students in ways that utilise students' prior knowledge and help them to co-construct new knowledge
- Impact coaches provides opportunity for teachers to identify optimal teaching strategies that promote learner success

Baseline Data:

[2019 Teacher Voice Time 3](#) Collecting teacher voice as data to determine needs and support. This was an ongoing practise embedded into our learning culture and will continue as an optimal teaching condition.

[Teacher Takeaways from LI / SC PLD Term 1](#) Further teacher and teacher aide voice used as data to support their learning.

[2020 Annual Goals - Developing Sustaining & Consolidating](#) - Our focus for 2020

Analysis of Variance Reporting



Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Training new Impact Coaches to support teacher at the classroom level.</p> <p>New staff will go through a 5 day induction programme to support their integration into the school</p> <p>Ongoing support & guidance from RBL facilitators, LT & RW.</p> <p>Building leadership capability in RBL role, supporting other Lead Coaches with the understanding of the RBL profile.</p> <p>Document created for T1 Obs through the use of Part 3 of the observation tool.</p> <p>PLD for RBL every Wednesday focussing on a specific area identified via voices/data collected. T1 - 1.5: knowing your learners and their learning needs.</p> <p>Teachers supported by Lead Coaches to analyse and identify what their student voices were saying. This also enabled Teachers to identify next steps, and confront the issue of Teachers needing to be clear!</p>	<p>New learning (building pedagogical understanding) has taken place with new Teachers & LC's (Lead Coaches) using RbL tools & their understanding of GPILSEO</p> <p>Support and guidance from LT & RW on using the RBL observation tool effectively to collect data that was used to inform teacher practice.</p> <p>New staff members were supported by Principal and senior leaders through an induction programme to give them the opportunity to learn and develop their pedagogy for how things are done at Homai.</p> <p>Provided effective and explicit PLD each week to support leader and teacher capabilities for RbL reform.</p> <p>Teachers understanding the importance of understanding individual students' learning capabilities, by building a learning relationship of who they are, and how they learn best.</p> <p>Quality Assurance and moderations of data collected. Student voice collected (priority students first - Maori, then Pasefika) the 3 questions from Part 3 of the observation tool, to collect data on effective teaching practice</p>	<p>Ongoing support required to consolidate and sustain teachers and leaders of best practice.</p> <p>Clear indication that teachers were not being explicit on the learning and how students could become successful, and monitor their own success.</p> <p>To ensure staff stay true to RBL, uphold the integrity of the research and how this can enable us to become NE Teachers/Leaders.</p> <p>Through our PLDs, voice collections and evaluations, some teachers still prefer the traditional teaching style to the 21st century. This will be a continual focus for 2020 to support and develop these teachers / SSTs pedagogy for current and agile learning.</p>	<p>2020 Homai staff through the support and guidance of lead coaches and Principal will consolidate the good practices that are in place and continually monitor progress at all levels of the school – systems / leadership / teachers / students</p> <p>Relationship-based Learning will continue to be our reform of best practice, giving a more personal feel to our school culture – Te Korowai o Homai. This will be unpacked at our 2020 full staff retreat in January.</p> <p>Relook at our induction process and ensure all relevant documents are up to date.</p>

Planning for next year:

2020 RbL (Relationship-based Learning) will be the korowai of all we do at Homai – Create optimal learning conditions. Interact within a whanaukaupapa and monitor our Impact on leading teaching and learning.

As the leader of Learning I will continue to coach and mentor my Lead Coaches and this model will be used to support the coachihes.ng and mentoring of our Team Coaches.

Strategic Aim 4:

MONITOR
Code of Practices - Monitor Impact on Learning

Annual Aim:

Teaching & Learning pedagogies are explicitly monitored using the GPILSEO self-review tool

AREA data is collected, moderated and interpreted each term to identify any anomalies or barriers to learning

Target:

- Leaders and teachers engage with and monitor progress towards successful outcomes for Maori learners
- Culture Counts - RbL initiative is embedded and sustained, through the seven GPILSEO dimensions
- Academic vision, goals, and targets focused on Maori learners' AREA data and specific measures of progress is sustained.
- Maori learners' performance statistics, in terms of AREA data, are the same as, or better than, national averages for all learners.

Baseline Data:

Leadership Voices: [2019 Synthesis of Leaders Voices](#)

[GPILSEO](#) Our monitoring tool

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>The GPILSEO model is used to monitor progress at all levels of the school.</p>	<p>The GPILSEO model is our analytical tool to help us investigate the degree of our pedagogic intervention. We used this at our PLDs to keep all staff informed and focused on our learning goals.</p> <p>Some of our learning goals were not quite achieved – example Attendance (view our GPILSEO document). This will be an area of focus in 2020.</p> <p>We use AREA (Attendance Retention Engagement Achievement) with our GPILSEO to monitor our teaching and learning goals.</p>	<p>The GPILSEO model was new to our staff and an area for development. It was developed more at the leadership level and in 2020 will be implemented at the classroom.</p> <p>Our schoolwide attendance goal of 85% was not achieved in 2019. There were many factors that caused this variance such as the chickpox / meseales scare, other illness and unjustified absences.</p> <p>Our AREA data that aligns with the GPILSEO model shows some great shifts in writing, but minimal in reading and mathematics. Again with the development of our new digital-STEAM Curriculum and teachers shifting from traditional to a more agile teaching pedagogy, we were seeing pockets of change rather than whole school change. This will continue and priority teachers have been identified for ongoing support in these areas.</p>	<p>The GPILSEO Model will be implemented at the classroom level so that a more personal focus by classroom teachers is developed.</p> <p>Lead Coaches will support Team Coaches will this new learning, so that practices and protocols are com mon across the school.</p> <p>As leader oif learning, the Principal will quality control the “HOW” this is implemented and monitor progress through the schoolwide GPILSEO tool.</p> <p>We will continue to use research that supports our common practices and are agentic to our school culture and way of life at Homai.</p>

Planning for next year:

In 2020 the GPILSEO model at the classroom level will be unpacked. [GPILSEO at the Classroom](#)
This model will be used to support teachers at the classroom level. This model will support teachers to track student progress and plan DATs and learning to develop learners.

Each week RbL PLDs will focus on the GPILSEO model and used as part of our data SET to analysis what is happening at the classroom level and what support our teachers need to be effective and successful. Attached is our article that supports what we do at Homai and we will consolidate these practices in 2020.
<https://gazette.education.govt.nz/articles/relationships-rule-at-homai-school/#jumpto-student-view-of-success->



Homai School
89 Browns Road
Manurewa 2102
Auckland

To whom it may concern,

Our students staff and school community are thankful and grateful for the kiwisport funding we received, that supports our students to participate in active outdoor sports, leisure and pursuits. This funding provides our students with the opportunities to develop, explore, and engage in these outdoor learning endeavours to encourage healthy lifestyles and wellbeing.

This year's funding allowed us to support outdoor programmes such as sports equipment, especially with our increasing roll and sports uniforms for our rugby and netball teams that participate in our Manurewa Primary School Sport. Each year we are seeing more of our students participating in these outdoor opportunities, which are leading them into weekend club sports, building their confidence and developing good leadership skills and qualities.

The funding also provided some support for our end of year camp, which was a success as almost 95% of our students were in attendance and had a great time building on their leadership skills. This was definitely one of our most successful camps in terms of attendance and participation.

Once again we are grateful for the ongoing support of our students and their physical and emotional wellbeing.

Yours Sincerely,

Rosina Wikaira
Principal Homai School

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

The Auditor-General is the auditor of Homai School (the School). The Auditor-General has appointed me, Matthew Coulter, using the staff and resources of BDO Auckland, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 25th May 2020. This is the date at which our opinion is expressed.

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

Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 25 to the financial statements which outline the impact of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the Analysis of Variance, Board of Trustees Listing and Kiwisport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Matthew Coulter
BDO Auckland
On behalf of the Auditor-General
Auckland, New Zealand