

TAURANGA GIRLS' COLLEGE

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020



Ministry Number: 122

Principal: Tara Kanji

School Address: 930 Cameron Road, Tauranga

School Postal Address: 930 Cameron Road, Tauranga 3114

School Phone: 07 5788114

School Email: info@tgc.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Yvonne Handley	Chairperson	Elected	June 2022
Tara Kanji	Principal ex Officio	Elected	
Mark Pakes	Parent Rep	Elected	June 2022
Joe Bourne	Parent Rep	Elected	June 2022
Lisa MacKinnon	Parent Rep	Elected	June 2022
Fiona McTavish	Parent Rep	Elected	June 2022
Carolyn Nemeth	Staff Rep	Elected	June 2022
Teia Kahua	Student Rep	Elected	September 2020
Ella Mitchell	Student Rep	Elected	September 2021
Watene Moon		Coopted	June 2022

Accountant / Service Provider: Self

TAURANGA GIRLS' COLLEGE

Annual Report - For the year ended 31 December 2020

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Tauranga Girls' College

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Yvonne Handley

Full Name of Board Chairperson

Y Handley

Signature of Board Chairperson

28/5/2021

Date:

Tara Kanji

Full Name of Principal

T Kanji

Signature of Principal

28/5/2021

Date:

Tauranga Girls' College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	13,533,995	12,466,742	11,970,456
Locally Raised Funds	3	322,822	361,788	628,623
Interest income		47,244	44,400	38,187
International Students	4	630,578	700,900	808,280
		<u>14,534,639</u>	<u>13,573,830</u>	<u>13,445,546</u>
Expenses				
Locally Raised Funds	3	364,003	409,942	429,613
International Students	4	326,786	411,066	476,882
Learning Resources	5	9,527,816	9,102,110	8,805,624
Administration	6	593,805	616,939	728,283
Finance		14,338	-	21,389
Property	7	2,965,796	2,763,872	2,433,410
Depreciation	8	385,751	400,000	411,268
		<u>14,178,295</u>	<u>13,703,929</u>	<u>13,306,469</u>
Net Surplus / (Deficit) for the year		356,344	(130,099)	139,077
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>356,344</u></u>	<u><u>(130,099)</u></u>	<u><u>139,077</u></u>

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

Tauranga Girls' College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		2,733,976	2,733,976	2,540,515
Total comprehensive revenue and expense for the year		356,344	(130,099)	139,077
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		240,375	54,384	54,384
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9				
Equity at 31 December	24	3,330,695	2,658,261	2,733,976
Retained Earnings		3,067,818	2,394,938	2,470,653
Reserves		262,877	263,323	263,323
Equity at 31 December		3,330,695	2,658,261	2,733,976
Reserves				
<i>Capital Reserve</i>				
Opening Balance		100,000		100,000
Transfers in		-		-
Transfers out		-		-
		<u>100,000</u>		<u>100,000</u>
<i>Student Council</i>				
Opening Balance		63,784		64,223
Transfers in		-		1,000
Transfers out		-		1,439
		<u>63,784</u>		<u>63,784</u>
<i>Workday</i>				
Opening Balance		55,480		36,070
Transfers in		-		19,410
Transfers out		446		-
		<u>55,034</u>		<u>55,480</u>
<i>MOE Principal's Release</i>				
Opening Balance		44,059		50,000
Transfers in		-		-
Transfers out		-		5,941
		<u>44,059</u>		<u>44,059</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.

Tauranga Girls' College

Statement of Financial Position

As at 31 December 2020

		2020	2020 Budget	2019
	Notes	Actual \$	(Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	9	544,352	1,689,244	1,678,318
Accounts Receivable	10	675,039	525,842	525,842
GST Receivable		-	-	-
Prepayments		18,183	17,147	17,147
Funds due for Capital Works Projects	18	21,641	20,864	21,505
Investments	11	2,500,000	1,000,000	1,000,000
		<u>3,759,215</u>	<u>3,253,097</u>	<u>3,242,812</u>
Current Liabilities				
GST Payable		89,128	103,594	103,594
Accounts Payable	13	858,242	793,712	793,712
Revenue Received in Advance	14	418,081	686,197	686,197
Provision for Cyclical Maintenance	15	171,091	124,204	124,204
Finance Lease Liability - Current Portion	16	81,351	77,193	77,193
Funds held in Trust	17	194,185	340,453	340,453
Funds held for Capital Works Projects	18	247,990	-	641
		<u>2,060,068</u>	<u>2,125,353</u>	<u>2,125,994</u>
Working Capital Surplus/(Deficit)		1,699,147	1,127,744	1,116,818
Non-current Assets				
Property, Plant and Equipment	12	1,921,124	1,720,086	1,867,210
		<u>1,921,124</u>	<u>1,720,086</u>	<u>1,867,210</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	236,351	65,270	125,753
Finance Lease Liability	16	53,225	124,299	124,299
		<u>289,576</u>	<u>189,569</u>	<u>250,052</u>
Net Assets		<u>3,330,695</u>	<u>2,658,261</u>	<u>2,733,976</u>
Equity	24	<u>3,330,695</u>	<u>2,658,261</u>	<u>2,733,976</u>

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

Tauranga Girls' College

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		3,710,140	3,298,892	3,033,476
Locally Raised Funds		285,084	361,788	668,887
International Students		270,295	700,900	889,937
Goods and Services Tax (net)		(14,466)	-	121,167
Funds Administered on Behalf of Third Parties		(146,268)	-	16,728
Payments to Employees		(1,548,823)	(1,576,912)	(1,371,888)
Payments to Suppliers		(2,195,570)	(2,425,255)	(2,320,313)
Cyclical Maintenance Payments in the year		(17,460)	(124,204)	-
Interest Paid		(14,338)	-	(21,389)
Interest Received		56,434	44,400	38,525
Net cash from/(to) Operating Activities		385,028	279,609	1,055,130
Cash flows from Investing Activities				
Purchase of Property Plant & Equipment (and Intangibles)		(427,641)	(252,876)	(217,130)
Purchase of Investments		(1,500,000)	-	-
Net cash from/(to) Investing Activities		(1,927,641)	(252,876)	(217,130)
Cash flows from Financing Activities				
Furniture and Equipment Grant		240,375	54,384	54,384
Finance Lease Payments		(78,941)	(70,191)	(70,191)
Funds Held for Capital Works Projects		247,213	-	94,150
Net cash from/(to) Financing Activities		408,647	(15,807)	78,343
Net increase/(decrease) in cash and cash equivalents		(1,133,966)	10,926	916,343
Cash and cash equivalents at the beginning of the year	9	1,678,318	1,678,318	761,975
Cash and cash equivalents at the end of the year	9	544,352	1,689,244	1,678,318

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

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

Tauranga Girls' College

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

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) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

h) 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.

i) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	50 years
Furniture and equipment	10 years
Information and communication technology	5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

i) 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 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.

j) 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.

k) 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.

l) Employee Entitlements

Short-term employee entitlements

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

m) Revenue Received in Advance

Revenue received in advance relates to fees received from international, hostel 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.

n) 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.

o) 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).

p) Financial Instruments

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

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

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

q) 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.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	3,008,089	2,890,438	2,603,190
Teachers' Salaries Grants	7,933,797	7,317,850	7,321,614
Use of Land and Buildings Grants	1,975,186	1,850,000	1,608,894
Other MoE Grants	381,185	193,816	185,364
Transport grants	14,930	-	-
Other Government Grants	220,808	214,638	251,394
	<u>13,533,995</u>	<u>12,466,742</u>	<u>11,970,456</u>

The school has opted in to the donations scheme for this year. Total amount received was \$190,950.

Other MOE Grants total includes additional COVID-19 funding totalling \$29,867, for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	36,509	1,600	44,549
Activities	280,974	335,101	558,577
Trading	5,339	6,087	6,087
Fundraising	-	19,000	19,410
	<u>322,822</u>	<u>361,788</u>	<u>628,623</u>
Expenses			
Activities	364,003	409,942	429,613
	<u>364,003</u>	<u>409,942</u>	<u>429,613</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(41,181)</u>	<u>(48,154)</u>	<u>199,010</u>

4. International Student Revenue and Expenses

	2020 Actual Number	2020 Budget (Unaudited) Number	2019 Actual Number
International Student Roll	37	51	49
	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
International Student Fees	630,578	700,900	808,280
Expenses			
Advertising	12,456	64,361	43,877
Commissions	57,464	104,235	93,470
International Student Levy	7,084	15,769	5,214
Employee Benefit - Salaries	183,895	186,738	230,650
Other Expenses	65,887	39,963	103,671
	326,786	411,066	476,882
<i>Surplus/ (Deficit) for the year International Students</i>	303,792	289,834	331,398

5. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	522,898	578,029	603,116
Equipment Repairs	16,190	10,056	2,643
Information and Communication Technology	195,949	209,175	169,268
Library Resources	10,984	20,563	10,076
Employee Benefits - Salaries	8,685,947	8,111,198	7,881,937
Staff Development	95,848	173,089	138,584
	9,527,816	9,102,110	8,805,624

6. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,550	8,250	8,300
Board of Trustees Fees	10,430	16,720	13,245
Board of Trustees Expenses	4,030	10,500	16,423
Communication	19,876	16,500	22,621
Consumables	(18,213)	10,900	(39,569)
Legal Fees	1,602	3,500	2,206
Other	86,038	90,267	141,909
Employee Benefits - Salaries	417,406	433,449	527,655
Insurance	13,948	26,853	21,916
Service Providers, Contractors and Consultancy	50,138	-	13,577
	593,805	616,939	728,283

7. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	17,819	20,000	3,177
Consultancy and Contract Services	247,685	249,274	236,174
Cyclical Maintenance Provision	174,945	63,721	108,407
Grounds	7,901	39,000	24,210
Heat, Light and Water	157,407	188,000	186,184
Rates	29,662	26,600	23,961
Repairs and Maintenance	161,489	150,400	87,696
Use of Land and Buildings	1,975,186	1,850,000	1,608,894
Security	19,129	13,500	17,880
Employee Benefits - Salaries	174,573	163,377	136,827
	2,965,796	2,763,872	2,433,410

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	44,043	45,000	45,105
Furniture and Equipment	66,933	47,000	53,483
Information and Communication Technology	165,980	180,000	186,469
Motor Vehicles	8,614	16,000	17,682
Textbooks	9,327	50,000	17,943
Leased Assets	79,346	55,000	79,948
Library Resources	11,508	7,000	10,638
	385,751	400,000	411,268

9. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	1,142	799	799
Bank Current Account	30,535	181,307	170,381
Bank Call Account	512,675	1,507,138	1,507,138
Cash and cash equivalents for Statement of Cash Flows	544,352	1,689,244	1,678,318

Of the \$544,352 Cash and Cash Equivalents, \$226,349 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	33,874	280	280
Receivables from the Ministry of Education	17,655	6,472	6,472
Interest Receivable	4,273	13,463	13,463
Teacher Salaries Grant Receivable	619,237	505,627	505,627
	675,039	525,842	525,842
Receivables from Exchange Transactions	38,147	13,743	13,743
Receivables from Non-Exchange Transactions	636,892	512,099	512,099
	675,039	525,842	525,842

11. Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits	2,500,000	1,000,000	1,000,000
Total Investments	2,500,000	1,000,000	1,000,000

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	926,202	13,917			(44,043)	896,076
Furniture and Equipment	339,975	168,624			(66,933)	441,666
Information and Communication Technology	341,074	234,829			(165,980)	409,923
Motor Vehicles	8,614				(8,614)	-
Textbooks	15,532	2,603			(9,327)	8,808
Leased Assets	190,426	12,026			(79,346)	123,106
Library Resources	45,387	7,666			(11,508)	41,545
Balance at 31 December 2020	1,867,210	439,665	-	-	(385,751)	1,921,124

The net carrying value of equipment held under a finance lease is \$123,106 (2019: \$190,426)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	1,424,463	(528,386)	896,077
Furniture and Equipment	1,000,488	(558,822)	441,666
Information and Communication Technology	1,112,259	(702,336)	409,923
Motor Vehicles	95,544	(95,544)	-
Textbooks	664,906	(656,098)	8,808
Leased Assets	389,012	(265,907)	123,105
Library Resources	123,106	(81,561)	41,545
Balance at 31 December 2020	4,809,778	(2,888,654)	1,921,124

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	971,307				(45,105)	926,202
Furniture and Equipment	273,957	119,501			(53,483)	339,975
Information and Communication Technology	446,707	80,837			(186,469)	341,075
Motor Vehicles	26,296				(17,682)	8,614
Textbooks	23,654	9,822			(17,943)	15,533
Leased Assets	182,498	87,874			(79,948)	190,424
Library Resources	49,054	6,971			(10,638)	45,387
Balance at 31 December 2019	1,973,473	305,005	-	-	(411,268)	1,867,210

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Buildings	1,410,545	(484,343)	926,202
Furniture and Equipment	831,864	(491,889)	339,975
Information and Communication Technology	1,632,934	(1,291,860)	341,074
Motor Vehicles	95,544	(86,930)	8,614
Textbooks	662,303	(646,771)	15,532
Leased Assets	376,987	(186,561)	190,426
Library Resources	115,440	(70,053)	45,387
Balance at 31 December 2019	5,125,617	(3,258,407)	1,867,210

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	147,549	170,207	170,207
Accruals	21,527	27,150	27,150
Banking Staffing Overuse	4,814	-	-
Employee Entitlements - Salaries	643,886	563,101	563,101
Employee Entitlements - Leave Accrual	40,466	33,254	33,254
	858,242	793,712	793,712
Payables for Exchange Transactions	858,242	793,712	793,712
	858,242	793,712	793,712

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Grants in Advance - Ministry of Education	96,311	-	-
International Student Fees	277,031	637,314	637,314
Other	44,739	48,883	48,883
	418,081	686,197	686,197

15. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	249,957	249,957	141,550
Increase/ (decrease) to the Provision During the Year	174,945	63,721	108,407
Use of the Provision During the Year	(17,460)	(124,204)	-
Provision at the End of the Year	407,442	189,474	249,957
Cyclical Maintenance - Current	171,091	124,204	124,204
Cyclical Maintenance - Term	236,351	65,270	125,753
	407,442	189,474	249,957

16. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	92,121		93,676
Later than One Year and no Later than Five Years	57,968		136,010
Later than Five Years			-
	150,089	-	229,686

17. Funds held in Trust

	2020	2020	2019
	Actual	Budget	Actual
	\$	\$	\$
Funds Held in Trust on Behalf of Third Parties - Current	194,185	340,453	340,453
Funds Held in Trust on Behalf of Third Parties - Non-current	-	-	-
	194,185	340,453	340,453

These funds relate to international student funds and homestay, 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.

18. Funds Held for Capital Works Projects

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

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Toilet Block E	<i>completed</i>	(10,478)	-	-	10,478	-
G Block Ceiling	<i>completed</i>	641	-	-	-	641
Block C Bathroom and site access	<i>in progress</i>	(10,242)	234,065	(245,464)	-	(21,641)
Window Tinting J Block	<i>completed</i>	(475)	20,145	(19,670)	-	-
Drainage Upgrade	<i>in progress</i>	(310)	27,500	(12,680)	-	14,510
Carpentry	<i>in progress</i>	-	25,319	(13,523)	-	11,796
Electrical	<i>in progress</i>	-	125,313	(38,494)	-	86,819
Block C Modification	<i>in progress</i>	-	137,870	(3,646)	-	134,224
F Block flood insurance claim	<i>completed</i>	-	55,809	(55,809)	-	-
Totals		(20,864)	626,021	(389,286)	10,478	226,349

Represented by:

Funds Held on Behalf of the Ministry of Education	247,990
Funds Due from the Ministry of Education	21,641
	<u>226,349</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Alarm upgrade -Nutech	<i>completed</i>	10,532	(8,432)	(2,100)	-	-
Toilet Block E	<i>in progress</i>	(10,478)	-	-	-	(10,478)
G Block Ceiling	<i>in progress</i>	1,187	-	(546)	-	641
Carpets -Admin & Drama	<i>in progress</i>	(91,207)	93,327	(2,120)	-	-
Electrical Boards	<i>completed</i>	(22,206)	22,730	(524)	-	-
Block C Bathroom and site access	<i>in progress</i>	(2,842)	36,093	(43,493)	-	(10,242)
Window Tinting J Block	<i>in progress</i>	-	-	(475)	-	(475)
Drainage Upgrade	<i>in progress</i>	-	-	(310)	-	(310)
Totals		(115,014)	143,718	(49,568)	-	(20,864)

19. 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.

20. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	10,430	13,245
Full-time equivalent members	0.16	0.21
<i>Leadership Team</i>		
Remuneration	782,772	696,984
Full-time equivalent members	6	6
Total key management personnel remuneration	793,202	710,229
Total full-time equivalent personnel	6.16	6.21

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

Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170-180	160-170
Benefits and Other Emoluments	4-5	4-5

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	12.00	6.00
110-120	1.00	0.00
120-130	4.00	0.00
	17.00	6.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	\$0	\$63,499
Number of People	0	2

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

23. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- (a) \$260,072 building contract for C Block bathroom and site access completed in 2020 with some final sign off items, which will be fully funded by the Ministry of Education. \$270,158 has been received of which \$291,799 has been spent on the project to
- (b) \$139,237 contract to update to LED lighting and other electrical items across the school as agent for the Ministry of Education to be completed in 2021. This project is fully funded by the Ministry and \$125,313 has been received of which \$38,494 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (c) \$203,352 contract to do various carpentry repairs to weatherboard across the school to be completed in 2021, as agent for the Ministry of Education. The project is fully funded by the Ministry and \$25,319 has been received of which \$13,523 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (d) \$137,869 contract for design of Block C modifications the school as agent for the Ministry of Education. The project is fully funded by the Ministry and \$137,870 has been received of which \$3,646 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments at 31 December 2019: \$17,065)

24. 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.

25. Financial Instruments

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

Financial assets measured at amortised cost

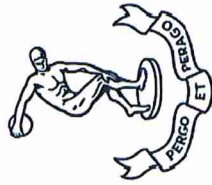
	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	544,352	1,689,244	1,678,318
Receivables	675,039	525,842	525,842
Investments - Term Deposits	2,500,000	1,000,000	1,000,000
Total Financial assets measured at amortised cost	<u>3,719,391</u>	<u>3,215,086</u>	<u>3,204,160</u>

Financial liabilities measured at amortised cost

Payables	858,242	793,712	793,712
Finance Leases	134,576	201,492	201,492
Total Financial Liabilities Measured at Amortised Cost	<u>992,818</u>	<u>995,204</u>	<u>995,204</u>

26. Events After Balance Date

There have been prior period comparatives reclassified in the international and learning resources note, to make disclosure consistent with the current year.



**Tauranga
Girls' College**
The School of Choice for Girls



Tauranga Girls' College Analysis of Variance on the 2020 Annual Improvement Plan

2020 Annual Improvement Plan, Goal, Target and Strategy

Emergent Intent 1: Flexible student-centered learning

Learning is designed to include opportunities where every student is encouraged to explore, challenge and innovate so that they may thrive now and move forward with confidence

2019 GOAL: Explore student centered learning with a view of making structural and systemic changes in the medium-long term. Have high expectations of learners and learning through participation and achievement

2020 GOAL: Respond to Curriculum Change

Target	Strategy	Responsibility of/Time frame	Evidence of Improvement in outcomes for learners
Explore opportunities to develop the 21st Century 4 C's, (Collaborate, Creativity, Communicate, Critical thinking), with an emphasis on	Through PLD build understanding and ability of all staff to collaborate.	VLT Deliberate focus once per term.	<ul style="list-style-type: none"> LoLs provided PLD support to shift teacher practice through 'skills to have difficult conversations with dept colleagues. LoL voice; support from Ken Ward - Open to Learning Conversations x 4 sessions Professional Learning of whole staff - 'Collaboration vs Cooperation'.

<p>Collaboration.</p>			<ul style="list-style-type: none"> • The opportunity for staff to fully understand collaboration • Evidence of opportunity to COLLABORATE
<p>Know thy learner in order to champion each learner to be the best version of themselves.</p>	<p>Champion all success and achievement.</p>	<p>Whole school</p>	<p>T3 PL: use of DT framework. Staff self determined professional learning groups.</p> <ul style="list-style-type: none"> • Sharing of progress to whole staff • Collaboration in self determined teams for DT focus. Majority of these were cross curricular. <p>LoL/DP agenda template promotes conversation about 4 c's.</p> <ul style="list-style-type: none"> • SAMR model used to drive self determined building of capability to use digital platforms to transform learning. Opportunity given in Term 4 also. • Evidence of SAMR transformation occurring in the kura. • Students issued school owned Chromebooks in order to access learning anywhere anytime. Over 400 were issued. <ul style="list-style-type: none"> • Celebrating success of students at junior prizegiving - not just academic success, moving to acknowledge diligence also • Junior Prizegiving Run Sheet • Celebrating success of students at Te Moana nui a Kiwa prizegiving - moved to acknowledge Scholarships • Te Moana nui a Kiwa Teacher Script • Variety of success celebrated in our school communications • Facebook page - https://www.facebook.com/taurangagirls • Students collaborating with staff on PB4L, Vertical Whānau Group and Change Maker teams. • Evidence of learning areas championing learners
		<p>VLT Term Three</p> <p>VLT/DP's Once a term</p> <p>HDS Term Three</p>	
	<p>Design thinking framework is the vehicle for driving teaching as inquiry.</p> <p>LoL Hui (both liaison and full LoL hui) includes korero about 4 C's with a focus on collaboration.</p> <p>Use of digital tools to transform learning and teaching.</p>		

Te Ara Ako is valued to foster learning conversations with kaiako, ākonga and whānau	Yr 9-13 whānau teachers.	Deliberate in the languageing of all learning conversations to Te Ara Ako. 'Kaiako & ākonga Te Ara Ako learning conversations - some staff did this well with students during whānau time on a Thursday. Kaiako, ākonga & whānau Gave an option to all whānau to do learning conversations via zoom instead of coming into school. Year 9 At Risk Priority Learner Document - Here Year 10 At Risk Priority Learner Document - Here • Year 11 Tracking Document - June/ November • Year 12 Tracking Document - July/ November • Year 13 Tracking Document - June/ November • Staff opportunities to learn and understand about the data tracking and how to read/use the data; Professional Learning time given to update tracking documents.. • Professional Learning - building an understanding of deliberate strategies to improve learner outcome. • Priority learner tracking discussed at LoL hui's/ pastoral hui's/ Deans/ hui's/ cohort hui's • Year 9 PAT results 2020 • Year 10 PAT results 2020 Access to internet Suitable BYOC Reporting to the Board around data of our PL and ARPL's: August report October report Meetings held in Term 1 (year 9) and Term 2 (year 10) with core classes Year 9 Example Year 10 example Template used for input into EBAMS actioned term 2 NCEA disparities are reduced <10% between Maori and NZ European 2018 Disparities 2019 Disparities 2020 Disparities Level 3 - 21% Level 3 - 17% Level 3 - 17.8% Level 2 - 11% Level 2 - 19% Level 2 - 5.3% Level 1 - 13% Level 1 - 28% Level 1 - 10.0% Literacy - 11.6% Literacy - 23.1% Literacy - Numeracy - 6.8% Numeracy - 15.5% Numeracy UE - 23.1% UE - 34.2% UE - 21.9% Level 1 Literacy/Numeracy >90% 2019 2020 Literacy - 84.9% 90.2% Numeracy - 88.3% 91.4%
Tracking the progress of priority learners becomes a focus for LoL's/deans/whānau teachers. These are informed by - <ul style="list-style-type: none">Yr 9 and 10 - EBAM raw score stanine dataYr 11-13 NCEA tracking data.	CDE & BRD Beginning Term Two, termly reporting to the BoT All teaching staff	
Reduce disparities in learning for our Year 9 and 10 priority learners - <ul style="list-style-type: none">Kahui Ako drive EBAM to progress learning outcomes for ARPL and PL's.	WST Once per term	
Identify and then reduce disparities between Maori and NZ European in NCEA	BRD LoL's	
Increase success in Level 1 Literacy/Numeracy	Maths Learning Area, English Learning Area, Richard Taylor	

	Identify students eligible for University Entrance	All who teach a UE class.	<p>Overall 66.5% achieved University Entrance, this was an 18% increase on last year's results</p> <p>180/224 students were eligible to achieve University Entrance</p> <p>The target was exceeded of all students eligible to attend university to achieve University Entrance. The target of 75% was surpassed with 82.2% achieving University Entrance of those eligible.</p> <p>Retention data</p> <p>Leavers Data</p>
	Track enrolment to assess retention	Exit communication undertaken by DP/Dean of that level. Retention overview KJI	<p>Not completed</p> <p>Develop an understanding of why learners leave and respond to this.</p> <p>(Attendance expectation is 90%)</p>
	Contributing schools/transition knowledge strengthened	BRD and transition team	

Emergent Intent 2: Active commitment to the principles of the Treaty of Waitangi

Te Ao Maori (the Māori World) is woven into our school

2019 GOAL: Cultural identity of self and kura is explored and made visible (cultural intelligence/narrative)

2020 GOAL: Work towards a culturally responsive curriculum that is visible AND continue to progress

Target	Strategy	Responsibility of/Time frame	Evidence of improved outcomes for learners
Build on our understanding of local and cultural knowledge	<p>Build the knowledge of our local area by -</p> <ul style="list-style-type: none"> • Visiting Huria Marae • Te Ao Māori and Ngāi Te Rangi Resources to use in your kura and classrooms. • Te Pūtiki Wharanui ā Tamatea - Ngāti Ranginui Iwi Graduate Profile 	KJI - 25 February WST Team (MST, HMA, OSW) and others with knowledge	Evidence of cultural contexts and seeing evidence of this within classrooms, within teacher reflections Building on cultural knowledge - LoL input
Strengthen CR and RP	<p>Use Titiro ki roto to strengthen CR & RP</p> <p>Build the capacity of staff to reflect on practice using the observation tool and follow up learning conversation.</p>	<p>Kahui Ako WST team (Wk 4 & 5 - T3) Titiro ki roto i to matau kura Classroom Internal Review 2020 Snapshot Survey Questions</p> <p>WST Building Capacity of colleagues Term 2 and 3 Observation tool</p>	<p>Baseline evidence from the Titiro ki roto i matau kura (class snapshot) suggests there is further work to be done to strengthen CR & RP. Titiro ki roto i to matau kura</p> <p>Learning Areas reflect an understanding of the importance of relationships. There is a need to build knowledge and understanding of the six principles of CR & RP. Strengthen cultural and relational pedagogy</p>

Emergent Intent 3: Positive connections with our community

We reflect, understand and acknowledge our community by being actively engaged and participating to help create a better future for all

2019 GOAL: Make known current and possible community connections - community ako using a range of contexts (social, economic, cultural and educational)

2020 GOAL: Fosters authentic opportunities to connect with the community which are of strategic importance

Target	Strategy	Responsibility of/Time frame	Evidence of improved outcomes for learners
Learning areas foster opportunities to connect with the wider community	Learning Area community connections shared with other LoL	LoL's and student leaders	Students are seen and heard in making community contributions
Make visible community connections	Use social media and other mediums to celebrate and share community connections	C Gill (2x term in (social) media) LoL (subject teachers) VLT - lol hui	Facebook page Students are valued for their connections by celebrating their contribution
Emphasise authenticity when developing community connections	Work day to become Service Day in the community	SLT (KJL) (Term 2 in prep for what was 'work day)	All colleagues role model giving up time to give community service - 'Service Day' - now planned for 2021 due to COVID-19 and Social Distancing requirement

Emergent Intent 4: Strength through Diversity

We recognise and value the importance of personal differences, learning and growing through the sharing of the unique qualities we all possess

2019 GOAL: Collaborative approach to explore strength in difference

2020 GOAL: Make visible our diversity, use an equity lens

Target	Strategy	Responsibility of/Time frame	Evidence of improved outcomes for learners
Diversity is valued (empathy is strengthened)	Celebrate the richness of difference	DHGirl of Diversity (termly) International Dept (termly) Queer Youth Group (termly) DHGirl of Learning KJL	Learners in diverse groups can comment on being more visible and valued for difference. Black lives matter movement - race unity. Race unity speech. Rainbow Youth Week. Spirit week activities. Diwali festival Uniform more relaxed/ changed to allow more flexibility. Changes to prize givings - reflect success in learning, not excellence alone. Valuing students from the learning hub contribution to the school community.

Tauranga Girls' College

Kiwisport Funding 2020

Tauranga Girls College received \$33,009 for Kiwisport funding in 2020.

This funding was used to support:

The Sports Coordinator and Sports Administrator salaries to

- coordinate publicity
- sports enrolments and increased student participation rate

Equipment and support of existing and new sports in 2020

Lunchtime sports programme:

- training sports leaders;
- support of daily sports activities

Academy enrolment, training and practices for netball and other codes

Independent Auditor's Report

To the Readers of Tauranga Girls College's Financial Statements

For the Year Ended 31 December 2020

The Auditor-General is the auditor of Tauranga Girls College (the School). The Auditor-General has appointed me, Richard Dey, using the staff and resources of William Buck Audit (NZ) Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 20, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

ACCOUNTANTS & ADVISORS

The Collective
145 Seventeenth Avenue
Tauranga 3112, New Zealand
Telephone: +64 7 927 1234
williambuck.com

William Buck Audit (NZ) Limited

Responsibilities of the Board for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on page 1 and on pages 21 to 27, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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

A handwritten signature in blue ink, appearing to read 'Richard Dey', with a stylized flourish at the end.

Richard Dey
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Tauranga, New Zealand