

THAMES HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

School Directory

Ministry Number: 111

Principal: Michael Hart

School Address: 300 Sealey Street THAMES

School Postal Address: P O Box 706 THAMES

School Phone: 07-868-8688

School Email: office@thameshigh.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Mary Hamilton	Chair Person	Elected 2019	2022
Bruce Hinson	Parent Rep	Elected 2019	2022
Martin Rodley	Parent Rep	Elected 2019	2022
Jared Stein	Parent Rep	Elected 2019	2022
Murray Wakelin	Parent Rep	Elected 2019	2022
Melody Reidy	Parent Rep	Opted on	2022
Krishna Duffin	Parent Rep	Elected 2019	2022
Raewyn Grey	Staff Rep	Elected 2019	Dec-19
Hannah Cook	Staff Rep	Elected 2019	Sep-20
Accountant / Service Provider:		Sharyn Baker	

THAMES HIGH SCHOOL

Annual Report - For the year ended 31 December 2019

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Thames High 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.

Mary Frances Hamilton

Full Name of Board Chairperson

M Hamilton

Signature of Board Chairperson

4 March 2021

Date:

Michael Park

Full Name of Principal

M Park

Signature of Principal

2/3/2021

Date:

THAMES HIGH SCHOOL**Statement of Comprehensive Revenue and Expense**

For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Revenue				
Government Grants	2	5,843,659	6,090,467	5,870,548
Locally Raised Funds	3	234,549	334,050	381,923
Interest income		18,155	10,000	10,813
International Students	4	385,696	325,125	241,745
		<u>6,482,059</u>	<u>6,759,642</u>	<u>6,505,029</u>
Expenses				
Locally Raised Funds	3	203,280	268,050	309,268
International Students	4	219,336	191,950	221,677
Learning Resources	5	4,160,401	4,362,898	4,318,261
Administration	6	264,218	312,650	238,036
Property	7	1,435,064	1,470,642	1,422,831
Depreciation	8	204,223	180,400	188,429
		<u>6,486,522</u>	<u>6,786,590</u>	<u>6,698,501</u>
Net Surplus / (Deficit) for the year		(4,463)	(26,948)	(193,472)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(4,463)</u>	<u>(26,948)</u>	<u>(193,472)</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.

THAMES HIGH 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		840,922	399,775	1,015,158
Total comprehensive revenue and expense for the year		(4,463)	(26,948)	(193,472)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	19,236
Equity at 31 December	25	836,459	372,827	840,922
Retained Earnings		836,459	372,827	840,922
Reserves		-	-	-
Equity at 31 December		836,459	372,827	840,922

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.

THAMES HIGH SCHOOL
Statement of Financial Position

As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	260,977	620,000	361,713
Accounts Receivable	10	321,754	270,000	266,327
GST Receivable		112,334	10,000	-
Prepayments		29,789	15,000	8,201
Inventories	11	3,305	1,190	3,305
Investments	12	1,019,023	700,000	953,523
		<u>1,747,182</u>	<u>1,616,190</u>	<u>1,593,070</u>
Current Liabilities				
GST Payable		-	-	7,365
Accounts Payable	14	607,287	304,132	344,730
Revenue Received in Advance	15	335,062	315,000	286,434
Provision for Cyclical Maintenance	16	55,478	57,104	64,132
Finance Lease Liability - Current Portion	17	9,832	23,400	49,722
Funds held in Trust	18	41,786	30,000	50,806
Funds held for Capital Works Projects	19	119,656	750,000	380,929
		<u>1,169,102</u>	<u>1,479,636</u>	<u>1,184,118</u>
Working Capital Surplus/(Deficit)		578,080	136,554	408,952
Non-current Assets				
Property, Plant and Equipment	13	1,041,683	1,068,049	1,169,599
		<u>1,041,683</u>	<u>1,068,049</u>	<u>1,169,599</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	64,132	50,468	40,228
Finance Lease Liability	17	9,959	61,425	7,157
Funds held in Trust	18	709,213	719,883	690,244
		<u>783,304</u>	<u>831,776</u>	<u>737,629</u>
Net Assets		<u><u>836,459</u></u>	<u><u>372,827</u></u>	<u><u>840,922</u></u>
Equity	25	<u><u>836,459</u></u>	<u><u>372,827</u></u>	<u><u>840,922</u></u>

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

THAMES HIGH SCHOOL

Statement of Cash Flows

For the year ended 31 December 2019

	2019	2019	2018
Note	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash flows from Operating Activities			
Government Grants	1,200,341	1,330,975	1,381,106
Locally Raised Funds	337,867	341,367	233,383
International Students	435,820	357,857	280,637
Goods and Services Tax (net)	(119,699)	(2,635)	58,186
Payments to Employees	(911,097)	(875,050)	(1,048,350)
Payments to Suppliers	(528,732)	(1,023,774)	(939,347)
Cyclical Maintenance Payments in the year	-	-	-
Interest Received	18,155	10,000	10,813
Net cash from Operating Activities	432,655	138,740	(23,573)
Cash flows from Investing Activities			
Proceeds from Sale of PPE (and Intangibles)	-	-	-
Purchase of PPE (and Intangibles)	(66,463)	(101,550)	(192,030)
Purchase of Investments	(65,500)	(127,477)	(281,000)
Net cash from Investing Activities	(131,963)	(229,027)	(473,030)
Cash flows from Financing Activities			
Furniture and Equipment Grant	-	-	19,236
Finance Lease Payments	(53,769)	(56,879)	(59,476)
Funds Administered on Behalf of Third Parties	9,950	(21,166)	(6,223)
Funds Held for Capital Works Projects	(357,608)	369,071	371,441
Net cash from Financing Activities	(401,427)	291,026	324,978
Net increase/(decrease) in cash and cash equivalents	(100,735)	200,739	(171,625)
Cash and cash equivalents at the beginning of the year	361,713	419,261	533,338
Cash and cash equivalents at the end of the year	9 260,978	620,000	361,713

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..

THAMES HIGH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2019

1. Statement of Accounting Policies

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

The financial reports have been prepared for the period 1 January 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 28.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 13.

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.

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 \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

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

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

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

Non cash generating assets

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

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

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

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

m) Accounts Payable

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

n) Employee Entitlements

Short-term employee entitlements

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

o) Revenue Received in Advance

Revenue received in advance relates to fees received from international students 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.

p) 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.

q) Provision for Cyclical Maintenance

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

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

r) Financial Assets and Liabilities

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, 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.

s) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2. Government Grants

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	1,181,270	1,330,975	1,301,419
Teachers' Salaries Grants	3,538,360	3,659,492	3,452,735
Use of Land and Buildings Grants	994,171	1,100,000	1,036,707
Other MoE Grants	32,121	-	79,687
Other Government Grants	97,737	-	-
	<u>5,843,659</u>	<u>6,090,467</u>	<u>5,870,548</u>

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	15,010	60,000	55,993
Bequests & Grants	52,200	-	-
Activities	62,038	161,650	127,542
Trading	64,874	107,400	83,661
Fundraising	18,714	5,000	9,539
Other Revenue	21,713	-	36,351
Touch Touring Team Overseas Travel - Australia	-	-	32,188
Senior A Netball Team Overseas Travel - Australia	-	-	36,648
	<u>234,549</u>	<u>334,050</u>	<u>381,923</u>
Expenses			
Activities	104,496	82,083	126,806
Trading	75,689	103,209	87,790
Fundraising Costs	8,070	-	136
Touch Touring Team Overseas Travel - Australia	-	-	32,165
Senior A Netball Team Overseas Travel - Australia	-	-	39,396
Jack McLean Recreational Centre	15,025	5,000	16,598
Extra Curricular	-	77,758	6,378
	<u>203,280</u>	<u>268,050</u>	<u>309,268</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>31,269</u>	<u>66,000</u>	<u>72,655</u>

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	34	25	14
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
International Student Fees	385,696	325,125	241,745
Expenses			
Advertising	5,750	5,000	-
Commissions	33,340	23,766	30,314
International Travel	8,082	15,000	-
International Student Levy	-	10,984	7,088
Employee Benefit - Salaries	134,882	132,200	166,433
Other Expenses	37,282	5,000	12,366
	219,336	191,950	221,677
<i>Surplus/ (Deficit) for the year International Students'</i>	166,360	133,175	20,068

During the year ending December 2019 the Director of International Students travelled to China and Japan at a cost of \$8,082 for the purpose of recruiting new students for the school.

5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	144,107	111,506	186,822
Equipment Repairs	1,906	5,000	7,224
Information and Communication Technology	62,637	69,000	65,126
Extra-Curricular Activities	678	-	26,900
Library Resources	4,431	3,500	4,390
Employee Benefits - Salaries	3,924,639	4,082,642	3,994,431
Staff Development	22,003	91,250	33,368
	4,160,401	4,362,898	4,318,262

6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	10,870	11,000	10,654
Board of Trustees Fees	6,105	5,000	4,580
Board of Trustees Expenses	11,384	3,500	4,831
Communication	9,812	16,500	9,466
Consumables	4,712	4,600	5,592
Operating Lease	11,449	15,737	9,435
Other	9,855	27,200	10,634
Employee Benefits - Salaries	191,022	217,613	171,097
Insurance	9,009	11,500	11,748
	264,218	312,650	238,036

7. Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	19,261	23,400	23,636
Cyclical Maintenance Provision	15,250	20,000	15,018
Grounds	7,500	6,500	14,492
Heat, Light and Water	58,879	54,850	50,827
Rates	12,322	20,000	11,808
Repairs and Maintenance	119,035	45,460	72,725
Use of Land and Buildings	994,171	1,100,000	1,036,707
Security	2,428	-	-
Employee Benefits - Salaries	206,218	200,432	197,618
	<u>1,435,064</u>	<u>1,470,642</u>	<u>1,422,831</u>

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

8. Depreciation

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings - School	-	-	-
Building Improvements - Crown	43,079	7,000	6,031
Furniture and Equipment	48,769	59,000	37,802
Information and Communication Technology	70,079	70,000	67,743
Motor Vehicles	6,959	10,000	9,911
Textbooks	1,624	15,000	15,000
Leased Assets	18,713	19,400	31,150
Library Resources	15,000	-	20,792
	<u>204,223</u>	<u>180,400</u>	<u>188,429</u>

9. Cash and Cash Equivalents

	2019	2019	2018
	Actual	Budget	Actual
	\$	\$	\$
Cash on Hand	202	-	202
Bank Current Account	(35,864)	20,000	(13,939)
Bank Call Account	293,564	100,000	85,450
Short-term Bank Deposits	3,075	500,000	290,000
Cash and cash equivalents for Cash Flow Statement	<u>260,977</u>	<u>620,000</u>	<u>361,713</u>

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

Of the \$260,977 Cash and Cash Equivalents, \$119,656 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	113,792	-	11,483
Banking Staffing Underuse	-	-	11,688
Teacher Salaries Grant Receivable	207,962	270,000	243,156
	<u>321,754</u>	<u>270,000</u>	<u>266,327</u>
Receivables from Exchange Transactions	113,792	-	11,483
Receivables from Non-Exchange Transactions	207,962	270,000	254,844
	<u>321,754</u>	<u>270,000</u>	<u>266,327</u>

11. Inventories

	2019 Actual \$	2019 Budget \$	2018 Actual \$
School Uniforms	1,170	-	1,170
Canteen	2,135	1,190	2,135
	<u>3,305</u>	<u>1,190</u>	<u>3,305</u>

12. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	1,019,023	800,000	953,523
Total Investments	<u>1,019,023</u>	<u>800,000</u>	<u>953,523</u>

13. Property, Plant and Equipment

2019	Balance \$	Additions \$	Disposals \$	Transfer \$	Depreciation \$	Total (NBV) \$
Land	145,000	-	-	-	-	145,000
Building Improvements	209,860	-	-	4,083	(43,079)	170,864
Furniture and Equipment	345,780	33,835	-	(56,372)	(48,769)	274,474
Information and Communication Technology	146,181	16,617	-	35,909	(70,079)	128,628
Motor Vehicles	35,666	-	-	16,380	(6,959)	45,087
Textbooks	107,846	2,308	-	-	(1,624)	108,530
Leased Assets	93,200	16,681	-	-	(18,713)	91,168
Library Resources	86,066	6,866	-	-	(15,000)	77,932
Balance at 31 December 2019	<u>1,169,599</u>	<u>76,307</u>	<u>-</u>	<u>-</u>	<u>(204,223)</u>	<u>1,041,683</u>

The net carrying value of equipment held under a finance lease is \$91,168 (2018: \$93,200)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Land	145,000	-	145,000
Building Improvements	318,245	(147,381)	170,864
Furniture and Equipment	576,738	(302,264)	274,474
Information and Communication Technology	371,369	(242,741)	128,628
Motor Vehicles	110,098	(65,011)	45,087
Textbooks	272,881	(164,351)	108,530
Leased Assets	210,319	(119,151)	91,168
Library Resources	304,075	(226,143)	77,932
Balance at 31 December 2019	2,308,725	(1,267,042)	1,041,683

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Land	145,000	-	-	-	-	145,000
Building Improvements	214,212	1,679	-	-	(6,031)	209,860
Furniture and Equipment	315,525	68,057	-	-	(37,802)	345,780
Information and Communication	140,581	73,343	-	-	(67,743)	146,181
Motor Vehicles	3,460	42,117	-	-	(9,911)	35,666
Textbooks	120,119	2,727	-	-	(15,000)	107,846
Leased Assets	119,556	4,794	-	-	(31,150)	93,200
Library Resources	102,751	4,107	-	-	(20,792)	86,066
Balance at 31 December 2018	1,161,204	196,824	-	-	(188,429)	1,169,599

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Land	145,000	-	145,000
Building Improvements	301,838	(91,978)	209,860
Furniture and Equipment	886,718	(540,938)	345,780
Information and Communication Technology	859,000	(712,819)	146,181
Motor Vehicles	93,576	(57,910)	35,666
Textbooks	270,573	(162,727)	107,846
Leased Assets	193,638	(100,438)	93,200
Library Resources	297,209	(211,143)	86,066
Balance at 31 December 2018	3,047,552	(1,877,953)	1,169,599

14. Accounts Payable

	2019 Actual	2019 Budget	2018 Actual
	\$	\$	\$
Operating Creditors	88,922	-	-
Accruals	310,404	-	97,192
Employee Entitlements - Salaries	207,961	304,132	247,538
	607,287	304,132	344,730
Payables for Exchange Transactions	607,287	304,132	344,730
	607,287	304,132	344,730

The carrying value of payables approximates their fair value.

15. Revenue Received in Advance

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
International Student Fees	332,392	315,000	282,268
Other	2,670	-	4,166
	<u>335,062</u>	<u>315,000</u>	<u>286,434</u>

16. Provision for Cyclical Maintenance

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	104,360	104,360	89,342
Increase/ (decrease) to the Provision During the Year	22,664	15,000	15,018
Use of the Provision During the Year	(7,414)	(11,788)	-
Provision at the End of the Year	<u>119,610</u>	<u>107,572</u>	<u>104,360</u>
Cyclical Maintenance - Current	55,478	57,104	64,132
Cyclical Maintenance - Term	64,132	50,468	40,228
	<u>119,610</u>	<u>107,572</u>	<u>104,360</u>

17. Finance Lease Liability

	2019	2019 Budget	2018
	Actual	(Unaudited)	Actual
	\$	\$	\$
No Later than One Year	9,832	23,400	49,722
Later than One Year and no Later than Five Years	9,959	61,425	7,157
	<u>19,791</u>	<u>84,825</u>	<u>56,879</u>

18. Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	41,786	30,000	50,806
Funds Held in Trust on Behalf of Third Parties - Non-current	709,213	719,883	690,244
	<u>750,999</u>	<u>749,883</u>	<u>741,050</u>

These funds(current portion) are held in trust for students as credit balances for monies received but not yet spent.

	Opening	Income	Expenses	Closing
Raymond Nutter Trust	132,127	8,382	9,906	130,603
Stephen Bowater Trust	55,321	6,733	-	62,054
Romala Catran Debating	10,117	-	1,808	8,309
Eva Hammond Estate Trust	301,335	12,650	3,312	310,673
THS Student Support Trust	191,344	7,000	771	197,573
	<u>690,244</u>	<u>34,765</u>	<u>15,797</u>	<u>709,213</u>

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

These funds(non-current portion) are held on behalf of the above Trusts for the purposes and benefits of the students as specified in the Trust documents.

19. Funds Held for Capital Works Projects

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

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
A Block Stage 2	<i>in progress</i>	45,859	1,996,800	(1,947,721)	-	94,938
5/10 YPP	<i>in progress</i>	45,224	-	-	-	45,224
G Block	<i>completed</i>	298,343	49,811	(368,660)	-	(20,506)
Decking Replacement	<i>completed</i>	130	-	(130)	-	-
Asbestos	<i>completed</i>	(8,627)	8,627	-	-	-
Totals		<u>360,929</u>	<u>2,055,238</u>	<u>(2,316,511)</u>	-	<u>119,656</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	140,162
Funds Due from the Ministry of Education	(20,506)
	<u>119,656</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution	Closing Balances \$
A Block Stage 1	<i>completed</i>	14,467	-	(15,676)	1,209	-
A Block Stage 2	<i>in progress</i>	(7,096)	87,164	(34,208)	-	45,859
5/10 YPP	<i>in progress</i>	(269)	45,493	-	-	45,224
G Block	<i>in progress</i>	(8,472)	387,404	(80,589)	-	298,343
New Wharenui	<i>completed</i>	8,604	-	(8,604)	-	-
Caretakers Shed	<i>completed</i>	3,128	-	(3,128)	-	-
Decking Replacement	<i>completed</i>	(873)	1,003	-	-	130
Asbestos	<i>completed</i>	-	9,965	(18,592)	-	(8,627)
Totals		<u>9,489</u>	<u>531,029</u>	<u>(160,797)</u>	<u>1,209</u>	<u>380,929</u>

20. Related Party Transactions

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

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

Michelle Sim, spouse of Dave Sim, was employed by the School as a teacher during the school year on terms and conditions that are no more favourable than the Board would have adopted if there was no relationship to a member. Mary Hamilton, Board of Trustees, Chair, is the Director of Wilderness Motor Homes. Thames High School have purchased mountain bikes through her business, as they are able to obtain 50% discount on the bikes, with their buying power in this product category

21. Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	6,105	4,580
Full-time equivalent members	0.18	0.21
<i>Leadership Team</i>		
Remuneration	1,559,998	1,527,356
Full-time equivalent members	15.68	16.10
Total key management personnel remuneration	1,566,103	1,531,936
Total full-time equivalent personnel	15.86	16.31

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	170-180	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
100-130	3.00	2.00
	3.00	2.00

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

22. Compensation and Other Benefits Upon Leaving

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

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

23. 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.

24. Commitments

(a) Capital Commitments

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

(a) \$482,710 contract with ASAP contracting to have G Block upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$348,224 has been received of which \$ 368,660 has been spent on the project to balance date. This project has been approved by the Ministry.

(b) \$2,315,000 contract to have the A Block Stage 2 upgraded as agent for the Ministry of Education. This project is fully funded by the Ministry and \$1,945,859 has been received of which \$1,947,721 has been spent on the project to balance date. This project has been approved by the Ministry; and

Capital commitments at 31 December 2018: \$320,083

(b) Operating Commitments

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

(a) operating lease of chromebooks/computers;

	2019 Actual \$	2018 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>-</u>

25. Managing Capital

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

26. Financial Instruments

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

Financial assets measured at amortised cost (2018: Loans and receivables)

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	260,977	620,000	361,713
Receivables	321,754	270,000	266,327
Investments - Term Deposits	1,019,023	800,000	953,523
Total Financial assets measured at amortised cost	<u>1,601,754</u>	<u>1,690,000</u>	<u>1,581,563</u>

Financial liabilities measured at amortised cost

Payables	607,287	304,132	344,730
Finance Leases	19,791	84,825	56,879
Total Financial Liabilities Measured at Amortised Cost	<u>627,078</u>	<u>388,957</u>	<u>401,609</u>

27. 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 2020, 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 jury 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.

28. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 10 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 12 Investments:

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

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

29. Failure to comply with Section 87 of the Education Act 1989

The Board has failed to comply with Section 87 of the Education Act 1989, as the Board were unable to provide their audited financial statements to the Ministry of Education by 31 May 2020. The disruption caused by the Covid-19 restrictions, including the closure of the school, meant that the audit could not progress as planned. This resulted in the school missing the statutory deadline.

Independent Auditor's Report

To the readers of Thames High School's Financial statements For the year ended 31 December 2019

The Auditor-General is the auditor of Thames High School (the School). The Auditor-General has appointed me, Elaine Yong, using the staff and resources of RSM Hayes Audit, 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 4 to 22, 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 (PBE) Standards Reduced Disclosure Regime.

Our audit was completed on 5 March 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. 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 27 on page 22 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of 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 includes the statement of responsibility, board member list, analysis of variance, and kiwisport report, but does not include the financial statements, and our auditor's report thereon.

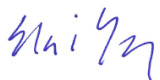
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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 Thames High School.



Elaine Yong
RSM Hayes Audit
On behalf of the Auditor-General
Auckland, New Zealand



Thames High School

Te Kura Tuarua o Te Kauaeranga

Analysis of Variance (2019)

Introduction

Our analysis of variance summarises for our community the progress the school (board) has made in achieving the aims and targets set out in our school charter. It shows parents, families and whānau the actions taken to achieve these and how successful these actions have been for improving student achievement.

From the Charter, Strategic Plan (2019)

VISION, MISSION AND VALUES VISION STATEMENT

Thames High School students will:

- Achieve to their potential in national qualifications
- Enjoy success today and be prepared for tomorrow
- Embrace the school values

MISSION STATEMENT

- To inspire life-long learners who actively build a diverse, just and sustainable society

VALUES STATEMENT

The Thames High School community upholds and promotes the values of:

- respect for others, learning, environment, self
- integrity, honesty and responsibility
- service for the common good
- excellence through perseverance and resilience
- equity through fairness and social justice

We embody the spirit of turangawaewae or belonging. We honour the Treaty of Waitangi and the wairua of all. In partnership with our community we prepare for tomorrow's world.



STRATEGIC GOALS 2019 – 2021

In 2018 the Board of Trustees undertook an in-depth community survey. Following the analysis of the survey the following strategic themes emerged:

- Raising community perception of the school
- Improving communication within and beyond the school
- Ensuring effective school discipline processes
- Ensuring effective school self-review processes

The following **strategic goals** were set:

1. School internal evaluation and review processes will use evidence-based practices to reduce disparity in achievement between boys and girls, and Māori and non-Māori students.
2. Thames High School is recognised as the school of choice in the Thames community.
3. Communication, both within and beyond the school, will be effective.

The following **Annual Goals and Annual Targets** were identified.

Annual goals	Target(s)
1. Review and evaluation of school processes will include restorative practices, whānau/rōpū teacher role, reporting to parents, effective use of student achievement data and teacher inquiry into practice.	-
2. Our community will have a positive perception of Thames High School.	<ol style="list-style-type: none"> 1. Communication indicators – parent survey data will show 20% positive change 2. Community survey to check for changes in perception – community survey data will show 20% positive change
3. School discipline practices will be fair, consistent and effective, with well-understood boundaries and consequences.	-
4. Student behaviour and appearance, both within and beyond school, will be of a high standard.	-
<ol style="list-style-type: none"> 5. There will be an improvement in NCEA results for boys. 6. There will be an improvement in NCEA results for Māori boys. 	<ol style="list-style-type: none"> 3. NCEA Level 3 boys target – 60% (to be at or above the 2018 national and decile rate for boys at level 3) 4. NCEA Level 1 Māori boys target – 73% (to be at or above the 2018 national rate for all at level 1) 5. Merit endorsements target – increase to 22% at level 1, 2 and 3



Analysis of Variance

Strategic aim (1)	School internal evaluation and review processes will use evidence-based practices to reduce disparity in achievement between boys and girls, and Māori and non-Māori students.																																			
Annual goal / target (s)	<ol style="list-style-type: none"> There will be an improvement in NCEA results for boys. There will be an improvement in NCEA results for Māori boys. 																																			
Target(s)	<ol style="list-style-type: none"> NCEA Level 3 boys target – 60% (to be at the 2018 national and decile rate for boys at level 3) NCEA Level 1 Māori boys target – 73% (to be at the 2018 national rate for boys at level 1) Merit endorsements target – increase to 22% at level 1, 2 and 3 																																			
Strategies Planned actions	<p>Develop and implement strategies to deliver improved NCEA Level 3 and UE results</p> <ul style="list-style-type: none"> Target groups of learners based on achievement data are established to implement interventions aimed at raising achievement. Implement the use of Assay3 for monitoring and reporting on student learning progress, across all learning areas and year levels. <p>Review of course design and the pathways for at-risk students</p> <ul style="list-style-type: none"> Meet with stakeholders (from our Māori community) to seek advice on appropriate consultation – what it could look like, who can support us in this - and then to develop a Te Ao Māori Strategic Plan to support success for our Māori students as Māori <p>Develop an effective Teacher appraisal process</p> <ul style="list-style-type: none"> Teacher inquiry will be a focus and integrated as part of the appraisal process for all teachers led by the SLT. 																																			
Baseline and Outcome Data	<p>1. NCEA Level 3 boys target – pass rate at least 60% (i.e. the 2018 national and decile band rate for boys at level 3).</p> <table border="1" data-bbox="509 1256 1469 1458"> <thead> <tr> <th>NCEA</th> <th>2018 THS</th> <th>2018 DECILE 5</th> <th>2018 DECILE 4-7</th> <th>2018 NZ Average</th> <th>2019 TARGET</th> <th>2019 ACTUAL</th> </tr> </thead> <tbody> <tr> <td>Level 3 Year 13 Boys</td> <td>47.5% (19/40 Boys)</td> <td>52.5%</td> <td>60.3%</td> <td>61%</td> <td>60%</td> <td>57.8% (26/45 Boys)</td> </tr> </tbody> </table> <p>2. NCEA Level 1 Māori boys target – at least 73% (i.e. 2018 THS rate and above the national average for ALL at level 1).</p> <table border="1" data-bbox="509 1576 1469 1935"> <thead> <tr> <th>NCEA</th> <th>2018 THS</th> <th>2018 DECILE 5 (Boys)</th> <th>2018 DECILE 4-7 (Boys)</th> <th>2018 NZ Average (ALL)</th> <th>2019 TARGET</th> <th>2019 ACTUAL Māori Boys</th> </tr> </thead> <tbody> <tr> <td>Level 1 Year 11 Māori Boys</td> <td>73.2% (Boys)</td> <td>68.8% (Boys)</td> <td>71.6%</td> <td>72.4%</td> <td>73%</td> <td>59.1% (13/22 Māori Boys)</td> </tr> <tr> <td></td> <td>68.4% (13/19 Māori Boys)</td> <td>54.7% (Māori Boys)</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	NCEA	2018 THS	2018 DECILE 5	2018 DECILE 4-7	2018 NZ Average	2019 TARGET	2019 ACTUAL	Level 3 Year 13 Boys	47.5% (19/40 Boys)	52.5%	60.3%	61%	60%	57.8% (26/45 Boys)	NCEA	2018 THS	2018 DECILE 5 (Boys)	2018 DECILE 4-7 (Boys)	2018 NZ Average (ALL)	2019 TARGET	2019 ACTUAL Māori Boys	Level 1 Year 11 Māori Boys	73.2% (Boys)	68.8% (Boys)	71.6%	72.4%	73%	59.1% (13/22 Māori Boys)		68.4% (13/19 Māori Boys)	54.7% (Māori Boys)				
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<p>Actions (What was done)</p>	<p>1. NCEA Level 3 boys target – pass rate at least 60% (i.e. the 2018 national and decile rate for boys at level 3).</p> <p>A focus across the school was to identify our priority learners within each department and implement a strategy plan to increase achievement. This was addressed through the department goals as follows:</p> <ul style="list-style-type: none"> Tracking and monitoring of students/taiohi was implemented in each department with the focus on students/taiohi who are male and identify as Māori. In the Physical Education and Health department, “The focus 5” was an inquiry into 5 students in a holistic way to support achievement in the subject area. Most departments had a specific goal around making subjects more practical or “hands on” learning activities (to reflect preferred learning modes for boys). Implementation of the “Year 13 make a plan” programme. ILPs (Individual Learning Plans) developed at the start of T3 for year 13 taiohi that do not have a plan. Meet with the Careers Advisor and year 13 deans. Extra tutorials after school were offered by Careers Advisors to support taiohi scholarship applications. ILPs and one-on-one to plan for tertiary education. “Catch up day” which happens on the last day of each term. This was extended at the end of the year with some students/taiohi remaining at school to work with teachers/kaiako to increase credits or gain an endorsement. The tracking and monitoring coordinator works closely with the year 13 deans and Whānau kaitiaki to identify, track and monitor academic progress over term 3 and initiate a ILP for taiohi at risk of not achieving NCEA level 3 or equivalent qualification. <p>2. NCEA Level 1 Māori boys target – at least 73% (to be at the 2018 national rate for boys at level 1).</p> <p>The following strategies have been adopted.</p> <ul style="list-style-type: none"> Te Ao Māori strategic rōpū was established made up of our school community. They have contributed to the school charter and developing a strategic plan to support and embrace Māori achieving and succeeding as Māori. Te Rōpū Pānoni (made up of 8 members) working with the Ministry of Education to use a capability framework to provide a baseline and strategies to accelerate Māori student achievement. Centrally funded PLD specifically focused on Culturally Responsive Pedagogy through Poutama Pounamu and the use of the Rongohia Te Hau tool within the classroom to gather and analysing a range of evidence to enable school leaders and teachers to ‘get a sense’ of the extent to which cultural relations for responsive pedagogy is evident across a school. 														



	<ul style="list-style-type: none"> • THS successfully applied for funding through the Ministry to be part of the “<i>Regional Mentoring Programme</i>” to provide mentoring support to learners at risk of not achieving NCEA or equivalent qualification by supporting learners’ attendance and engagement. • The implementation of “<i>My holistic pathway</i>” snapshot booklet across ALL year levels of the school to monitor taiohi progress by the Rōpū/Whānau kaitiaki. • Tracking and monitoring coordinator was appointed to provide a more coherent approach to tracking and monitoring of priority learners across the school. • Year 11 dean/kaitiaki working closely with Tracking and monitoring coordinator, Whānau kaitiaki, kaiako and parents developing an ILP (Individual Learning Plan) for priority learners. • The implementation of the Year 11 “<i>Adventure Studies</i>” cross curricular programme, integrating Outdoor Education, Science and English. <p>3. Merit endorsements target - increase to at least 22% at level 1, 2, and 3.</p> <ul style="list-style-type: none"> • Worked with students/taiohi at Year levels 11, 12, 13 with a focus on merit endorsement. This was done through the dedicated catch up day at the end of each term. This was extended at the end of the year with some students/taiohi remaining at school to work with teachers/kaiako to increase credits or gain an endorsement. There is also a follow up at the beginning of the year working one-on-one with taiohi.
<p>Outcomes (what happened?)</p>	<ol style="list-style-type: none"> 1. While the target was not met, there was a significant increase from 47.5% to 57.8%. 2. The school (59.1%) did not meet its target of 73%. 3. We exceeded our target of 22% at level 1 with 26.5% and at level 3 with 27.5%. We did not meet the target of 22% for level 2 only gaining 17.4%.
<p>Commentary</p> <p>Reasons for the variance (why did that happen?)</p>	<ol style="list-style-type: none"> 1. NCEA Level 3 boys target – pass rate at least 60% (i.e. the 2018 national and decile rate for boys at level 3). <p>Although the target above was not met, there was a significant increase in pass rate from 47.5% in 2018 to 57.8% in 2019.</p> <ol style="list-style-type: none"> 2. NCEA Level 1 Māori boys target – at least 73% (to be at the 2018 national rate for boys at level 1). <p>This target of 73% was set against the Thames High School L1 boys results for 2018, reflecting our aspiration that <i>Māori achieve success as Māori</i> and that the current <i>disparity between Māori and non-Māori and girls and boys</i> is closed.</p> <p>In 2018, 68.4% of Maori boys achieved Level 1. This represents 13/19 boys in this cohort. The result was significantly above the decile 5 average of 54.7%. Caution must be taken when numbers of students are</p>



less than 20, percentages are skewed by individual variability, rather than representative of a cohort.

In 2019, **59.1 %** (13/22) of Māori boys achieved NCEA Level 1. The result was above the decile 5 average of **55.7%**. Relative to the 2018 cohort the 2019 cohort did not achieve as well, and that is due to the individual needs of taiohi.

Out of the 43 boys at Year 11, 22 were Māori.

Out of the 22 boys:

- Five boys left school during the 2019 year
 - Four left without a qualification for employment.
 - One left and returned at the start of 2020 to complete Level 1, which is suitable for his learning progression.
- 17 boys
 - 13 achieved NCEA L1 with 2 leaving school at the end of 2019. One taiohi relocated to another school with the other
 - One was not attending due to health issues (enrolled with NHS)
 - One left at the start of 2020 without any qualification
 - Two did not gain NCEA Level 1 but have been retained in Year 12.

Out of the **22 Māori boys** from the 2019 cohort, **14** have moved into Year 12 and 3 are completing NCEA Level 1.

1. It was pleasing to meet the target at Level 1 and Level 3.

We did not meet the target of 22% merit endorsement at Level 2 as there was an **increase in endorsement with excellence** from 13.5% in 2018 to 21.7% in 2019 which is a **much better outcome**.

Level 1

In 2018, **40.3%** of Year 11 students that achieved Level 1, achieved with endorsement (22.1% with excellence and 18.2% with merit). The decile 5 endorsement average was **45.8%**. Thames High was **below** the average.

In 2019, **42.2%** of Year 11 students that achieved Level 1, achieved with endorsement (15.7% with excellence and 26.5% with merit). The decile 5 endorsement average was **44.2%**. Thames High was only **slightly below** the average.

This is an improvement on the 2018 result, both directly and relative to the comparison group



	<p><u>Level 2</u></p> <p>In 2018, 33.7% of Year 12 students that achieved Level 2, achieved with endorsement (13.5% with excellence and 20.2% with merit). The decile 5 endorsement average was 32.5%. Thames High was slightly higher.</p> <p>In 2019, 39.1% of Year 12 students that achieved Level 2, achieved with endorsement (21.7% with excellence and 17.4% with merit). The decile 5 endorsement average was 34.3%. Thames High was significantly higher.</p> <p>The 2019 result is a significant improvement on the 2018 result, both directly and relative to the comparison group.</p> <p><u>Level 3</u></p> <p>In 2018, 34.0% of Year 13 students that achieved Level 3, achieved with endorsement (13.2% with excellence and 20.8% with merit). The decile 5 endorsement average was 34.6%. Thames High was comparable.</p> <p>In 2019, 43.5% of Year 13 students that achieved Level 3, achieved with endorsement (17.4% with excellence and 26.2% with merit). The decile 5 endorsement average was 34.8%. Thames High was significantly higher.</p> <p>The 2019 result is a significant improvement on the 2018 result, both directly and relative to the comparison group.</p>
<p>Evaluation (where to next)</p>	<p>Overall the NCEA results for Thames High School across all levels for 2019 are above the national average and above the decile school average for Level 1 and 2 with just sitting under the decile school average at Level 3.</p> <p>In future, endorsement targets will be set to include both merit and excellence endorsements in order to better analyse the achievements of students.</p> <p>Plans for tracking and monitoring more closely have been implemented for 2020.</p> <p>A further breakdown of gender/ethnicity to better analyse and compare the achievement of students within specific groups, and set targets accordingly. For instance there are disparities between Male/Females and, Non-Māori/Māori. These disparities become greater for UE Literacy, L3 - University Entrance. The gap also widens for Merit and Excellence endorsements at L2 and L3.</p>



Strategic aim (2)	Thames High School is recognised as the school of choice in the Thames community.
Annual goal / target (s)	<ol style="list-style-type: none"> 1. Our community will have a positive perception of Thames High School. 2. School discipline practices will be fair, consistent and effective, with well-understood boundaries and consequences. 3. Student behaviour and appearance, both within and beyond school, will be of a high standard.
Planned Strategies	<p>Conduct a community survey to gain a baseline for perception of Thames High and check for changes in perception.</p> <p>A full review of the effectiveness of current discipline processes is conducted and outcomes presented to BOT.</p> <p>Revisit Teacher PLD on ROLES A rōpū was established at the start of 2019 to rebrand THS ROLES. This kaupapa forms part of the values for the school and is implemented daily through our pastoral care system and within the classroom. ROLES is also celebrated through assemblies. This is now part of the school charter.</p> <p>Restorative Practice Implement changes to restorative practices as a result of the review of discipline process, and communicate outcomes to all parties.</p> <p>Uniform Develop and implement a plan to ensure that published uniform standards are consistently enforced.</p> <p>Whānau and Rōpū systems Review of whānau and rōpū systems to be completed and changes made based on outcomes.</p>
Target(s)	Community survey data will show 20% positive change.
Baseline Data	Anecdotally there have been concerns expressed about the behaviour and appearance of Thames High School students.
Actions (What was done)	<p>A targeted baseline parent survey was used in Term 1 to establish the perception 'levels' and a follow up survey in term 3 was to be used to assess whether perception 'levels' have changed.</p> <p>There was a focus on ROLES, consequences and the Whānau and Rōpū programmes were reviewed. Changes to Whānau and Rōpū were implemented. This included a senior whanau mentoring booklet, focusing on values, wellbeing, goals and academic tracking.</p>
Outcomes (what happened?)	<p>The baseline survey of parents was carried out with 28 responses. There were a large number of statements that were rated on a five point scale from strongly disagree to strongly agree, with a neutral or not sure mid-point.</p>



	<p>Some key findings related to the perception of the school and communication (percentage of strongly agree and agree)</p> <ul style="list-style-type: none"> - 57% were 'generally happy' with the quality of schooling - 46% would recommend to other parents - 68% felt that the cultural identity of their child was recognized and respected. - 71% were happy with the communication from the college. - 82% felt as though the school were responsive to any concerns - 42.9% indicated that the school provided clear feedback about learning - 64% were positive that their child felt like they belonged - 43% were positive about the quality of information about their child's progress - 68% were happy with the quality of information about school events and activities.
<p>Commentary</p> <p>Reasons for the variance (why did that happen?)</p>	<p>A follow up survey was not completed in Term 3 to make comparisons as to whether the school met its target of 20% positive change.</p> <p>This was primarily due to management changes in 2019 including the retirement of the principal. However, it would be unusual for such a change of perception expected to have shown itself in one year.</p>
<p>Evaluation (where to next)</p>	<p>As part of a revised self-evaluation process, a community survey for whanau, taiohi/students and Kaiako/teachers will be developed and implemented in 2020. Results will be used to help establish direction for annual plans, and monitor changes in perception on a more realistic timescale. Ideally the survey will be completed every year, with progress evaluations of some aspects taken annually.</p> <p>The strategies to improve the perception of the school in the community and a sense of pride in the school will focus on these actions:</p> <ol style="list-style-type: none"> 1. Consistency in the behaviour expectations and management (corrective strategies) through reinforcing the PB4L matrices of expectations and consequences. This includes reinforcing THS tikanga and values at all possible times. How to conduct corrective conversations and investigate professional development for those kaitiaki/kaiako working with students with significant behaviour needs. This includes communication of and follow up on uniform expectations. 2. An evaluation of the perceptions and success of Whānau and Rōpū programmes to meet their pastoral and mentoring goals. This will be from the perspectives of taiohi and kiako against established rubrics of the nature of successful programmes (e.g. Wellbeing for Success).



Strategic aim (3)	Communication, both within and beyond the school, will be effective.
Annual goal / targets	-
Target	-
Planned actions	<p>Regular, timely communication with parents about school events and current issues.</p> <ul style="list-style-type: none"> • Regular, timely contact from whānau and rōpū teachers/kaitiaki with parents • Regular sharing of school successes with the community, through a variety of appropriate media • Marketing coordinator with appropriate experience in education and marketing is engaged • Communication and marketing plan is developed and implemented • There is a commitment to encourage more Thames parents to choose THS as their school of choice through development of appropriate communication channels
Data	N/A
Actions (What was done)	<p>Much more emphasis was placed on visiting and communicating with contributing schools, and holding successful open day. The consequence of that was an increased Year 9 enrolment at the start of 2020.</p> <p>The board engaged an external consultant to help us develop a marketing plan. This company was chosen as they had a background in Secondary Schools, and had understanding of what we were looking for.</p>
Outcomes (what happened?)	The marketing plan is in its initial stages, where we have had introductory meetings, and consultation of SLT and Board Representatives. The consultant is interviewing a selection of students, teachers, and other members of the community to gage the perception of Thames High School
Commentary Reasons for the variance (why did that happen?)	We are waiting on the finalised plan, expected end of Term 2 2020, so we can then implement this. Once the plan is completed, a structured communication and marketing plan will be established.
Evaluation (where to next)	This strategic intent will be continued in 2020, and including reviews of communication channels/media.



Reports on special and contestable funding

KIWISPORT

Kiwi sport is a Government funding initiative to support students' participation in organized sport. In 2019, the school received total Kiwisport funding of \$10,902.75 (excluding GST). The funding was spent on maintaining a sports co-ordinator with the school to constantly promote sports. As a consequence 52% of students represented the school in sports.