

St Thomas's School

Annual Report for the year ended 31 December 2020

Ministry Number:	1510
Principal:	Michael Maher
School Address:	Allum Street, Auckland
School Postal Address:	113 Allum Street, Auckland, 1071
School Phone:	09-528 3938
School Email:	office@stthomas.school.nz
Service Provider:	Edtech Financial Services Ltd

St Thomas's School

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How position on Board gained	Term expired/expires
Michael Maher	Principal		
Claire Fromow	Staff Rep	Elected	May-22
Richard Klipin	Trustee	Elected	May-22
Jake Shand	Trustee	Elected	May-22
Claudine Crabtree	Trustee	Elected	May-22
Michael Morton	Chair	Elected	May-22
Georgia Houlker	Trustee	Elected	May-22

St Thomas's School

Annual Report

For the year ended 31 December 2020

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St Thomas's School
Statement of Responsibility
For the year ended 31 December 2020

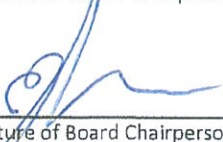
The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

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

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

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

Michael Morton
Full Name of Board Chairperson


Signature of Board Chairperson

28/5/2021
Date:

Michael Maher
Full Name of Principal


Signature of Principal

28/5/2021
Date:

St Thomas's School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Revenue				
Government Grants	2	6,780,914	5,925,539	6,580,961
Locally Raised Funds	3	404,020	591,500	545,797
Interest Income		32,783	55,000	55,722
International Students	4	117,565	100,000	129,582
		<u>7,335,282</u>	<u>6,672,039</u>	<u>7,312,062</u>
Expenses				
Locally Raised Funds	3	121,390	237,640	205,683
International Students	4	8,358	14,000	15,901
Learning Resources	5	4,171,719	3,171,503	3,899,052
Administration	6	312,093	355,996	325,057
Finance		3,103	2,377	4,057
Property	7	2,593,948	2,684,691	2,647,698
Depreciation	8	221,237	280,000	245,686
Loss on Disposal of Property, Plant and Equipment		12,878	-	75,165
		<u>7,444,726</u>	<u>6,746,207</u>	<u>7,418,299</u>
Net (Deficit) for the year		(109,444)	(74,168)	(106,237)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(109,444)</u>	<u>(74,168)</u>	<u>(106,237)</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.

St Thomas's School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Balance at 1 January		3,466,626	3,466,626	3,473,738
Total comprehensive revenue and expense for the year		(109,444)	(74,168)	(106,237)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	99,125
Equity at 31 December	24	3,357,182	3,392,458	3,466,626
Retained Earnings		3,357,182	3,392,458	3,466,626
Equity at 31 December		3,357,182	3,392,458	3,466,626

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.

St Thomas's School

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget (Unaudited)	Actual
		\$	\$	\$
Current Assets				
Cash and Cash Equivalents	9	222,716	146,785	180,947
Accounts Receivable	10	285,780	237,000	226,005
GST Receivable		22,836	15,000	23,441
Prepayments		17,113	25,000	68,016
Inventories	11	1,878	2,500	2,959
Investments	12	1,193,231	900,000	1,436,778
		<u>1,743,554</u>	<u>1,326,285</u>	<u>1,938,146</u>
Current Liabilities				
Accounts Payable	14	371,724	307,030	274,831
Revenue Received in Advance	15	69,111	22,000	135,452
Provision for Cyclical Maintenance	16	-	-	9,000
Finance Lease Liability - Current Portion	17	15,669	27,388	23,070
Funds Held for Capital Works Projects	18	9,136	4,600	2,647
		<u>465,640</u>	<u>361,018</u>	<u>445,000</u>
Working Capital Surplus/(Deficit)		1,277,914	965,267	1,493,146
Non-current Assets				
Property, Plant and Equipment	13	2,154,286	2,513,559	2,041,059
		<u>2,154,286</u>	<u>2,513,559</u>	<u>2,041,059</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	16	66,250	66,250	52,700
Finance Lease Liability	17	8,768	20,118	14,879
		<u>75,018</u>	<u>86,368</u>	<u>67,579</u>
Net Assets		<u>3,357,182</u>	<u>3,392,458</u>	<u>3,466,626</u>
Equity	24	<u>3,357,182</u>	<u>3,392,458</u>	<u>3,466,626</u>

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

St Thomas's School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020 Budget	2019
	Note	Actual	(Unaudited)	Actual
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		1,296,310	1,128,105	1,135,801
Locally Raised Funds		322,410	598,244	602,869
International Students		117,565	(14,174)	112,452
Goods and Services Tax (net)		605	8,441	(20,223)
Payments to Employees		(1,012,265)	(858,117)	(861,319)
Payments to Suppliers		(605,775)	(744,957)	(816,056)
Interest Paid		(3,103)	(2,377)	(4,057)
Interest Received		36,845	54,885	55,687
Net cash from/(to) Operating Activities		152,592	170,050	205,154
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		799	-	(159,891)
Purchase of Property Plant & Equipment (and Intangibles)		(334,810)	(837,694)	(146,902)
Purchase of Investments		-	-	-
Proceeds from Sale of Investments		243,547	536,778	-
Net cash from/(to) Investing Activities		(90,464)	(300,916)	(306,793)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	99,125
Finance Lease Payments		(26,848)	94,751	745
Funds Held for Capital Works Projects		6,489	1,953	(3,967)
Net cash from/(to) Financing Activities		(20,359)	96,704	95,903
Net increase/(decrease) in cash and cash equivalents		41,769	(34,162)	(5,736)
Cash and cash equivalents at the beginning of the year	9	180,947	180,947	186,683
Cash and cash equivalents at the end of the year	9	222,716	146,785	180,947

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.

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

Reporting Entity

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

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 of cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 16.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

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.

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.

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.

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.

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

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.

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.

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.

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.

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:

Buildings	40-50 years
Furniture and equipment	3-20 years
Information and communication technology	5 years
Leased assets held under a Finance Lease	3 years
Library resources	8 years

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

Impairment of property, plant, and equipment

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 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.

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.

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.

Long-term employee entitlements

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

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

Revenue Received in Advance

Revenue received in advance relates to fees received from international students and AIMS 2021 fundraising 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 this revenue received in advance, should the School be unable to provide the services to which they relate.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

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).

Financial Instruments

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

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

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

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

Budget Figures

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

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

2 Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	996,230	944,330	943,680
Teachers' Salaries Grants	3,199,151	2,400,000	3,106,324
Use of Land and Buildings Grants	2,315,453	2,397,434	2,323,781
Resource Teachers Learning and Behaviour Grants	1,348	2,600	2,730
Other MoE Grants	268,732	181,175	204,446
	<u>6,780,914</u>	<u>5,925,539</u>	<u>6,580,961</u>

Other MOE Grants total includes additional COVID-19 funding totalling \$39,475 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	220,429	286,000	277,422
Activities	166,082	295,500	256,743
Trading	12,784	10,000	11,632
Other Revenue	4,725	-	-
	<u>404,020</u>	<u>591,500</u>	<u>545,797</u>
Expenses			
Activities	113,975	229,640	197,755
Trading	7,415	8,000	7,928
	<u>121,390</u>	<u>237,640</u>	<u>205,683</u>
	<u>282,630</u>	<u>353,860</u>	<u>340,114</u>

Surplus/(Deficit) for the year Locally Raised Funds

4 International Student Revenue and Expenses

	2020	2020	2019
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	10	0	12
	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	117,565	100,000	129,582
Expenses			
Commissions	2,235	-	5,592
International Student Levy	3,871	14,000	4,904
Other Expenses	2,252	-	5,405
	<u>8,358</u>	<u>14,000</u>	<u>15,901</u>
	<u>109,207</u>	<u>86,000</u>	<u>113,681</u>

Surplus/(Deficit) for the year International Students

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

5 Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	116,823	92,703	89,631
Equipment Repairs	3,218	2,000	3,141
Information and Communication Technology	(688)	10,000	4,250
Library Resources	3,514	2,100	2,952
Employee Benefits - Salaries	3,970,806	2,999,700	3,728,296
Staff Development	78,046	65,000	70,782
	<u>4,171,719</u>	<u>3,171,503</u>	<u>3,899,052</u>

6 Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,030	7,030	6,850
Board of Trustees Fees	2,910	4,000	3,885
Board of Trustees Expenses	3,252	8,000	3,023
Communication	7,624	8,000	8,154
Consumables	41,506	38,000	41,771
Operating Lease	1,123	10,766	-
Other	50,239	57,000	64,079
Employee Benefits - Salaries	179,776	198,400	172,995
Insurance	11,157	17,500	17,148
Service Providers, Contractors and Consultancy	7,476	7,300	7,152
	<u>312,093</u>	<u>355,996</u>	<u>325,057</u>

7 Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	18,225	19,000	20,042
Consultancy and Contract Services	86,838	75,000	73,492
Cyclical Maintenance Expense	4,550	14,550	14,550
Grounds	18,158	21,000	29,955
Heat, Light and Water	36,734	36,000	38,020
Repairs and Maintenance	43,279	41,707	61,562
Use of Land and Buildings	2,315,453	2,397,434	2,323,781
Security	11,434	15,000	17,102
Employee Benefits - Salaries	59,277	65,000	69,194
	<u>2,593,948</u>	<u>2,684,691</u>	<u>2,647,698</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 nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year end reporting purposes.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

8 Depreciation

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Buildings - School	23,198	33,000	23,197
Furniture and Equipment	136,144	169,500	146,383
Information and Communication Technology	31,639	47,000	45,119
Leased Assets	24,876	24,000	24,936
Library Resources	5,380	6,500	6,051
	<u>221,237</u>	<u>280,000</u>	<u>245,686</u>

9 Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash on Hand	230	250	230
Bank Current Account	132,482	101,535	112,061
Bank Call Account	90,004	45,000	68,656
Cash and cash equivalents for Statement of Cash Flows	<u>222,716</u>	<u>146,785</u>	<u>180,947</u>

Of the \$222,716 Cash and Cash Equivalents, \$9,136- 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 (Unaudited)	Actual
	\$	\$	\$
Receivables	33,289	12,000	18,022
Interest Receivable	5,823	10,000	9,885
Teacher Salaries Grant Receivable	246,668	215,000	198,098
	<u>285,780</u>	<u>237,000</u>	<u>226,005</u>
Receivables from Exchange Transactions	39,112	22,000	27,907
Receivables from Non-Exchange Transactions	246,668	215,000	198,098
	<u>285,780</u>	<u>237,000</u>	<u>226,005</u>

11 Inventories

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Stationery	1,878	2,500	2,959
	<u>1,878</u>	<u>2,500</u>	<u>2,959</u>

12 Investments

The School's investment activities are classified as follows:

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,193,231	900,000	1,436,778
Total Investments	<u>1,193,231</u>	<u>900,000</u>	<u>1,436,778</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

13 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Buildings	857,291	-	-	-	(23,198)	834,093
Furniture and Equipment	1,022,583	320,087	(13,516)	-	(136,144)	1,193,010
Information and Communication Technology	83,189	14,038	(160)	-	(31,639)	65,428
Leased Assets	35,639	13,329	-	-	(24,876)	24,092
Library Resources	42,357	686	-	-	(5,380)	37,663
Balance at 31 December 2020	2,041,059	348,140	(13,676)	-	(221,237)	2,154,286

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Buildings	1,020,121	(186,028)	834,093
Furniture and Equipment	1,892,022	(699,012)	1,193,010
Information and Communication Technology	244,568	(179,140)	65,428
Leased Assets	82,669	(58,577)	24,092
Library Resources	106,624	(68,961)	37,663
Balance at 31 December 2020	3,346,004	(1,191,718)	2,154,286

The net carrying value of equipment held under a finance lease is \$24,092 (2019: \$35,639).

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Buildings	916,399	-	(35,911)	-	(23,197)	857,291
Furniture and Equipment	1,080,111	120,131	(31,276)	-	(146,383)	1,022,583
Information and Communication Technology	106,616	27,254	(5,562)	-	(45,119)	83,189
Leased Assets	50,275	12,019	(1,719)	-	(24,936)	35,639
Library Resources	48,814	291	(697)	-	(6,051)	42,357
Balance at 31 December 2019	2,202,215	159,695	(75,165)	-	(245,686)	2,041,059

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Buildings	1,020,121	(162,830)	857,291
Furniture and Equipment	1,895,318	(872,735)	1,022,583
Information and Communication Technology	252,942	(169,753)	83,189
Leased Assets	85,194	(49,555)	35,639
Library Resources	105,938	(63,581)	42,357
Balance at 31 December 2019	3,359,513	(1,318,454)	2,041,059

The net carrying value of equipment held under a finance lease is \$35,639 (2018: \$50,275).

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

14 Accounts Payable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating Creditors	69,565	60,000	49,866
Accruals	7,030	7,030	6,850
Banking Staffing Overuse	30,000	-	-
Employee Entitlements - Salaries	249,706	220,000	200,711
Employee Entitlements - Leave Accrual	15,423	20,000	17,404
	<u>371,724</u>	<u>307,030</u>	<u>274,831</u>
Payables for Exchange Transactions	371,724	307,030	274,831
	<u>371,724</u>	<u>307,030</u>	<u>274,831</u>

The carrying value of payables approximates their fair value.

15 Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
International Student Fees	68,087	-	114,174
Other	1,024	22,000	21,278
	<u>69,111</u>	<u>22,000</u>	<u>135,452</u>

16 Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	61,700	61,700	47,150
Increase/(decrease) to the Provision During the Year	4,550	14,550	14,550
Use of the Provision During the Year	-	(10,000)	-
Provision at the End of the Year	<u>66,250</u>	<u>66,250</u>	<u>61,700</u>
Cyclical Maintenance - Current	-	-	9,000
Cyclical Maintenance - Term	<u>66,250</u>	<u>66,250</u>	<u>52,700</u>
	<u>66,250</u>	<u>66,250</u>	<u>61,700</u>

17 Finance Lease Liability

The school has entered into a number of finance lease agreements for tela laptops and photocopiers.
Minimum lease payments payable (includes interest portion):

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	17,094	15,669	25,448
Later than One Year and no Later than Five Years	9,451	8,768	14,628
	<u>26,545</u>	<u>24,437</u>	<u>40,076</u>

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

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 Contribution/ (Write-off to R&M)	Closing Balances \$
Moe Enabling	<i>In progress</i>	2,187	25,014	18,525	-	8,676
MOE Autex	<i>Completed</i>	460	-	-	-	460
Totals		2,647	25,014	18,525	-	9,136

Represented by:

Funds Held on Behalf of the Ministry of Education

9,136

9,136

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
Roofing Project	<i>Completed</i>	5,526	-	5,526	-	-
MOE Enabling	<i>In progress</i>	1,088	5,398	4,299	-	2,187
MOE Autex Project	<i>Completed</i>	-	22,500	22,040	-	460
Totals		6,614	27,898	31,865	-	2,647

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.

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

20 Remuneration*Key management personnel compensation*

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	2,910	3,885
Full-time equivalent members	0.18	0.18
<i>Leadership Team</i>		
Remuneration	421,076	380,722
Full-time equivalent members	3.00	3.00
Total key management personnel remuneration	423,986	384,607
Total full-time equivalent personnel	3.18	3.18

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	180-195	170-180
Benefits and Other Emoluments	0-10	0-10
Termination Benefits	-	-

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
110-120	2	-
100-110	3	3
	5	3

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 \$6,000	2019 Actual \$2,600
Total Number of People	1	1

Notes to the Financial Statements (cont.)

For the year ended 31 December 2020

22 Contingencies

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

(Contingent liabilities and assets as 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 no contract agreements for capital works.

(Capital commitments as at 31 December 2019: nil)

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:

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Financial assets measured at amortised cost			
Cash and Cash Equivalents	222,716	146,785	180,947
Receivables	285,780	237,000	226,005
Investments - Term Deposits	1,193,231	900,000	1,436,778
Total Financial assets measured at amortised cost	1,701,727	1,283,785	1,843,730
Financial liabilities measured at amortised cost			
Payables	371,724	307,030	274,831
Finance Leases	24,437	47,506	37,949
Total Financial Liabilities Measured at Amortised Cost	396,161	354,536	312,780

26 Events After Balance Date

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

Independent Auditor's Report

To the readers of St Thomas's School's Financial statements For the year ended 31 December 2020

The Auditor-General is the auditor of St Thomas's School (the School). The Auditor-General has appointed me, Steve Hayes, 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 2 to 18, 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 Public Sector Public Benefit Entity (PBE) Standards 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 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 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 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: *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 St Thomas's School.



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

Analysis of Variance Reporting



School Name:	St Thomas's School	School Number:	1510
Strategic Aim:	Academic excellence is achieved across the school in reading, writing and numeracy		
Annual Aim:	Achieve literacy and numeracy levels that exceed the national norms		
Target:	<p>Reading:</p> <ul style="list-style-type: none">To increase the number of Pasifika learners achieving "At" or "Above" Curriculum Expectation in reading by 9% (from 42.4% to 51.4%). <p>Writing:</p> <ul style="list-style-type: none">To increase the number of Pasifika learners achieving "At" or "Above" Curriculum Expectation in writing by 9% (from 39.4% to 48.4%).To increase the number of Boys achieving "At" or "Above" Curriculum Expectation in writing from 70% to 73%. <p>Maths:</p> <ul style="list-style-type: none">To increase the number of Maori learners achieving "At" or "Above" Curriculum Expectation in Maths from 73% to 80%.To maintain achievement of Year 7&8 learners achieving "At" or "Above" Curriculum Expectation in maths at 80%. <p>Other:</p> <ul style="list-style-type: none">Review, monitor and improve punctuality and attendance.		

Baseline Data:

The National Standards data for the end of 2019 indicated the following:

Reading:

- 24.3% of Maori learners were achieving "Above" Curriculum Expectation
- 62.2% of Maori learners were achieving "At" Curriculum Expectation
- 15.2% of Pasifika learners were achieving "Above" Curriculum Expectation
- 27.3% of Pasifika learners were achieving "At" Curriculum Expectation
- 27.7% of Asian learners were achieving "Above" Curriculum Expectation
- 53.5% of Asian learners were achieving "At" Curriculum Expectation

Writing:

- 9.1% of Pasifika learners were achieving "Above" Curriculum Expectation
- 30.3% of Pasifika learners were achieving "At" Curriculum Expectation
- 14.7% of Boys were achieving "Above" Curriculum Expectation
- 55.4% of Boys were achieving "At" Curriculum Expectation

Maths:

- 24.4% of Year 7&8 students were achieving "Above" Curriculum Expectation
- 48.8% of Year 7&8 students were achieving "At" Curriculum Expectation

Actions *What did we do?*

At the beginning of 2020 we identified and tracked cohorts in the target groups for reading, writing and maths.

The following actions were taken.

Reading:

- Continued with Junior Literacy Support Teacher – 4 days per week: 19 children from Years 1-3
- Continued with Early Intervention Programme (EIP): 6 children from Years 1&2 (NB: 3 of these repeated for a second term)
- Continued with STEPS Literacy Programme: 37 children from Years 3, 4, 5, 6, 7 & 8
- ESOL support – intensive group instruction with ESOL teachers or in-class support with ESOL teacher-aides
- Continued to implement reading progressions school-wide through CoL team

Writing:

- Moderation of writing samples within year level teams
- Implemented Word Chain with 10 students in Y7&8 (interrupted by lockdown) and 3 students in Y5 for Term 4.
- Continued to implement writing progressions school-wide through CoL team

Maths:

- Year level teams used a range of groupings within their collaborative teaching to cater for the needs of the students for Number and Strand
- Intensive small group maths teaching (terms 1, 2, 3, 4) for “Well Below” and “Below” senior students
- Continued with mixed ability maths rich tasks in Years 7&8 on top of ability grouped maths pathway sessions
- Continued with individualised learning pathways for “Well Below”, “Below” and “At” Year 7&8 students
- Continued to implement maths progressions school-wide through CoL team

Data

The achievement of each cohort group was collated to show the following shifts between 2019 and 2020. The data excludes students with less than 40wks at school and those with admission date after 1st Nov. Comparative 2019 data includes all current and new students (within previous criteria), but excludes 2019 Year 8 cohort.

Outcomes

What happened?

Reading – Maori Learners

Reading All Year Levels		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	Number
Maori	2017	3	7.1%	8	19.0%	17	40.5%	14	33.3%	42
Maori	2018	2	4.3%	4	8.5%	28	59.6%	13	27.7%	47
Maori	2019	2	5.4%	3	8.1%	23	62.2%	9	24.3%	37
Maori	2020	2	5.6%	6	16.7%	22	61.1%	6	16.7%	36

Achieving 'At' or 'Above'

	Shift	
	%	Number
2017	73.8%	31 / 42
2018	87.2%	41 / 47
2019	86.5%	32 / 37
2020	77.8%	28 / 36

Cohort Comparison

Shift - Reading		
	%	Number
2017	79.6%	504 / 633
2018	83.1%	649 / 781
2019	82.2%	604 / 735
2020	82.3%	563 / 684

- 77.8% of Maori learners achieving 'At' or 'Above' expectation (86.5% in 2019)
- The entire cohort did not see this downwards shift in reading achievement.
- Reduction in achievement levels predominantly attributed to 4 Maori students new to the school in 2020 all achieving below expectation

Performance Related to Target – Maori Learners (Reading)

- Target of maintaining number of Maori Learners achieving 'At' or 'Above' expectation **not achieved**
- Target of increasing number of Maori Learners achieving 'At' or 'Above' expectation **not achieved** (down 8.7%)

Well Below

Of the 2 'Well Below' students in 2020:

- Both have serious attendance concerns and are transient, both are on the SEN register. Both left the school at the end of 2020

Below

Of the 6 'Below' students in 2020;

- 2 are the same students as 2019, 1 of these has attendance concerns, both are on the SEN register.
- The remaining 4 students were new to St Thomas's School in 2021

Reading – Pasifika Learners

Reading All Year Levels		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	Number
Pasifika	2017	4	13.3%	10	33.3%	11	36.7%	5	16.7%	30
Pasifika	2018	4	10.5%	15	39.5%	13	34.2%	6	15.8%	38
Pasifika	2019	5	15.2%	14	42.4%	9	27.3%	5	15.2%	33
Pasifika	2020	6	18.8%	12	37.5%	9	28.1%	5	15.6%	32

Achieving 'At' or 'Above'

	Shift		Cohort Comparison	
	%	Number	Shift - Reading	Number
2017	53.3%	16 / 30	79.6%	504 / 633
2018	50.0%	19 / 38	83.1%	649 / 781
2019	42.4%	14 / 33	82.2%	604 / 735
2020	43.8%	14 / 32	82.3%	563 / 684

- 43.8% of Pasifika learners achieving 'At' or 'Above' expectation (42.4% in 2019)

- A significantly lower percentage of Pasifika learners achieving 'At' or 'Above' expectation compared with whole 2020 cohort. (43.8%, compared with 82.3%)

Performance Related to Target – Pasifika Learners (Reading)

- Target of increasing number of Pasifika learners achieving 'At' or 'Above' expectation by 9% **not achieved** (1.4% increase).
- Continue to focus on Pasifika Learners in 2021. Use learning from 2020 Pasifika Kohiko Mai Programme to better support learners.

Well Below

Of the 6 'Well Below' students in 2020:

- 3 are the same students as 2019.
- 1 was new to the school.
- 2 have attendance concerns.

Below

Of the 12 'Below' students in 2020;

- 8 are the same students as 2019.
- 1 is a new student to the school.
- 1 student showed accelerated learning and moved up from 'Well Below' in 2019.
- 2 students dropped from "At" in 2019, both of these have attendance concerns.

Writing – Male Learners

Writing All Year Levels		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	Number
Male	2017	19	6.1%	81	26.1%	170	54.8%	40	12.9%	310
Male	2018	17	4.3%	110	27.8%	200	50.5%	69	17.4%	396
Male	2019	20	5.2%	94	24.7%	211	55.4%	56	14.7%	381
Male	2020	12	3.3%	104	28.7%	191	52.6%	56	15.4%	363

Achieving 'At' or 'Above'

	Shift		Cohort Comparison	
	%	Number	Shift - Writing	
2017	67.7%	210 / 310	%	Number
2018	67.9%	269 / 396	75.0%	475 / 633
2019	70.1%	267 / 381	74.9%	585 / 781
2020	68.0%	247 / 363	78.5%	577 / 735
			75.5%	521 / 690

- 68.0% of Male learners achieving 'At' or 'Above' expectation (70.1% in 2019)

- Male learners have a lower percentage achieving 'At' or 'Above' expectation compared with whole 2020 cohort. (68.0%, compared with 75.5%)

- For male students new to St Thomas's School during 2020, 27 achieved 'Well Below' or 'Below' in writing and 26 achieved 'At' or 'Above'.

Performance Related to Target – Male Learners (Writing)

- Target of increasing number of Male learners achieving 'At' or 'Above' expectation from 70.1% to 73% **not achieved**.
- Continue to focus on Male learners in Writing for 2021.

Well Below

Of the 20 'Well Below' students in 2020:

- 10 are the same students as 2019, 4 of these have attendance concerns, 6 are on our SEN register.
- 4 are new to the school.
- 2 have moved down from 'Below' in 2019.
- 7 students have shown accelerated learning moving from 'Well Below' in 2019 to 'Below' in 2020.

Below

Of the 149 'Below' students in 2020;

- 23 are new students to the school.
- 61 do not speak English as their first language.
- 46 have attendance concerns.

Writing – Pasifika Learners

Writing All students		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	Number
Pasifika	2017	1	3.3%	14	46.7%	13	43.3%	2	6.7%	30
Pasifika	2018	4	10.5%	21	55.3%	10	26.3%	3	7.9%	38
Pasifika	2019	4	12.1%	16	48.5%	10	30.3%	3	9.1%	33
Pasifika	2020	4	12.5%	15	46.9%	11	34.4%	2	6.3%	32

Achieving 'At' or 'Above'

	Shift		Cohort Comparison	
	%	Number	Shift - Writing	Number
2017	50.0%	15 / 30	75.0%	475 / 633
2018	34.2%	13 / 38	74.9%	585 / 781
2019	39.4%	13 / 33	78.5%	577 / 735
2020	40.6%	13 / 32	75.5%	521 / 690

- 40.6% of Pasifika learners achieving 'At' or 'Above' expectation for writing (39.4% in 2018).

- Pasifika learners have significantly lower percentage achieving 'At' or 'Above' expectation compared with whole 2020 cohort. (40.6%, compared with 75.5%)

Performance Related to Target – Pasifika Learners (Writing)

- Target of increasing number of Pasifika learners achieving 'At' or 'Above' expectation by 9% **not achieved** (1.2% increase).
- Focus on Pasifika Learners in Writing for 2021. Use learning from 2020 Pasifika Kohiko Mai Programme to better support learners.

Well Below

Of the 4 'Well Below' students in 2020:

- 3 are the same students as 2019.
- 1 has attendance concerns.

Below

Of the 15 'Below' students in 2020:

- 8 are the same students as in 2019. 2 of these have attendance concerns.
- 1 is a new student to the school.
- 8 do not speak English as their first language.

Maths – Year 7&8 Learners

Maths (2019 Cohort)		Well Below		Below		At		Above		Total
		Number	%	Number	%	Number	%	Number	%	Number
Year 7&8	2018	5	0.0%	33	26.8%	76	48.8%	57	24.4%	171
Year 7&8	2019	8	0.0%	24	26.8%	73	48.8%	59	24.4%	164
Year 7&8	2020	6	0.0%	33	26.8%	73	48.8%	49	24.4%	161

Achieving 'At' or 'Above'

	Shift	
	%	Number
2018	77.8%	133 / 171
2019	80.5%	132 / 164
2020	75.8%	122 / 161

Cohort Comparison

Shift - Maths	
%	Number
83.5%	653 / 782
84.6%	621 / 734
82.5%	564 / 684

- 75.8% of Y7&8 learners achieving 'At' or 'Above' expectation (80.5% in 2019).
- Y7&8 learners have undergone a slightly greater downwards % shift in maths than the whole 2020 cohort. (4.7% downward shift, compared with 2.1%)

Performance Related to Target – Year 7&8 Learners (Maths)

- Target of maintaining numbers of Year 7&8 learners achieving 'At' or 'Above' expectation in maths at 80% **not achieved**.

Well Below

Of the 6 'Well Below' students in 2020:

- 1 is a new student to the school.
- 5 do not speak English as their first language
- 1 has attendance concerns.
- 5 are the same students who were 'Well Below' in 2019.

Below

Of the 33 'Below' students in 2020:

- 6 were new to the school.
- 13 do not speak English as their first language.
- 14 have attendance concerns.
- 25 are the same students who were 'Below' in 2019.

Maths – Maori Learners

Maths All students Years 1 - 8	Well Below		Below		At		Above		Total
	Number	%	Number	%	Number	%	Number	%	
All students	17	2.5%	103	15.1%	400	58.5%	164	24.0%	684
Maori	3	8.3%	8	22.2%	21	58.3%	4	11.1%	36

- 69.4% of Maori learners achieving 'At' or 'Above' expectation.

- Maori learners in Maths to be a focus for 2021.

Well Below

Of the 3 'Well Below' students in 2020:

- 2 were new students to the school and both had attendance concerns.

Below

Of the 8 'Below' students in 2020:

- 4 were new students to the school.
- 5 have attendance concerns.

Reasons for the variance

Why did it happen?

Reading:

Across the entire 2020 cohort, reading achievement remained stable. Girls continue to achieve at a higher level than boys. The stability in reading achievement, despite Covid-19 lockdowns is attributed to reading being a more easily accessible remote task for all students. Home surveys showed that reading was frequently encouraged at home to support home learning.

There was a reduction in reaching achievement among our Maori and Pasifika students who were also highly represented in the number of students not engaging with online learning from home during Covid-19 lockdowns.

Our Literacy Support programmes, Rainbow Reading and Early Intervention Programme were unable to run during Covid-19 lockdowns and therefore we were unable to support many of our students who struggle with reading in the same way as we have in previous years.

Writing:

Across the entire 2020 cohort, writing achievement has dipped slightly which could be due to it being a more difficult task to engage in, and receive teacher feedback about, during Covid-19 lockdowns.

Junior classes (Years 0-3) continued with their focus on Oral Language to support the influx of new students who do not speak English as their first language when school was operating normally under Level 1 and 2, however Oral Language was difficult to focus on during Covid-19 lockdowns and relied on family support.

Senior classes (Years 7&8) continued with a “quick writes” programme to engage boys and enhance their enjoyment of writing. Engagement in, and effort for, these tasks was mixed over Covid-19 lockdowns and typically those who struggled with the subject were less likely to engage.

Work continued this year around providing choice in writing prompts for testing and teachers will continue with this in 2021. Writing should remain a focus, in particular for boys school-wide, and for Pasifika students for 2021.

Maths:

Across the entire 2020 cohort, maths achievement has dipped slightly which could be due to it being a more difficult task to engage in, and receive one to one support with, during Covid-19 lockdowns. Additionally many maths resources and materials are not available at home. The biggest reduction in achievement was seen in female students. Male achievement remained stable.

We noticed a significant drop in achievement in maths among Maori learners. This is predominantly attributable to 4 new Maori students all achieving ‘Below’ or ‘Well Below’. Several of these students have now left the school. Maori learners in maths should be a focus for 2021 to ensure achievement improves to previous levels.

Evaluation

Where to next?

Based on outcomes seen this year, Pasifika students should be a target group again next year with specific emphasis on raising both literacy and numeracy achievement for this group of learners. We have dedicated a staff member to overseeing Maori and Pasifika learners and their achievement on a 0.1 FTE basis which may be lifted to 0.2 FTE in later terms.

Concepts from the Kahiko Mai programme we engaged with in 2020 will continue to be rolled out with our Pasifika students.

Males in writing (school-wide) should also continue to be a target with some input from the Community of Learning (CoL) team as how to best raise achievement levels for boys. Word Chain (online Writing assistance tool) will continue to be rolled out to our senior year levels, with many boys participating in this programme.

School-wide we will continue to implement and embed our Learning Progressions for Reading, Writing and Maths. Much of our staff PD will involve Learning Progressions use and knowledge sharing within and across teams and between schools. Students will also engage with the Learner Agency Survey and results from this will be used to target Learner Agency in particular among those who are achieving at lower levels.

We will continue to resource and provide additional support through learning support programmes: Junior Literacy Support, EIP, Rainbow Reading, ESOL, Phonological Awareness, Spring into Maths, Steps, Word Chain.

While our attendance data has improved markedly in 2020, this is attributed to the length and frequency of the Covid-19 lockdowns where all students were marked as 'present'. Additionally parents were less likely to take their children out of school for family holidays. Teacher feedback suggests that students who were lower in achievement were less likely to engage in activities provided as part of our remote teaching or learning from home programme during 2020. In 2021 we will continue to communicate with our parents about the importance of students being at school with a view to improving attendance of our low achievers.

Planning for next year:

- Raise achievement of Maori learners in Maths.
- Increase % of Pasifika learners achieving at or above expectation in Reading, Writing and Maths.
- Raise achievement of Male learners in Writing.
- Maintain achievement of Year 7&8 learners in Maths.
- Review, monitor and improve punctuality and attendance.
- Use learner agency data to target lower performing students in each of the learner agency areas (e.g. resilience, collaboration, etc)

St Thomas's School KIWISPORTS 2020

St Thomas's School Kiwisport Grant for 2020 was spent on a number of initiatives which increased participation in organised sport for our students. These included hiring a Sports Co-ordinator and also bringing in external sport coaches for our students. Participation in sports was very high across the school and the programmes put in place with the support of Kiwisport were instrumental in ensuring that these programmes took place. The amount received from the Ministry was \$10,943.00

December 2020