

MARANATHA CHRISTIAN SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 1179

Principal: Mr Steve Farrand

School Address: 180 Hill Road, Belmont Hills, Lower Hutt, 5010

School Postal Address: PO Box 30438, Lower Hutt, 5040

School Phone: 04 - 565 0749

School Email: Principal@maranatha.school.nz and lynr@maranatha.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expired/ Expires
Rohan Wong	Chair Person	Elected	End of May, 2022
Steve Farrand	Principal	ex Officio	
Nadine Kilmister	Deputy Chair Person	Elected	End of May, 2022
Lexia Copp	Staff Rep	Elected	End of May, 2022
Johann Henning	Parent Rep	Elected	End of May, 2022
Iain Coughlan	Parent Rep	Elected	End of May, 2022
Richard Schmidt	Treasurer	Elected	End of May, 2022
Peter Abels	Parent Rep	Selected	End of May, 2022
Jo McLeay	MFB Rep	Appointed	Upon resignation
Rob Stentiford	MFB Rep	Appointed	Upon resignation

Accountant / Service Provider: None

MARANATHA CHRISTIAN SCHOOL

Annual Report - For the year ended 31 December 2020

Index

Page	Statement
-------------	------------------

Financial Statements

1	Statement of Responsibility
2	Statement of Comprehensive Revenue and Expense
3	Statement of Changes in Net Assets/Equity
4	Statement of Financial Position
5	Statement of Cash Flows
6 - 10	Statement of Accounting Policies
11 - 19	Notes to the Financial Statements

Other Information

Analysis of Variance

Kiwisport

Maranatha Christian 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.

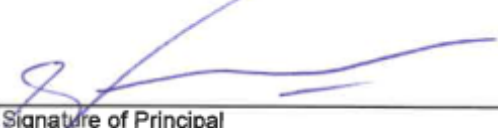
Rohan Wong
Full Name of Board Chairperson



Signature of Board Chairperson

26/5/21
Date:

Steve Brent Farrand
Full Name of Principal



Signature of Principal

26/5/21
Date:

Maranatha Christian School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	1,061,609	1,035,380	972,919
Locally Raised Funds	3	120,326	124,017	146,420
Use of Proprietor's Land and Buildings		159,200	159,200	159,200
Interest income		4,265	6,500	7,262
Depreciation Recovered		9,130	-	-
		<u>1,354,530</u>	<u>1,325,097</u>	<u>1,285,801</u>
Expenses				
Locally Raised Funds	3	44,419	56,192	66,664
Learning Resources	4	875,013	887,450	820,708
Administration	5	139,223	145,025	140,636
Finance		700	2,900	605
Property	6	224,973	227,570	239,918
Depreciation	7	22,522	19,400	20,052
Loss on Disposal of Property, Plant and Equipment		-	-	-
		<u>1,306,850</u>	<u>1,338,537</u>	<u>1,288,583</u>
Net Surplus / (Deficit) for the year		47,680	(13,440)	(2,782)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u><u>47,680</u></u>	<u><u>(13,440)</u></u>	<u><u>(2,782)</u></u>

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

Maranatha Christian School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		240,033	235,384	238,165
Total comprehensive revenue and expense for the year		47,680	(13,440)	(2,781)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		4,872	4,649	4,649
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		(7,775)		
Equity at 31 December	22	284,810	226,593	240,033
Retained Earnings		284,810	226,593	240,033
Reserves		-	-	-
Equity at 31 December		284,810	226,593	240,033

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.

Maranatha Christian School

Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	139,093	75,617	89,057
Accounts Receivable	9	61,640	49,977	49,977
GST Receivable		3,586	6,465	6,465
Prepayments		2,623	3,402	3,402
Inventories	10	223	392	392
Investments	11	128,946	174,441	174,441
		<u>336,111</u>	<u>310,294</u>	<u>323,734</u>
Current Liabilities				
Accounts Payable	13	79,204	73,715	73,715
Revenue Received in Advance	14	6,424	6,506	6,506
Provision for Cyclical Maintenance	15	5,067	8,985	8,985
Finance Lease Liability - Current Portion	16	4,217	4,041	4,041
		<u>94,912</u>	<u>93,247</u>	<u>93,247</u>
Working Capital Surplus/(Deficit)		241,199	217,047	230,487
Non-current Assets				
Property, Plant and Equipment	12	88,448	50,964	50,964
		<u>88,448</u>	<u>50,964</u>	<u>50,964</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	40,170	37,590	37,590
Finance Lease Liability	16	4,667	3,828	3,828
		<u>44,837</u>	<u>41,418</u>	<u>41,418</u>
Net Assets		<u>284,810</u>	<u>226,593</u>	<u>240,033</u>
Equity	22	<u>284,810</u>	<u>226,593</u>	<u>240,033</u>

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

Maranatha Christian School

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
Cash flows from Operating Activities				
Government Grants		293,998	260,042	256,011
Locally Raised Funds		117,235	124,017	151,126
Goods and Services Tax (net)		2,879	-	2,106
Payments to Employees		(170,702)	(183,727)	(179,554)
Payments to Suppliers		(180,972)	(187,972)	(177,385)
Cyclical Maintenance Payments in the year		(9,820)	(10,000)	(8,392)
Interest Paid		(700)	(2,900)	(605)
Interest Received		4,741	6,500	7,389
Net cash from/(to) Operating Activities		56,659	5,960	50,697
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(52,297)	(19,400)	(15,647)
Purchase of Investments		-	-	(795)
Proceeds from Sale of Investments		45,495	-	-
Net cash from/(to) Investing Activities		(6,802)	(19,400)	(16,441)
Cash flows from Financing Activities				
Furniture and Equipment Grant		4,873	-	4,649
Finance Lease Payments		(4,694)	-	1,193
Net cash from/(to) Financing Activities		179	-	5,842
Net increase/(decrease) in cash and cash equivalents		50,036	(13,440)	40,098
Cash and cash equivalents at the beginning of the year	8	89,057	89,057	48,959
Cash and cash equivalents at the end of the year	8	139,093	75,617	89,057

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.

Maranatha Christian School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Maranatha Christian 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.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

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.

Grants for the use of land and buildings are also 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 Proprietor. Use of land and building grants are recorded as income in the period the school uses the land and building.

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 Proprietor. The expense is based on an assumed market rental yield on the land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Proprietor.

d) 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.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised 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.

i) 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.

j) Property, Plant and Equipment

Land and buildings owned by the Proprietor 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 Proprietor 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. 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	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Straight line

k) 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.

l) 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.

m) 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.

n) Revenue Received in Advance

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

n) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

o) Provision for Cyclical Maintenance

The property from which the school operates is owned by the Proprietor. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

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

p) Financial Instruments

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

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

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

q) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

r) Budget Figures

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

s) Services received in-kind

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	266,746	237,780	229,897
Teachers' Salaries Grants	766,273	774,000	710,309
Resource Teachers Learning and Behaviour Grants	3,643	6,500	18,706
Other MoE Grants	17,394	14,000	10,484
Transport grants	1,534	1,100	1,073
Other Government Grants	6,019	2,000	2,450
	1,061,609	1,035,380	972,919

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	83,699	79,125	83,441
Activities	7,234	10,000	20,601
Trading	155	392	81
Transport Revenue	23,355	28,500	32,111
Other Revenue	5,883	6,000	10,186
	120,326	124,017	146,420
Expenses			
Activities	8,766	11,800	19,412
Trading	169	392	97
Transport (Local)	35,484	44,000	47,155
	44,419	56,192	66,664
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	75,907	67,825	79,756

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	5,981	8,600	6,714
Equipment Repairs	-	500	351
Information and Communication Technology	2,113	2,500	1,670
Extra-Curricular Activities	8,315	9,050	8,004
Library Resources	483	1,050	1,584
Employee Benefits - Salaries	854,814	856,950	794,669
Staff Development	3,307	8,800	7,716
	875,013	887,450	820,708

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	8,008	8,000	7,548
Board of Trustees Expenses	635	1,500	1,809
Communication	7,331	7,075	6,753
Consumables	7,733	8,775	8,917
Other	13,291	12,580	14,630
Employee Benefits - Salaries	97,774	102,115	96,302
Insurance	2,767	2,940	2,883
Service Providers, Contractors and Consultancy	1,684	2,040	1,794
	<u>139,223</u>	<u>145,025</u>	<u>140,636</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	5,658	5,300	5,720
Consultancy and Contract Services	27,252	27,000	27,175
Cyclical Maintenance Provision	8,482	10,000	23,407
Grounds	3,944	3,960	3,797
Heat, Light and Water	4,779	5,600	10,700
Repairs and Maintenance	14,391	14,360	8,731
Use of Land and Buildings	159,200	159,200	159,200
Security	1,267	2,150	1,188
	<u>224,973</u>	<u>227,570</u>	<u>239,918</u>

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Furniture and Equipment	9,150	8,200	8,565
Information and Communication Technology	3,905	4,200	4,703
Motor Vehicles	2,241	-	-
Leased Assets	5,709	5,000	5,061
Library Resources	1,517	2,000	1,723
	<u>22,522</u>	<u>19,400</u>	<u>20,052</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	300	300	300
Bank Current Account	136,217	72,493	85,933
Bank Call Account	2,576	2,824	2,824
	<u>139,093</u>	<u>75,617</u>	<u>89,057</u>

Cash and cash equivalents for Statement of Cash Flows

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	1,129	2,944	2,944
Interest Receivable	266	742	742
Teacher Salaries Grant Receivable	60,245	46,291	46,291
	<u>61,640</u>	<u>49,977</u>	<u>49,977</u>
Receivables from Exchange Transactions	1,395	3,686	3,686
Receivables from Non-Exchange Transactions	60,245	46,291	46,291
	<u>61,640</u>	<u>49,977</u>	<u>49,977</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
School Uniforms	223	392	392
	<u>223</u>	<u>392</u>	<u>392</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	128,946	174,441	174,441
	<u>128,946</u>	<u>174,441</u>	<u>174,441</u>

12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2020						
Furniture and Equipment	27,831	4,048			(9,150)	22,729
Information and Communication Technology	11,776	3,367			(4,897)	10,245
Motor Vehicles	-	44,820	-		(2,241)	42,579
Leased Assets	7,231	5,709	-		(4,717)	8,223
Library Resources	4,126	2,062			(1,517)	4,671
Balance at 31 December 2020	<u>50,964</u>	<u>60,006</u>	<u>-</u>	<u>-</u>	<u>(22,522)</u>	<u>88,448</u>

The net carrying value of equipment held under a finance lease is **\$8,223 (2019: \$7,232)**

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Furniture and Equipment	233,983	(211,254)	22,729
Information and Communication Technology	68,426	(58,180)	10,246
Motor Vehicles	44,820	(2,241)	42,579
Leased Assets	26,032	(17,810)	8,223
Library Resources	37,814	(33,143)	4,671
Balance at 31 December 2020	411,075	(322,628)	88,448

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Furniture and Equipment	28,505	7,891			(8,565)	27,831
Information and Communication Technology	15,541	938			(4,703)	11,776
Leased Assets	6,066	6,227			(5,061)	7,232
Library Resources	5,257	592			(1,723)	4,126
Balance at 31 December 2019	55,369	15,647	-	-	(20,052)	50,964

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Furniture and Equipment	236,706	(208,875)	27,831
Information and Communication Technology	123,340	(111,564)	11,776
Motor Vehicles	14,009	(14,009)	-
Leased Assets	20,323	(13,092)	7,231
Library Resources	35,751	(31,625)	4,126
Balance at 31 December 2019	430,129	(379,165)	50,964

13. Accounts Payable

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
	\$	\$	\$
Operating Creditors	4,668	15,730	15,730
Accruals	10,954	8,680	8,680
Banking Staffing Overuse	917	1,338	1,338
Employee Entitlements - Salaries	60,245	46,290	46,291
Employee Entitlements - Leave Accrual	2,419	1,677	1,677
	79,203	73,715	73,716

Payables for Exchange Transactions	79,203	73,715	73,716
	<u>79,203</u>	<u>73,715</u>	<u>73,716</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Other	6,424	6,506	6,506
	<u>6,424</u>	<u>6,506</u>	<u>6,506</u>

15. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	46,575	46,575	31,561
Increase/ (decrease) to the Provision During the Year	8,482	-	19,614
Use of the Provision During the Year	(9,820)	-	(4,600)
Provision at the End of the Year	<u>45,237</u>	<u>46,575</u>	<u>46,575</u>
Cyclical Maintenance - Current	5,067	8,985	8,985
Cyclical Maintenance - Term	40,170	37,590	37,590
	<u>45,237</u>	<u>46,575</u>	<u>46,575</u>

16. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	4,217	-	4,041
Later than One Year and no Later than Five Years	4,667	-	3,828
	<u>8,884</u>	<u>-</u>	<u>7,869</u>

17. 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.

The Proprietor of the School (Maranatha Foundation Board) is a related party of the Board because the proprietor appoints representatives to the Board, giving the proprietor significant influence over the Board. Any services or contributions between the Board and Proprietor have been disclosed appropriately, if the proprietor collects fund on behalf of the school (or vice versa) the amounts are disclosed.

The Proprietor provides land and buildings free of charge for use by the Board as noted in Note 1(c). The estimated value of this use during the current period is included in the Statement of Comprehensive Revenue and Expense as 'Use of Land and Buildings'.

As of the beginning of 2020, the school no longer collects the attendance dues on behalf of the Proprietor, the Maranatha Foundation Board. Attendance dues are paid directly to the proprietor. Under an agency agreement in 2019, the amount of attendance dues collected in total was \$59,921. These did not represent revenue in the financial statements of the school. Any balance that was not transferred at the year end was treated as a liability. The total funds held by the school on behalf of the proprietor in 2019 was \$8,980.

Richard Schmidt is a Board of Trustee member. His wife works as a part time teacher on terms and conditions that are no more favourable than the board would have adopted if there was not a relationship to a member of the Board of Trustees. Steve Farrand is the principal of the school. His mother works occasionally as a volunteer and in a staff development support position on terms and conditions that are no more favourable than the board would have adopted if there was not a relationship to the principal. Rohan Wong is a Board of Trustee member. His wife works as a part time office support staff member on terms and conditions that are no more favourable than the board would have adopted if there was not a relationship to a member of the Board of Trustees. Robert Stentiford is a Board of Trustee member. His wife works as a full time teacher on terms and conditions that are no more favourable than the board would have adopted if there was not a relationship to a member of the Board of Trustees.

18. 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	-	-
Full-time equivalent members	0.14	0.16
<i>Leadership Team</i>		
Remuneration	306,340	271,988
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>306,340</u>	<u>271,988</u>
Total full-time equivalent personnel	<u>3.14</u>	<u>3.16</u>

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

Principal 1

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	120-130
Benefits and Other Emoluments	0	0
Termination Benefits	0	0

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	0.00	0.00
	<u>0.00</u>	<u>0.00</u>

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

19. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	\$0	\$0
Number of People	0	0

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has no capital commitments:

(Capital commitments at 31 December 2019: \$NIL)

(b) Operating Commitments

As at 31 December 2020 the Board has no operating commitments:

22. 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.

23. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	139,093	75,617	89,057
Receivables	61,640	49,977	49,977
Investments - Term Deposits	128,946	174,441	174,441
Total Financial assets measured at amortised cost	<u>329,679</u>	<u>300,035</u>	<u>313,475</u>

Financial liabilities measured at amortised cost

Payables	79,203	73,715	73,716
Finance Leases	8,884	7,869	7,869
Total Financial Liabilities Measured at Amortised Cost	<u>88,087</u>	<u>81,584</u>	<u>81,585</u>

24. Events After Balance Date

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

Annual Plan Target & Variance Report (BOT) 2020

Growing Christ-Centred Learners & Leaders



**MARANATHA
CHRISTIAN SCHOOL**

Strategic Aim 1

Maranatha Christian School will develop a leading culture of innovation and excellence in all areas of school life.

Key Objective 1

Innovative teaching and learning programmes will draw on current pedagogical thinking leading to positive educational outcomes.

Target 1:1.1 (Pedagogy - Effective Teaching)

Teachers will create environments for, and scaffold learning to, enable students to develop agency (self-organisation, self-reflection & self-regulation).

Actions and Measurable Outcomes for Target 1:1.1

Staff will attend LNICoL, NZACS and school provided PLD in 2020 identifying pedagogical thinking around agentic learning.

Staff participated in LNICoL consultation on the new Achievement Challenges including key aspects of Student Engagement/Agency.

Maths PLD has resumed (Post COVID-19) with a focus on the language around Spatial Reasoning & Real World/Life Problem Solving (Word Problems) Special Character (internal) PLD has continued with a focus on Progressions around Biblical Knowledge, Practical Handling of the Scripture, A Worshipful Life & Prayer. Learning Support Staff have been trained in Third Wave Learner programmes to support identified students.

Senior Team have been working on metacognitive strategies to support agentic learning with a focus on frustration tolerance and flexibility.

Introduced Christian Habits of Mind to the students. Emphasis on the Key Competencies throughout the curriculum.

Selected approaches based on Play-Based Learning (Junior Team), Rich Learning Tasks and STEAM (Senior Team) will be trialled and evaluated for effectiveness.

Delayed due to COVID-19. After lockdown, there were clear benefits of a Junior Team Play-Based Learning approach on wellbeing & relationships.

Regular PLB sessions held each week which helped students start the day in a non-stressful way, allowing teachers opportunities to pastorally touch base with students (build relationships), either 1:1 or in small groups, during this time. This was particularly important after lockdown when anxieties were high.

From Term 2, this extended across the junior team most Fridays resulting in improved relationships between students and all junior team teachers.

STEAM was introduced to the Senior Team, however, did not become a major focus due to the restricting impact of COVID.

Deliberate teaching of the Key Competencies.

Junior Team worked on key competencies through Play-Based Learning with a focus on, self-management, thinking, participating and contributing, and relating to others. During this time, teachers record observations against the Key Competencies which informs teaching.

Senior Team worked on metacognitive strategies to support agentic learning with a focus on frustration tolerance and flexibility with an emphasis on Key Competencies. Post lockdown, both teams focussed on mental wellbeing, identifying and sharing strategies to manage complex emotions.

Deliberate and situational teaching of problem-solving strategies, flexibility and frustration tolerance (Senior Team).

Metacognitive strategies deliberately taught and situational teaching as it was needed.

Teachers will develop strong relationships with students who display unmotivated or disinterested behaviours towards their learning.

Screening for children who show such behaviours to find out what is causing the lack of motivation.

Teachers are now requesting screening, showing a growing awareness of individual needs of students.

Relationships continue to be developed with varying levels of success towards achieving the target. This will continue to be a focus in 2021.

Strategic Aim 1

Maranatha Christian School will develop a leading culture of innovation and excellence in all areas of school life.

Key Objective 2

Students will show measurable progress in achievement against national expectations.

Target 1:2.1 (Reading)

All students not yet achieving curriculum expectations in **reading** will make more than one year's progress by the end of 2020.

Actions & Outcomes for Target 1:2.1	Time	Who	Progress Towards Outcomes
Students will be supported to make connections between reading and writing.	Ongoing	Teachers SLT	Integrated programmes implemented. Target reading intervention programme provided to identified second wave students. Tutor reading and writing programmes designed to support third wave learners. Phonics programmes link between reading and writing.
Data will show the effectiveness, or otherwise, of innovative approaches	Termly	Principal Col Lead	Delayed due to COVID-19. Junior students receiving HPP (Tutor Reading Programme) showed accelerated learning in skills required for learning to read. End of year data showed the desired acceleration in progress for all but four students in this cohort. This is a great achievement given the restricting impact of COVID.
Programmes and interventions will be adapted based on teacher observation and termly data.	Ongoing	Teachers SLT	Implementation of Reading Support Programme, HPP (Tutor Reading Programme) & adapted programs for 3rd Wave Learners. Further details as above.
Students will make accelerated progress in reading.	Term 4	Jnr Synd' Teachers	Pending Term 4 data. Initial data indicates that all students "held the line" during lockdown. By the end of the year all but four students in this cohort had made accelerated progress.

Overall Teacher Judgement (OTJ) Towards Target 1:2.1 (Reading)

All students not yet achieving curriculum expectations in reading will make more than one year's progress before the end of 2020.

Overall Teacher Judgement (OTJ)	Term 1	Term 2	Term 3	Term 4
<i>Based on assessment data, student work samples, observation and teacher conferencing.</i>	Overall Teacher Judgement Against Curriculum Level	Overall Teacher Judgement Against Curriculum Level	Overall Teacher Judgement Against Curriculum Level	Overall Teacher Judgement Against Curriculum Level
Achieved Target (Accelerated progress + 12 months)		8% (1/12)	16% (2/12)	67% (8/12)
Made Progress & On Track (Projecting to achieve target by end of the year)	25% (3/12)	67% (8/12)	59% (7/12)	
Made Some Progress (Not tracking towards achieving target)	75% (9/12)	25% (3/12)	25% (3/12)	33% (4/12)

End of year analysis...

- Four of the students are also in the writing and mathematics target groups and two are also in the mathematics group.
- Of the two students who did not make accelerated progress they are both 3rd wave learners.
- The student who was making progress towards achieving the target was disengaged from learning during lockdown (in spite of school efforts to support the family) and the other student is ESOL (and receiving ongoing additional support).
- One of students who did not meet the target remains 2 sub levels below where we would like them to be, with the other 3 sub levels below. Both of these students made one year's progress, but not accelerated progress.

Reasons for variance...

- COVID related disruptions to wellbeing and learning.
- Continued understanding of 3rd wave learners and strategies to shift their learning.
- Two students who did not achieve the target made 12 months progress which was an achievement and to be celebrated.

Where to next...

- Two students who made 12 months progress (but not accelerated) will continue to be target (intervention focused) learners in 2021.

Strategic Aim 1

Maranatha Christian School will develop a leading culture of innovation and excellence in all areas of school life.

Key Objective 2

Students will show measurable progress in achievement against national expectations.

Target 1:2.2 (Writing)

All students not yet achieving curriculum expectations in **writing** will make more than one year's progress by the end of 2020.

Actions & Outcomes for Target 1:2.2	Time	Who	Progress Towards Outcomes
Students will show an understanding of the correlation between reading and writing.	Ongoing	Teachers SLT	Integrated programmes implemented. Resources, such as junior readers, purchased to support literacy programmes.
Data will show the effectiveness, or otherwise, of innovative approaches.	Termly	Principal Col Lead	Termly data showed that the 'line had been held' during Term 1 & 2 (Incl. Lockdown). Term 3 data, however, showed a regression in writing which is likely driven by the post lockdown focus on student wellbeing above explicit literacy lessons. This trend continued during Term 4.
Programmes and interventions will be adapted based on teacher observation and termly data.	Ongoing	Teachers SLT	Delayed due to COVID-19. From Term 3, 3rd Wave Learner Programmes were established in three classrooms with Teacher Aide Support.
Evidence of PLD will show in planning.	Ongoing	Teachers SLT	Delayed due to COVID-19. Planning reviews rescheduled for Term 4. Planning reviews showed all teachers are implementing ideas from Writing and Mathematics PLD as well as third wave learner PLD.
Students will make accelerated learning in writing.	Term 4	Teachers	Initial data from Terms 2 indicated that all students "held the line" during lockdown. Ref. comment above re. Term 3 regression. This regressive trend continued during Term 4, however, the majority of students who did not meet the target remain only 1 sub level below where we should like them to be indicating that progress was made (just not the desired acceleration).

Overall Teacher Judgement (OTJ) Towards Target 1:2.2 (Writing)

All students not yet achieving curriculum expectations in **writing** will make more than one year's progress by the end of 2020.

	Term 1	Term 2	Term 3	Term 4
Overall Teacher Judgement (OTJ)				
<i>Based on assessment data, student work samples, observation and teacher conferencing.</i>	Overall Teacher Judgement Against Curriculum Level	Overall Teacher Judgement Against Curriculum Level	Overall Teacher Judgement Against Curriculum Level	Overall Teacher Judgement Against Curriculum Level
Achieved Target (Accelerated progress +12 months)				64% (7/11)
Made Progress & On Track (Projecting to achieve target by end of the year)	55% (6/11)	73% (8/11)	73% (8/11)	
Made Some Progress (Not tracking towards achieving target)	45% (5/11)	27% (3/11)	27% (3/11)	36% (4/11)

End of year analysis...

- Five of the students are also in the reading target group and six of the students are also in the mathematics target group.
- Of the seven students who achieved the target, one * made rapid progress during Term 4 moving from “not tracking to achieve” to “achieved” and another not only achieved the target but is now working above the curriculum expectation.
- Of the four students who did not make accelerated progress, three are 3rd wave learners.
- Of the four students who did not achieve the target, two made one year's progress (but not accelerated learning) and the other two made less than one year's progress. The two who made less than one year's progress dropped from 'on track' to 'not achieved'.

Reasons for variance...

- COVID related disruptions to wellbeing and learning.
- Continued understanding of 3rd wave learners and strategies to shift their learning.
- Two students who did not achieve the target made 12 months progress which was an achievement and to be celebrated.
- Of the two students who made less than 12 months progress, one is a 3rd wave learner and the other was an unexpected end of year result.

Where to next...

- The four students who did not achieve the target will continue to be target (intervention focused) learners in 2021.
- The student who unexpectedly made less than 12 months progress will be the subject of an inquiry by the SENCo to determine factors that contributed towards this result and strategies for progressing their learning.

Strategic Aim 1

Maranatha Christian School will develop a leading culture of innovation and excellence in all areas of school life.

Key Objective 2

Students will show measurable progress in achievement against national expectations.

Target 1:2.3 (Mathematics)

All students not yet achieving curriculum expectations in **mathematics** will make more than one year's progress by the end of 2020.

Actions & Outcomes for Target 1:2.3	Time	Who	Progress Towards Outcomes
Students will show an understanding of the correlation between reading, writing and mathematics.	Ongoing	Teachers SLT	Integrated programmes implemented. Spatial Reasoning curriculum links all learning areas. 'Wilky Way Maths' licence purchased to support programmes. Emphasis was made on the language of mathematics in Term 4.
Data will show the effectiveness, or otherwise, of innovative approaches.	Termly	Teachers SLT	Delayed due to COVID-19. At the end of Term 1, the majority of maths target students were not yet meeting curriculum expectations. Term 3's data shows an improvement with less than 40% of target students not yet meeting expectations.
Programmes and interventions will be adapted based on teacher observation and termly data.	Ongoing	Teachers SLT	Delayed due to COVID-19. Feedback from PLD Provider & Staff Meeting discussions show staff are more aware of the requirements and concepts of the spatial reasoning rubrics. Rubrics review with PLD Provider included the addition of assessment types and achievement criteria.
Evidence of problem solving will show in planning as well as links to other mathematical strands.	Ongoing	Teachers	Delayed due to COVID-19. Terms 2 & 3 Spatial Reasoning rubrics were used for planning with some links to NZ Curriculum Achievement Objectives. This practice became more routine during Term 4 with a greater teacher understanding of how the rubrics integrate into the curriculum. This is evidenced by team planning being framed around the spatial reasoning rubrics along with the NZC.
Students will make accelerated learning in mathematics.	Term 4	Teachers	Initial data from Term 2 indicated that all students "held the line" during lockdown. Term 4's data looks concerning based on the low numbers that achieve this goal (38%), however, another 38% made one year's progress, just not accelerated learning. Of concern, 25% (4 students) did not move a Curriculum Sub Level. School leadership will be working closely with teachers and whanau to monitor and support these learners who will be represented in a 2021 target group.

Overall Teacher Judgement (OTJ) Towards Target 1.2.2 (Mathematics)

All students not yet achieving curriculum expectations in **mathematics** will make more than one year's progress by the end of 2020.

Overall Teacher Judgement (OTJ)	Term 1 Overall Teacher Judgement Against Curriculum Level	Term 2 Overall Teacher Judgement Against Curriculum Level	Term 3 Overall Teacher Judgement Against Curriculum Level	Term 4 Overall Teacher Judgement Against Curriculum Level
<i>Based on assessment data, student work samples, observation and teacher conferencing.</i>				
Achieved Target (Accelerated progress +12 months)				38% (6/16)
Made Progress & On Track (Projecting to achieve target by end of the year)	31% (5/16)	50% (8/16)	69% (11/16)	
Made Some Progress (Not tracking towards achieving target)	69% (11/16)	50% (8/16)	31% (5/16)	62% (10/16)

End of year analysis...

- Six of the students are also in the reading and writing target groups. Four of these students are represented in all three target groups.
- Of the four students represented in every target group, one did not achieve the target in all areas (this child is both ESOL and a 3rd wave learner).
- Of the six students who were making progress towards achieving the target and have subsequently not achieved accelerated progress, all are 3rd wave learners and five have made 12 months progress and remain only 1 sub level below where we would like them to be. One made less than a year's progress.
- Of the 10 students who did not achieve the target, four made less than one year's progress.

Reasons for variance...

- COVID related disruptions to wellbeing and learning.
- Continued understanding of 3rd wave learners and strategies to shift their learning.
- Six of the ten students who did not achieve the target made 12 months progress which was an achievement and to be celebrated.
- Four students who did not achieve the target and made less than 12 months progress all four are 3rd wave learners, one of whom experienced a difficult family situation during 2020.

Where to next...

- The learners who did not achieve the target will continue to be target (intervention focused) learners in 2021.

Strategic Aim 2

Maranatha Christian School will build a connected and interactive partnership with the school, and the wider community.

Key Objective 2

Community partnerships will be established to strengthen cultural responsiveness and establish functional, effective and interactive communities.

Target 2:2.1

Māori and Pasifika language, culture, values and identity will be celebrated and visible.

Actions for Target 2:2.1

Language weeks/significant cultural celebrations will be actively observed (Maori, Samoan, Tongan).

Delayed due to COVID-19. Māori Language week observed including lunchtime karakia kia, waiata & fun and games with poi.

Whole school participated in the Maori Language commission 2020 "Kotahi i te Miriona" as part of Te reo Maori on 14/09.

Samoan White Sunday Special Assembly with guest speaker - Pastor Heker Robertson (MCS Parent/MCS Fono Member)

Kapa Haka group will lead the school when learning waiata (e.g. during assemblies, teams).

Delayed due to COVID-19. Kapa Haka group 44 students strong from Term 3 (28% of school) with regular attendance and positive engagement.

List of waiata and karakia created and being implemented over time.

Integrated presentation at Celebration Evening (Prizegiving) along with the choir.

20 Kakahu were purchased for Kapa Haka to be worn during special performances and on appropriate occasions.

Maori taonga (treasures) will be understood, created and displayed.

Delayed due to COVID-19. Te Reo PLD a termly component in staff meetings which includes teachers being provided with cultural tasks to undertake with their classes.

Intentionally include cultural greetings, proverbs and learnings in school comms.

Newsletters and phone greeting include Te Reo Māori. Kanohi te kanohi (nose to nose/face to face) was outworked during lockdown with connections via Google Classrooms/Chat/Zoom etc.

Measurable Outcomes for Target 2:2.1

Significant cultural celebrations will be actively observed.

Matariki theme for Wearable Arts and studied during online learning (lockdown).

Māori Language Week celebrated with daily karakia, waiata, poi.

Samoan White Sunday Special Assembly held.

Missions will be cognisant of cultural responsiveness / Waiata will be led by the Kapa Haka group during assembly, once per term / Maori artists, icons and symbols will be included within termly planning and actions / Cultural greetings, proverbs and/or learnings will be evident within all team planning and school comms.

Loss of opportunity due to COVID-19.

All school performances will be culturally appropriate.

Matariki was celebrated through the Wearable Arts and Māori tikanga followed when planning and implementing 'Grandparents/Kaumātua' Day during Term 3 and Celebration Evening during Term 4.

Strategic Aim 3

Maranatha Christian School will provide a Christ-Centred education that equips students to walk as confident Christians in a secular world.

Key Objective 1

Students will develop confidence in their faith, knowing their identity in Christ.

Target 3:1.1

Teachers will implement the Special Character Progressions within their classroom and team programmes.

Actions for Target 3:1.1

Professional Development on the progressions provided by the MCS Special Character Curriculum Team.

Special Character (internal) PLD has continued with a focus on Special Character Progressions around Biblical Knowledge, Practical Handling of the Scripture, A Worshipful Life and Prayer. Special Character is a termly component in staff meetings, designed to share practice, embed new learning and review the progressional documents.

Special Character Progressions will be implemented within classroom and team programmes.

Special Character Progressions are currently being used to guide devotional planning which includes a bible study scaffold.

Teachers will reflect on their use of the progressions.

Loss of opportunity due to COVID-19.

Measurable Outcomes for Target 3:1.1

PLD responsive to teacher reflections.

PLD currently responds to teacher reflections specifically in regards to practical handling of the scripture.

Progressions will be evident within the classroom and team planning.

Special Character Progressions are currently being used to guide devotional planning which includes a bible study scaffold.

Special Character reflections will be recorded in the Reflection Document.

Loss of opportunity due to COVID-19.

Strategic Aim 3

Maranatha Christian School will provide a Christ-Centred education that equips students to walk as confident Christians in a secular world..

Key Objective 3

Students will be equipped to use their God-given talents to impact society for good.

Target 3:3.1

Students will be given a range of opportunities to develop and use their gifts and talents to impact society for God.

Actions for Target 3:3.1

Students will be given opportunities to lead team and whole school devotions to develop skills and competencies required for outreach. Delayed due to COVID-19. Students in some classes were able to lead devotions. This will be reintroduced in 2021.

Outreach opportunities will be provided through avenues such as Missions and Ministries, Choir, Kapa Haka, Dance & Student Council. (Link to Target 2:1.1) The Student Council established. Missions & Ministries undertaken during Term 3 with a focus on honouring the elderly 'Grandparents/Kaumātua' Day . The choir was active throughout lockdown and Senior Team performances of 'Come Inside' shared a strong message on the importance of living out Christ's Values. The performance was viewed by the Maranatha Christian School community as well as invited guests from other Christian Schools in our local network.

Staff and Student Council will evaluate the outreach programme and suggest new ideas.
Loss of opportunity due to COVID-19.

Measurable Outcomes for Target 3:1.1

Students will take the opportunity to develop their skills and competencies required for outreach (Serve by Love, Love to Serve).

Loss of opportunity due to COVID-19. Missions & Ministries programme and Senior Team Performances of 'Come Inside' were the main outreach in 2020.

Outreach opportunities will serve to increase the gifts, talents and skills of the students while being meaningful for recipients.

Bake sale for Yemen organised by a student and her family.

Kakariki students created letters to thank Essential Workers at local supermarkets

Missions & Ministries programmes and during Senior Team Performances of 'Come Inside'.

Requests from the community will be received by Maranatha Christian School to engage in outreach with their organisation/s.

Shona McFarlane Retirement Village requested choir and dance ministry teams to run their Easter Service (Cancelled due to COVID-19).

Request received during Term 3 for MCS to run the Shona McFarlane Christmas Service. This was unable to proceed due to the COVID restrictions at the time.

End of Report

Kiwisport Statement

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$2238.42 (excluding GST). The funding was spent on sports equipment and swimming lessons. 100% of the students participated in organised sports.

Members of the Board of Trustees

2020

Name	Position	How position on Board gained	Occupation	Term expired/expires
Rohan Wong	Chairperson	Elected March 2014	Project Manager	End of May, 2022
Nadine Kilmister	Dep. Chair	Elected October 2013	Comms. Manager	End of May, 2022
Steve Farrand	Principal	Appointed May 2014	Principal	
Lexia Copp	Staff Rep	Elected April 2018	Dep. Principal	End of May, 2022
Johann Henning	Parent Rep	Elected June 2019	IT	End of May, 2022
Peter Abels	Parent Rep	Selected Sept 2017 (elected June 2019)	Doctor	End of May, 2022
Iain Coughlan	Parent Rep	Elected June 2019	Builder	End of May, 2022
Richard Schmidt	Parent Rep	Elected March 2014	Project manager	End of May, 2022
Jo Mcleay	Prop Rep	Appointed Nov 2015	Business Owner	Upon Resignation
Rob Stentiford	Prop Rep	Appointed May 2018	IT	Upon Resignation

Independent auditor's report

To the readers of the financial statements of Maranatha Christian School for the year ended 31 December 2020

The Auditor-General is the auditor of Maranatha Christian School (the School). The Auditor-General has appointed me, Michael Rania, using the staff and resources of Moore Markhams Wellington 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 19, which comprise the statement of financial position as at 31 December 2020, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, 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 its cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards Reduced Disclosure Regime (Public Sector PBE Standards RDR)

Our audit was completed on 26 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 of Trustees and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

Basis for 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 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.

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included on pages 20 to 32 but does not include the financial statements, and our auditor's report thereon.

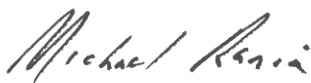
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

Independence

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

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

A handwritten signature in black ink that reads 'Michael Rania'.

Michael Rania | **Moore Markhams Wellington Audit**
On behalf of the Auditor-General | Wellington, New Zealand