

# LOGAN PARK HIGH SCHOOL



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

|                        |  |
|------------------------|--|
| Ministry Number:       | 376  |
| Principal:             | Peter Hills & Kristan Mouat                                      |
| School Address:        | 74 Butts Road, Dunedin   |
| School Postal Address: | Private Bag, Dunedin, 9054                                       |
| School Phone:          | 03 477 3586  |
| School Email:          | <a href="mailto:office@lphs.school.nz">office@lphs.school.nz</a> |

# LOGAN PARK HIGH SCHOOL

Annual Report - For the year ended 31 December 2021

## Index

| Page | Statement |
|------|-----------|
|------|-----------|

### Financial Statements

|                        |  |
|------------------------|--|
| <a href="#">1</a>      | Statement of Responsibility                    |
| <a href="#">2</a>      | Members of the Board                           |
| <a href="#">3</a>      | Statement of Comprehensive Revenue and Expense |
| <a href="#">4</a>      | Statement of Changes in Net Assets/Equity      |
| <a href="#">5</a>      | Statement of Financial Position                |
| <a href="#">6</a>      | Statement of Cash Flows                        |
| <a href="#">7 - 18</a> | Notes to the Financial Statements              |

### Other Information

Analysis of Variance

Kiwisport

Independent Auditor's Report

# Logan Park High School

## Statement of Responsibility

For the year ended 31 December 2021

The Board 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 2021 fairly reflects the financial position and operations of the School.

The School's 2021 financial statements are authorised for issue by the Board.

John Athol Bradfield

Full Name of Presiding Member



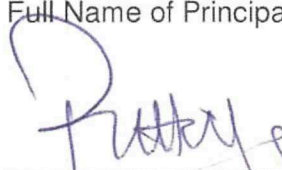
Signature of Presiding Member

25/5/22

Date:

Peter William HILLS

Full Name of Principal



Signature of Principal

25/5/22

Date:

# Logan Park High School

## Members of the Board

For the year ended 31 December 2021

| Name                | Position               | How Position Gained | Term<br>Expired/<br>Expires |
|---------------------|------------------------|---------------------|-----------------------------|
| John Bradfield      | Presiding Member       | Elected             | Sep 2022                    |
| Peter Hills         | Principal ex Officio   |                     |                             |
| Kristan Mouat       | Principal ex Officio   |                     |                             |
| Ronda Grills        | Parent Representative  | Elected             | Sep 2022                    |
| Dr Mara Wolkenhauer | Parent Representative  | Elected             | Sep 2022                    |
| Richard Mitchell    | Parent Representative  | Elected             | Sep 2022                    |
| Sally Spittle       | Parent Representative  | Elected             | Sep 2022                    |
| Paul Fielding       | Staff Representative   | Elected             | Sep 2022                    |
| Nico Alvarez-Rey    | Student Representative | Elected             | Sep 2022                    |



# Logan Park High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

|   |       | 2021             | 2021             | 2020             |
|---|-------|------------------|------------------|------------------|
|   | Notes | Actual           | Budget           | Actual           |
|   |       | \$               | (Unaudited)      | \$               |
|   |       |                  | \$               |                  |
| <b>Revenue</b>  |       |                  |                  |                  |
| Government Grants   | 2     | 7,926,281        | 7,170,421        | 7,524,926        |
| Locally Raised Funds  | 3     | 349,693          | 194,025          | 302,190          |
| Interest Income   |       | 2,304            | 1,000            | 1,425            |
| International Students                                      | 4     | 78,341           | 80,462           | 227,596          |
|   |       | <u>8,356,619</u> | <u>7,445,908</u> | <u>8,056,137</u> |
| <b>Expenses</b>   |       |                  |                  |                  |
| Locally Raised Funds  | 3     | 196,694          | 66,705           | 156,256          |
| International Students                                      | 4     | 28,430           | 51,103           | 174,772          |
| Learning Resources  | 5     | 5,951,601        | 5,354,640        | 5,399,188        |
| Administration  | 6     | 493,717          | 513,200          | 502,723          |
| Finance   |       | 9,696            | -                | 3,289            |
| Property  | 7     | 1,324,201        | 1,264,627        | 1,469,379        |
| Depreciation  | 11    | 173,550          | 175,000          | 173,502          |
| Loss on Disposal of Property, Plant and Equipment           |       | 1,918            | -                | 2,067            |
|   |       | <u>8,179,807</u> | <u>7,425,275</u> | <u>7,881,176</u> |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | 176,812          | 20,633           | 174,961          |
| Other Comprehensive Revenue and Expense                     |       | -                | -                | -                |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <u>176,812</u>   | <u>20,633</u>    | <u>174,961</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.

# Logan Park High School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

|  | Notes | 2021<br>Actual<br>\$ | 2021<br>Budget<br>(Unaudited)<br>\$ | 2020<br>Actual<br>\$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| <b>Equity at 1 January</b>                           |       | 319,221              | 319,221                             | 142,385              |
| Total comprehensive revenue and expense for the year |       | 176,812              | 20,633                              | 174,961              |
| Capital Contributions from the Ministry of Education |       |                      |                                     |                      |
| Contribution - Furniture and Equipment Grant         |       | -                    | -                                   | 1,875                |
| <b>Equity at 31 December</b>                         |       | 496,033              | 339,854                             | 319,221              |
| Retained Earnings                                    |       | 496,033              | 339,854                             | 319,221              |
| <b>Equity at 31 December</b>                         |       | 496,033              | 339,854                             | 319,221              |

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.

# Logan Park High School

## Statement of Financial Position

As at 31 December 2021

|  | Notes | 2021<br>Actual<br>\$  | 2021<br>Budget<br>(Unaudited)<br>\$ | 2020<br>Actual<br>\$  |
|--|-------|-----------------------|-------------------------------------|-----------------------|
| <b>Current Assets</b>                    |       |                       |                                     |                       |
| Cash and Cash Equivalents                | 8     | 585,931               | 1,266,593                           | 1,068,891             |
| Accounts Receivable                      | 9     | 407,443               | 380,725                             | 380,725               |
| GST Receivable                           |       | 60,745                | -                                   | -                     |
| Prepayments                              |       | 35,468                | 44,217                              | 25,266                |
| Inventories                              | 10    | -                     | 50,223                              | 50,223                |
|  |       | <u>1,089,587</u>      | <u>1,741,758</u>                    | <u>1,525,105</u>      |
| <b>Current Liabilities</b>               |       |                       |                                     |                       |
| GST Payable                              |       | -                     | 51,250                              | 51,250                |
| Accounts Payable                         | 12    | 734,358               | 708,552                             | 708,552               |
| Revenue Received in Advance              | 13    | 70,335                | 131,741                             | 130,721               |
| Provision for Cyclical Maintenance       | 14    | 2,700                 | 2,700                               | 9,231                 |
| Finance Lease Liability                  | 15    | 39,011                | 39,469                              | 39,469                |
| Funds held in Trust                      | 16    | 6,873                 | 5,485                               | 5,485                 |
| Funds held for Capital Works Projects    | 17    | 164,904               | 604,900                             | 604,900               |
|  |       | <u>1,018,181</u>      | <u>1,544,097</u>                    | <u>1,549,608</u>      |
| <b>Working Capital Surplus/(Deficit)</b> |       | <b>71,406</b>         | <b>197,661</b>                      | <b>(24,503)</b>       |
| <b>Non-current Assets</b>                |       |                       |                                     |                       |
| Property, Plant and Equipment            | 11    | 615,029               | 437,626                             | 612,626               |
|  |       | <u>615,029</u>        | <u>437,626</u>                      | <u>612,626</u>        |
| <b>Non-current Liabilities</b>           |       |                       |                                     |                       |
| Provision for Cyclical Maintenance       | 14    | 110,088               | 186,030                             | 159,499               |
| Finance Lease Liability                  | 15    | 80,314                | 109,403                             | 109,403               |
|  |       | <u>190,402</u>        | <u>295,433</u>                      | <u>268,902</u>        |
| <b>Net Assets</b>                        |       | <u><u>496,033</u></u> | <u><u>339,854</u></u>               | <u><u>319,221</u></u> |
| <b>Equity</b>                            |       |                       |                                     |                       |
|  |       | <u><u>496,033</u></u> | <u><u>339,854</u></u>               | <u><u>319,221</u></u> |

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

# Logan Park High School

## Statement of Cash Flows

For the year ended 31 December 2021

|   |          | 2021             | 2021             | 2020             |
|---|----------|------------------|------------------|------------------|
|   | Note     | Actual           | Budget           | Actual           |
|   |          | \$               | (Unaudited)      | \$               |
|   |          |                  | \$               |                  |
| <b>Cash flows from Operating Activities</b>                 |          |                  |                  |                  |
| Government Grants   |          | 2,060,745        | 1,896,374        | 1,969,164        |
| Locally Raised Funds  |          | 374,733          | 194,025          | 325,374          |
| International Students                                      |          | 24,293           | 81,482           | (2,142)          |
| Goods and Services Tax (net)                                |          | (111,995)        | -                | 28,965           |
| Payments to Employees                                       |          | (1,083,205)      | (1,016,505)      | (1,105,524)      |
| Payments to Suppliers                                       |          | (1,219,439)      | (958,674)        | (804,748)        |
| Interest Received   |          | 2,304            | 1,000            | 1,425            |
| Net cash from/(to) Operating Activities                     |          | 47,436           | 197,702          | 412,514          |
| <b>Cash flows from Investing Activities</b>                 |          |                  |                  |                  |
| Purchase of Property Plant & Equipment (and Intangibles)    |          | (123,801)        | -                | (118,786)        |
| Net cash from/(to) Investing Activities                     |          | (123,801)        | -                | (118,786)        |
| <b>Cash flows from Financing Activities</b>                 |          |                  |                  |                  |
| Furniture and Equipment Grant                               |          | -                | -                | 1,875            |
| Finance Lease Payments                                      |          | (41,093)         | -                | (45,474)         |
| Funds Administered on Behalf of Third Parties               |          | (365,502)        | -                | (267,132)        |
| Net cash from/(to) Financing Activities                     |          | (406,595)        | -                | (310,731)        |
| <b>Net increase/(decrease) in cash and cash equivalents</b> |          | <b>(482,960)</b> | <b>197,702</b>   | <b>(17,003)</b>  |
| Cash and cash equivalents at the beginning of the year      | 8        | 1,068,891        | 1,068,891        | 1,085,894        |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>8</b> | <b>585,931</b>   | <b>1,266,593</b> | <b>1,068,891</b> |

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.



# Logan Park High School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

Logan Park High 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 is of the view that the School is a public benefit entity for financial reporting purposes.

##### 1.2. Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical Maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

###### *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 11.



### ***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.

### **1.3. 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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### ***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.

### **1.4. 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.

### **1.5. 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.

### **1.6. 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.

### **1.7. Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The School's 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.



### 1.8. 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.

### 1.9. 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.

### 1.10. Property, Plant and Equipment

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

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

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

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

### Finance Leases

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

### Depreciation

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

The estimated useful lives of the assets are:

|   |                         |
|---|-------------------------|
| Building improvements to Crown Owned Assets | 5–20 years              |
| Furniture and equipment                     | 5–20 years              |
| Information and communication technology    | 3–20 years              |
| Motor vehicles                              | 5–20 years              |
| Leased assets held under a Finance Lease    | Term of Lease           |
| Library resources                           | 12.5% Diminishing value |

### 1.11. 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.





### **1.12. 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.

### **1.13. 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 not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

### **1.14. Revenue Received in Advance**

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

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

### **1.15. 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.

### **1.16. 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 is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

### **1.17. 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.

### **1.18. Borrowings**

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

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

**1.19. 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.

**1.20. Budget Figures**

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

**1.21. 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

|                                  |
|----------------------------------|
| Operational Grants               |
| Teachers' Salaries Grants        |
| Use of Land and Buildings Grants |
| Other MoE Grants                 |
| Other Government Grants          |

| 2021      | 2021        | 2020      |
|-----------|-------------|-----------|
| Actual    | Budget      | Actual    |
| \$        | (Unaudited) | \$        |
| 1,751,484 | 1,666,426   | 1,614,510 |
| 5,089,273 | 4,584,030   | 4,732,971 |
| 665,489   | 665,489     | 862,988   |
| 362,390   | 220,000     | 238,436   |
| 57,645    | 34,476      | 76,021    |
| 7,926,281 | 7,170,421   | 7,524,926 |

## 3. Locally Raised Funds

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

### Revenue

|                                |
|--------------------------------|
| Donations & Bequests           |
| Trading                        |
| Fundraising & Community Grants |
| Other Revenue                  |

| 2021    | 2021        | 2020    |
|---------|-------------|---------|
| Actual  | Budget      | Actual  |
| \$      | (Unaudited) | \$      |
| 167,798 | 94,025      | 107,518 |
| 44,680  | 50,000      | 57,050  |
| 53,657  | -           | 31,840  |
| 83,558  | 50,000      | 105,782 |
| 349,693 | 194,025     | 302,190 |

### Expenses

|                                     |
|-------------------------------------|
| Extra Curricular Activities Costs   |
| Trading                             |
| Fundraising & Community Grant Costs |

|         |         |         |
|---------|---------|---------|
| 145,638 | 16,705  | 66,180  |
| 46,334  | 50,000  | 60,156  |
| 4,722   | -       | 29,920  |
| 196,694 | 66,705  | 156,256 |
| 152,999 | 127,320 | 145,934 |

Surplus / (Deficit) for the year Locally raised funds

## 4. International Student Revenue and Expenses

International Student Roll

| 2021   | 2021        | 2020   |
|--------|-------------|--------|
| Actual | Budget      | Actual |
| Number | (Unaudited) | Number |
| 4      | 4           | 17     |

| 2021   | 2021        | 2020    |
|--------|-------------|---------|
| Actual | Budget      | Actual  |
| \$     | (Unaudited) | \$      |
| 78,341 | 80,462      | 227,596 |
| 7,784  | 36,643      | 129,668 |
| 20,646 | 14,460      | 45,104  |
| 28,430 | 51,103      | 174,772 |
| 49,911 | 29,359      | 52,824  |

### Revenue

|                            |
|----------------------------|
| International Student Fees |
|----------------------------|

### Expenses

|                             |
|-----------------------------|
| Employee Benefit - Salaries |
| Other Expenses              |

Surplus / (Deficit) for the year International Students

## 5. Learning Resources

|                              |
|------------------------------|
| Curricular                   |
| Equipment Repairs            |
| Library Resources            |
| Employee Benefits - Salaries |
| Staff Development            |

| 2021      | 2021        | 2020      |
|-----------|-------------|-----------|
| Actual    | Budget      | Actual    |
| \$        | (Unaudited) | \$        |
| 228,890   | 255,738     | 177,232   |
| 23,258    | 28,000      | 27,716    |
| 3,632     | 3,820       | 3,057     |
| 5,682,583 | 5,042,082   | 5,173,137 |
| 13,238    | 25,000      | 18,046    |
| 5,951,601 | 5,354,640   | 5,399,188 |

## 10. Inventories

|                 | 2021<br>Actual<br>\$ | 2021<br>Budget<br>(Unaudited)<br>\$ | 2020<br>Actual<br>\$ |
|-----------------|----------------------|-------------------------------------|----------------------|
| School Uniforms | -                    | 6,893                               | 6,893                |
|                 | -                    | 43,330                              | 43,330               |
|                 | -                    | 50,223                              | 50,223               |

## 11. Property, Plant and Equipment

|  | Opening<br>Balance (NBV)<br>\$ | Additions<br>\$ | Disposals<br>\$ | Impairment<br>\$ | Depreciation<br>\$ | Total (NBV)<br>\$ |
|--|--------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| <b>2021</b>                              |                                |                 |                 |                  |                    |                   |
| Building Improvements                    | 81,964                         | -               | -               | -                | (15,032)           | 66,932            |
| Furniture and Equipment                  | 142,807                        | 43,143          | -               | -                | (30,992)           | 154,958           |
| Information and Communication Technology | 198,524                        | 114,168         | -               | -                | (75,278)           | 237,414           |
| Motor Vehicles                           | 13,621                         | -               | -               | -                | (3,231)            | 10,390            |
| Leased Assets                            | 149,331                        | 12,299          | -               | -                | (44,927)           | 116,703           |
| Library Resources                        | 26,379                         | 8,260           | (1,917)         | -                | (4,090)            | 28,632            |
| <b>Balance at 31 December 2021</b>       | <b>612,626</b>                 | <b>177,870</b>  | <b>(1,917)</b>  | <b>-</b>         | <b>(173,550)</b>   | <b>615,029</b>    |

The net carrying value of equipment held under a finance lease is \$116,703 (2020: \$149,331)

|  | 2021<br>Cost or<br>Valuation<br>\$ | 2021<br>Accumulated<br>Depreciation<br>\$ | 2021<br>Net Book<br>Value<br>\$ | 2020<br>Cost or<br>Valuation<br>\$ | 2020<br>Accumulated<br>Depreciation<br>\$ | 2020<br>Net Book<br>Value<br>\$ |
|--|------------------------------------|---|---------------------------------|------------------------------------|---|---------------------------------|
| Building Improvements                    | 293,259                            | (226,327)                                 | 66,932                          | 293,259                            | (211,295)                                 | 81,964                          |
| Furniture and Equipment                  | 565,807                            | (410,849)                                 | 154,958                         | 522,663                            | (379,856)                                 | 142,807                         |
| Information and Communication Technology | 488,414                            | (251,000)                                 | 237,414                         | 521,471                            | (322,947)                                 | 198,524                         |
| Motor Vehicles                           | 32,309                             | (21,919)                                  | 10,390                          | 32,309                             | (18,688)                                  | 13,621                          |
| Leased Assets                            | 187,839                            | (71,136)                                  | 116,703                         | 189,208                            | (39,877)                                  | 149,331                         |
| Library Resources                        | 97,578                             | (68,946)                                  | 28,632                          | 96,321                             | (69,942)                                  | 26,379                          |
| <b>Balance at 31 December</b>            | <b>1,665,206</b>                   | <b>(1,050,177)</b>                        | <b>615,029</b>                  | <b>1,655,231</b>                   | <b>(1,042,605)</b>                        | <b>612,626</b>                  |

## 12. Accounts Payable

|                                       | 2021<br>Actual<br>\$ | 2021<br>Budget<br>(Unaudited)<br>\$ | 2020<br>Actual<br>\$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Creditors                             | 284,265              | 268,705                             | 268,705              |
| Accruals                              | 13,320               | 15,280                              | 15,280               |
| Banking Staffing Overuse              | -                    | 24,528                              | 24,528               |
| Employee Entitlements - Salaries      | 402,317              | 370,124                             | 370,124              |
| Employee Entitlements - Leave Accrual | 34,456               | 29,915                              | 29,915               |
|                                       | 734,358              | 708,552                             | 708,552              |
| Payables for Exchange Transactions    | 734,358              | 708,552                             | 708,552              |
|                                       | 734,358              | 708,552                             | 708,552              |

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

|   | 2021<br>Actual<br>\$ | 2021<br>Budget<br>(Unaudited)<br>\$ | 2020<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Grants in Advance - Ministry of Education | -                    | 20,000                              | 20,000               |
| International Student Fees in Advance     | 27,566               | 82,634                              | 81,614               |
| Other Revenue in Advance                  | 42,769               | 29,107                              | 29,107               |
|   | 70,335               | 131,741                             | 130,721              |



## 6. Administration

|  | 2021           | 2021<br>Budget<br>(Unaudited) | 2020           |
|--|----------------|-------------------------------|----------------|
|  | Actual<br>\$   | Budget<br>(Unaudited)<br>\$   | Actual<br>\$   |
| Audit Fee                                      | 9,000          | 7,000                         | 7,266          |
| Board Fees                                     | 4,660          | 6,500                         | 3,705          |
| Board Expenses                                 | 16,424         | 9,700                         | 4,090          |
| Communication                                  | 7,491          | 17,000                        | 7,945          |
| Consumables                                    | 62,982         | 84,500                        | 84,845         |
| Operating Lease                                | -              | -                             | 1,700          |
| Other  | 52,496         | 62,500                        | 79,452         |
| Employee Benefits - Salaries                   | 320,923        | 306,000                       | 295,293        |
| Insurance                                      | 15,381         | 15,000                        | 14,152         |
| Service Providers, Contractors and Consultancy | 4,360          | 5,000                         | 4,275          |
|  | <u>493,717</u> | <u>513,200</u>                | <u>502,723</u> |

## 7. Property

|                                     | 2021             | 2021<br>Budget<br>(Unaudited) | 2020             |
|-------------------------------------|------------------|-------------------------------|------------------|
|                                     | Actual<br>\$     | Budget<br>(Unaudited)<br>\$   | Actual<br>\$     |
| Caretaking and Cleaning Consumables | 72,673           | 41,500                        | 51,633           |
| Consultancy and Contract Services   | 66,352           | 5,000                         | 5,825            |
| Cyclical Maintenance Provision      | (19,341)         | 20,000                        | 973              |
| Grounds                             | 53,156           | 22,800                        | 31,753           |
| Heat, Light and Water               | 150,337          | 173,500                       | 160,606          |
| Rates                               | 33,154           | 37,000                        | 32,268           |
| Repairs and Maintenance             | 87,103           | 54,000                        | 70,453           |
| Use of Land and Buildings           | 665,489          | 665,489                       | 862,988          |
| Security                            | 2,895            | 5,000                         | 15,900           |
| Employee Benefits - Salaries        | 212,383          | 240,338                       | 236,980          |
|                                     | <u>1,324,201</u> | <u>1,264,627</u>              | <u>1,469,379</u> |

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 8. Cash and Cash Equivalents

|   | 2021           | 2021<br>Budget<br>(Unaudited) | 2020             |
|---|----------------|-------------------------------|------------------|
|   | Actual<br>\$   | Budget<br>(Unaudited)<br>\$   | Actual<br>\$     |
| Bank Accounts   | 585,931        | 1,266,593                     | 1,068,891        |
| Cash and cash equivalents for Statement of Cash Flows | <u>585,931</u> | <u>1,266,593</u>              | <u>1,068,891</u> |

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

Of the \$585,931 Cash and Cash Equivalents, \$336,496 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2022 on Crown owned school buildings under the School's Five Year Property Plan.

## 9. Accounts Receivable

|  | 2021           | 2021<br>Budget<br>(Unaudited) | 2020           |
|--|----------------|-------------------------------|----------------|
|  | Actual<br>\$   | Budget<br>(Unaudited)<br>\$   | Actual<br>\$   |
| Receivables                                | 1,066          | 12,444                        | 12,444         |
| Receivables from the Ministry of Education | -              | 1,725                         | 1,725          |
| Banking Staffing Underuse                  | 22,750         | -                             | -              |
| Teacher Salaries Grant Receivable          | 383,627        | 366,556                       | 366,556        |
|  | <u>407,443</u> | <u>380,725</u>                | <u>380,725</u> |
| Receivables from Exchange Transactions     | 1,066          | 12,444                        | 12,444         |
| Receivables from Non-Exchange Transactions | 406,377        | 368,281                       | 368,281        |
|  | <u>407,443</u> | <u>380,725</u>                | <u>380,725</u> |

#### 14. Provision for Cyclical Maintenance

|   | 2021<br>Actual<br>\$ | 2021<br>Budget<br>(Unaudited)<br>\$ | 2020<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year                    | 168,730              | 168,730                             | 199,914              |
| Increase/ (decrease) to the Provision During the Year | 33,945               | 20,000                              | 34,837               |
| Adjustment to the Provision                           | (53,286)             | -                                   | (33,864)             |
| Use of the Provision During the Year                  | (36,601)             | -                                   | (32,157)             |
| Provision at the End of the Year                      | 112,788              | 188,730                             | 168,730              |
| Cyclical Maintenance - Current                        | 2,700                | 2,700                               | 9,231                |
| Cyclical Maintenance - Term                           | 110,088              | 186,030                             | 159,499              |
|   | 112,788              | 188,730                             | 168,730              |

#### 15. Finance Lease Liability

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

|  | 2021<br>Actual<br>\$ | 2021<br>Budget<br>(Unaudited)<br>\$ | 2020<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year                           | 46,200               | 48,512                              | 48,512               |
| Later than One Year and no Later than Five Years | 88,459               | 123,553                             | 123,553              |
| Future Finance Charges                           | (15,334)             | (23,193)                            | (23,193)             |
|  | 119,325              | 148,872                             | 148,872              |
| Represented by:                                  |                      |                                     |                      |
| Finance lease liability - Current                | 39,011               | 39,469                              | 39,469               |
| Finance lease liability - Term                   | 80,314               | 109,403                             | 109,403              |
|  | 119,325              | 148,872                             | 148,872              |

#### 16. Funds Held in Trust

|  | 2021<br>Actual<br>\$ | 2021<br>Budget<br>(Unaudited)<br>\$ | 2020<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Funds Held in Trust on Behalf of Third Parties - Current | 6,873                | 5,485                               | 5,485                |
|  | 6,873                | 5,485                               | 5,485                |

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

#### 17. 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:

| 2021  | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$ | Board<br>Contributions<br>\$ | Closing<br>Balances<br>\$ |
|---|---------------------------|----------------------------|----------------|------------------------------|---------------------------|
| Roof Project - 210025                           | 75,369                    | 209,984                    | (176,440)      | -                            | 108,913                   |
| Special Needs Project                           | (33,370)                  | 65,101                     | (31,731)       | -                            | -                         |
| Combined 5ya project -Food Tech Upgrade C Block | 287,345                   | 336,902                    | (646,876)      | -                            | (22,629)                  |
| LSC Room  | 4,971                     | 5,804                      | (10,775)       | -                            | -                         |
| SIP -Courts & Landscaping (Grounds)             | 213,015                   | 134,114                    | (364,123)      | -                            | (16,994)                  |
| E Block -Maths Remediation 222893               | 57,570                    | -                          | (68,233)       | -                            | (10,663)                  |
| E Block -Maths Replacement                      | -                         | 157,468                    | (41,370)       | -                            | 116,098                   |
| Boiler Work                                     | -                         | -                          | (9,821)        | -                            | (9,821)                   |
| Totals  | 604,900                   | 909,373                    | (1,349,369)    | -                            | 164,904                   |

#### Represented by:

|   |          |
|---|----------|
| Funds Held on Behalf of the Ministry of Education | 225,011  |
| Funds Due from the Ministry of Education          | (60,107) |
|   | 164,904  |

| 2020  | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$ | Board<br>Contributions<br>\$ | Closing<br>Balances<br>\$ |
|---|---------------------------|----------------------------|----------------|------------------------------|---------------------------|
| Heat Pump Canteen                               | 4,617                     | -                          | (4,617)        | -                            | -                         |
| Roof Project - 210025                           | 147,134                   | -                          | (71,765)       | -                            | 75,369                    |
| Special Needs Project                           | 581,130                   | 246,439                    | (860,939)      | -                            | (33,370)                  |
| Auditorium Project                              | (5,500)                   | 5,500                      | -              | -                            | -                         |
| Insurance Claim                                 | 61,419                    | 11,105                     | (72,524)       | -                            | -                         |
| Combined 5ya project -Food Tech Upgrade C Block | (12,427)                  | 604,561                    | (304,789)      | -                            | 287,345                   |
| LSC Room  | (1,595)                   | 74,250                     | (67,684)       | -                            | 4,971                     |
| Flooring  | (7,307)                   | 7,307                      | -              | -                            | -                         |
| Security System                                 | 19,805                    | -                          | (19,805)       | -                            | -                         |
| SIP -Courts & Landscaping (Grounds)             | (15,568)                  | 298,189                    | (69,606)       | -                            | 213,015                   |
| E Block -Maths Remediation 222893               | -                         | 84,893                     | (27,323)       | -                            | 57,570                    |
| Totals  | 771,708                   | 1,332,244                  | (1,499,052)    | -                            | 604,900                   |

## 18. Related Party Transactions

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

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

## 19. Remuneration

### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Co-Principals, and Assistant Principals.

|   | 2021<br>Actual<br>\$ | 2020<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <i>Board Members</i>                        |                      |                      |
| Remuneration                                | 4,660                | 3,705                |
| <i>Leadership Team</i>                      |                      |                      |
| Remuneration                                | 556,061              | 551,351              |
| Full-time equivalent members                | 4.00                 | 4.00                 |
| Total key management personnel remuneration | 560,721              | 555,056              |

There are seven members of the Board excluding the Principal. The Board had held eleven full meetings of the Board in the year. The Board also has 3 Finance members that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

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

|  | 2021<br>Actual<br>\$000 | 2020<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 150 - 160               | 140 - 150               |
| Benefits and Other Emoluments                    | 1 - 10                  | 1 - 10                  |
| Termination Benefits                             | 0 - 0                   | 0 - 0                   |

### Principal 2

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

|  | 2021<br>Actual<br>\$000 | 2020<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 150 - 160               | 160 - 170               |
| Benefits and Other Emoluments                    | 1 - 10                  | 1 - 10                  |
| Termination Benefits                             | 0 - 0                   | 0 - 0                   |



#### Other Employees

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

| Remuneration<br>\$000 | 2021<br>FTE Number | 2020<br>FTE Number |
|-----------------------|--------------------|--------------------|
| 100 -110              | 11.00              | 4.00               |
| 110 -120              | 1.00               | 1.00               |
| 120 - 130             | 2.00               | 1.00               |
|                       | 14.00              | 6.00               |

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

## 20. Compensation and Other Benefits Upon Leaving

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

|                  | 2021<br>Actual | 2020<br>Actual |
|------------------|----------------|----------------|
| Total            | \$ -           | \$ -           |
| Number of People | -              | -              |

## 21. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

#### Holidays Act Compliance – Schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, 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. 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 2021, a contingent liability for the school may exist.

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contract agreements for capital works.

(a) \$4,100,000 contract for Roof Replacement to be completed in 2022, which will be fully funded by the Ministry of Education. \$409,984 has been received of which \$301,071 has been spent on the project to date; and

(b) \$1,046,070 contract for Combined 5YA Projects (C Block, Auditorium and Flooring) to be completed in 2022, which will be fully funded by the Ministry of Education. \$941,463 has been received and \$964,092 has been spent on the project to date; and

(c) \$1,970,000 contract to rebuild Block E on the current footprint which will be fully funded by the Ministry of Education. \$157,468 has been received of which \$41,370 has been spent on the project to date.

(Capital commitments in relation to Ministry projects at 31 December 2020: \$604,900)

### (b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: nil)

## 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

|   | 2021<br>Actual<br>\$ | 2021<br>Budget<br>(Unaudited)<br>\$ | 2020<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents                         | 585,931              | 1,266,593                           | 1,068,891            |
| Receivables                                       | 407,443              | 380,725                             | 380,725              |
| Total Financial assets measured at amortised cost | 993,374              | 1,647,318                           | 1,449,616            |

### Financial liabilities measured at amortised cost

|  |         |         |         |
|--|---------|---------|---------|
| Payables   | 734,358 | 708,552 | 708,552 |
| Finance Leases   | 119,325 | 148,872 | 148,872 |
| Total Financial liabilities measured at amortised Cost | 853,683 | 857,424 | 857,424 |

## 24. Events After Balance Date

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

## 25. Comparatives

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

## 26. COVID 19 Pandemic on going implications

### Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

### Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

### Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

### Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

## 2021 Analysis of Variance Logan Park High School

### Kahui Ako Vision: “Bringing Everyone Into the Learning Journey.”

Monitoring Plan: All measures and outcomes regularly reported to the Board of Trustees.

### Student Achievement Targets 2021:

- Over 90% of students gain Level 1 Literacy and Numeracy

|          |          |              |              |
|----------|----------|--------------|--------------|
| Literacy | LPHS 89% | National 84% | Decile 7 91% |
| Numeracy | LPHS 83% | National 82% | Decile 7 89% |

| <b>Actions<br/>What did we do?</b>   | <b>Outcomes<br/>What happened?</b>   | <b>Reasons for the variance<br/>Why did it happen?</b>   | <b>Evaluation<br/>Where to next?</b>   |
|--|--|--|--|
| <p>Identified those at risk of not getting level 1 Literacy and Numeracy across the year.</p> <p>Provided targeted support – class teachers (English, Maths, Science), study teachers – where students could opt in to the option, homework club, Kahui Ako / Numeracy teacher working with targeted students.</p> <p>Also used Catch up time during Senior school exams to work with individual students.</p> | <p>A number of students were supported to achieve the Literacy / Numeracy 10 credit requirement.</p> <p>We are close to our target</p> | <p>Attendance – is a significant barrier for some at risk students</p> <p>Significant literacy / numeracy gaps are still difficult to address and some students require 2 years working on the Level 1 standards</p> <p>Numeracy appears to be more challenging for students to achieve if they don't have the Number skills</p> | <p>The new NCEA changes mean we are evaluating the new Literacy / Numeracy standards and the implications these will have for our students.</p> <p>We are in the trial for the new Numeracy standards this year (2022).</p> <p>Additional Numeracy teacher time for 2022 to track and support students</p> |

• Over 80% of students gain Level 1 and 2 NCEA

|    |          |           |               |              |              |
|----|----------|-----------|---------------|--------------|--------------|
| L1 | LPHS 80% | Maori 68% | Pasifika -    | National 69% | Decile 7 78% |
| L2 | LPHS 80% | Maori 83% | Pasifika 100% | National 78% | Decile 7 86% |

| <b>Actions<br/>What did we do?</b>  | <b>Outcomes<br/>What happened?</b>  | <b>Reasons for the variance<br/>Why did it happen?</b>   | <b>Evaluation<br/>Where to next?</b>   |
|---|---|--|--|
| Met the target 80%.<br><br>We had a continued focus in all Departments on effective pedagogy. | Regular reporting to whanau – Weekly Feedback Level 1, Cause for Concern reports, full academic reports with next steps.<br>Targeted Study support Yr 11 and Yr 12 classes. Homework club.<br>All Maori Pasifika students identified Term 1 with teachers focussed on strength based strategies around Attendance, Retention, Engagement, Achievement. (AREA).<br>Teachers complete end of semester 1 and 2 profiles. Use of Pasifika Homework club.<br>Kahui Ako roles and resourcing. | Maori results were lower at Level 1 but higher at Level 2.<br><br>We will continue focusing on Maori achievement with the AREA focus and Departmental focus. | Trials of new NCEA standards and redesigning of courses should have a positive impact on learning, engagement and achievement.<br><br>Fewer standards – more time, reduced stress for students, whanau and teachers. |



- 60% of Year 13 students gain Level 3 NCEA and University Entrance; and remainder gain Level 2

|     |    |          |           |            |              |              |
|-----|----|----------|-----------|------------|--------------|--------------|
| Y13 | L3 | LPHS 74% | Maori 56% | Pasifika - | National 70% | Decile 7 79% |
| Y13 | UE | LPHS 64% | Maori 33% | Pasifika - | National 52% | Decile 7 63% |

| <b>Actions<br/>What did we do?</b>  | <b>Outcomes<br/>What happened?</b>  | <b>Reasons for the variance<br/>Why did it happen?</b> | <b>Evaluation<br/>Where to next?</b>   |
|---|---|--|--|
| <p>Met the target at both levels.</p> <p>Maori results lower</p> <p>Teachers worked with students towards the UE target. Some students were satisfied with Level 3 only.</p> <p>Logan Park Summer School also continues to be successful – especially in the Covid disrupted environment over the past 2 years.</p> | <p>Extensions of deadlines and additional support and flexibility for students were all important.</p> <p>Used Cause for Concern reports and Deans interventions for at risk students</p> <p>Use of Summer School for some Logan Park students to finish off their UE</p> | <p>Continued focus on Maori students</p>               | <p>Continue with culturally responsive pedagogy</p> <p>Continue Depts focus on high engagement and achievement rates</p> <p>Continue education re the requirements for University Entrance – number of credits, Literacy / Numeracy requirements etc</p> |

- 40% of students gaining NCEA gain NCEA Endorsements

|                 |          |              |              |
|-----------------|----------|--------------|--------------|
| L1 Endorsements | LPHS 63% | National 53% | Decile 7 55% |
| L2 Endorsements | LPHS 53% | National 42% | Decile 7 45% |
| L3 Endorsements | LPHS 55% | National 44% | Decile 7 48% |

| Actions<br>What did we do?                                    | Outcomes<br>What happened?  | Reasons for the variance<br>Why did it happen? | Evaluation<br>Where to next? |
|---|---|--|------------------------------|
| We maintained a pleasing record of endorsements at all levels | Students and teachers remain committed to being ambitious for their best NCEA | Students supported and extended                | Continue Dept focus          |

- Students gain over 20 NZQA Scholarships

LPHS 30 NZQA Scholarships across 10 subjects including 3 Outstanding Scholarships

| Actions<br>What did we do?   | Outcomes<br>What happened?  | Reasons for the variance<br>Why did it happen?   | Evaluation<br>Where to next?  |
|--|---|--|---|
| <p>Scholarship tutorials offered onsite in most subjects by our teachers</p> <p>Senior students (with teacher support) also organised their own Scholarship tutorials and support groups – Physics and Biology in particular saw student led tutorials weekly in the Whare with 10 or more students attending weekly. 4 students did most of the teaching / facilitating in both Physics and Biology. We have interviewed the students and will continue to support student led initiatives.</p> | 15 students won the scholarships in a diverse range of subjects: Biology, Photography, Chemistry, Classical Studies, History, English, Media Studies, Calculus, Physics and Statistics. | <p>One 15 year old student achieved 4 scholarships.</p> <p>Two Year 12 students achieved scholarships.</p> | <p>Continue with Scholarship tutorials. Continue to explore student led Scholarship groups and respond to student voice.</p> <p>Continue the Extension focus in all Departments at all levels for 2022.</p> <p>Continue the Kahui Ako role supporting our most capable students in the directions they wish to explore.</p> |

- All Maori Pasifika students supported for attendance, retention, engagement and achievement

All Maori and Pasifika students supported with AREA profiles completed twice yearly

| <b>Actions</b><br><b>What did we do?</b>  | <b>Outcomes</b><br><b>What happened?</b>  | <b>Reasons for the variance</b><br><b>Why did it happen?</b>   | <b>Evaluation</b><br><b>Where to next?</b>   |
|---|---|--|--|
| <p>Identified all Maori Pasifika students Term 1 and all teachers focussed on strength based relationships</p> <p>Continued focus on Culturally responsive pedagogy.</p> <p>Continued focus on Te Ao Maori and visual representation in our Kura</p> <p>Cultural Narrative received from Kai Tahu. Building relationships with iwi and whanau</p> <p>Continued support / resourcing Kapa Haka and Kahui Ako Cultural support role</p> | <p>Maori and Pasifika Prefect roles</p> <p>Homework Club in whare</p> <p>Teacher only day with a focus on Te Ao Maori &amp; Mataurganga Maori for all staff</p> <p>Staff learning more Te Reo and tikanga</p> <p>Te Wiki o Te Reo Maori celebrated with a range of student led events</p> <p>Manu Korero speaker supported by Kapa Haka</p> <p>Maori and Pasifika scholarships targeted and achieved. One Maori student was instrumental in the weekly Physics student led scholarship tutorials.</p> <p>Relationships with whanau a priority – Deans interviews / meetings</p> | <p>We need to continue to drill down into some of the systemic structures and barriers affecting Maori / Pasifika students.</p> <p>We need to continue to build a more culturally responsive Kura.</p> | <p>Unpacking our Cultural Narrative.</p> <p>Cultural Narrative shared with all Departments and staff.</p> <p>Cultural Narrative shared with students as part of Social Studies course and our Orientation programme.</p> <p>Whanau Hui / Kai for 2022</p> <p>Continue strengthening relationships – Board / School / Iwi – Mana whenua</p> <p>Survey whanau</p> <p>Continue schoolwide commitment to enacting Te Ti Riti o Waitangi</p> <p>Continue visibility and representation – Prefects, student led initiatives, Park Press, Website, Kapa Haka visibility</p> |



- **Over 95% of junior students achieve Junior Diploma**

Junior Diploma - 299 out of 313 students gained a Junior Diploma, 14 failed so 96% gained a Junior Diploma

| <b>Actions<br/>What did we do?</b>  | <b>Outcomes<br/>What happened?</b>  | <b>Reasons for the variance<br/>Why did it happen?</b>   | <b>Evaluation<br/>Where to next?</b>   |
|---|---|--|--|
| <p>Met the target.<br/>Focus on our shared learning and engagement expectations for all Logan Park learners.</p> <p>Weekly Feedback on our shared expectations for Learning.</p> <p>Parents / whanau continue to be engaged and supportive – (426 parents of 480 Yr 9-11 students checking Weekly Feedback in portal or app in first 3 days. Paper copies also made available).</p> <p>Core Meetings – RTL and Learning Support Co-ordinator useful with sharing strategies with teachers</p> | <p>Most students are developing and displaying good attitudes to learning</p> <p>Deans / Learning Support Co-ordinator / Counsellor / Senior Leadership Team able to intervene with at-risk students / whanau with regular Weekly Feedback and a focus on effective learning dispositions</p> <p>Learning Support Co-ordinator has been influential and effective in working with individual students and whanau</p> <p>We moved to a more coherent merging of Weekly Feedback with Junior Diploma where Weekly Feedback and Group teacher holistic judgements informed Junior Diploma grades</p> | <p>Some students have significant behavioural or attendance or mental health challenges which make engaging and achieving with their learning very difficult.</p> <p>We continue to exhaust all possibilities to support students and whanau.</p> <p>Use of off-site programs for some students has been effective in re-engaging students</p> | <p>We may re-evaluate the whole place of Junior Diploma once Curriculum refresh and NCEA changes and Departments revising programmes of learning – implemented.</p> <p>We would consult students, staff and whanau.</p> <p>In the meantime Junior Diploma and Weekly Feedback continue to be reinforce our values and allow us to track as well as communicate weekly with students / whanau</p> |

**Strategic Goal 1: Increase student engagement and achievement**

| <b>Annual TARGET</b>   | <b>ACTION</b>   | <b>Specific Tasks</b>   | <b>Monitoring Plan MEASURES/OUTCOMES</b>   | <b>Responsibility</b>                                       | <b>Analysis of Variance</b>   |
|--|---|---|--|---|---|
| Improve student attendance to 90 % (covid and lockdowns dependent)                   | Use our Student Management System effectively to monitor and follow up on attendance  | Group teachers<br>Deans<br>Senior Management<br>Admin support<br>Families/students/Group teachers and Deans notified daily re lateness and attendance | Attendance and lateness will be followed up in a timely way. There will be consequences for truancy and lateness. Whanau will be informed. | SLT/Deans   | Achieved.<br>Over 90% attendance for most of 2021.<br>Good connections with whanau staying in touch |
| Effective use of cellphones in learning areas (including limiting in many instances) | Teachers and SLT explicit about expectations around cellphone use in learning areas   | Assemblies, messaging, Digital citizenship  | Increased engagement in classes<br>Fewer inappropriate and disruptive use of cellphones/social media use reflected in yellow referrals     | All teachers  | Ongoing work.<br>Some classes eg junior core teachers have effectively limited in their areas.      |
| Analyse and act on data about engagement and achievement                             | The Space – 2021<br>Appoint individual(s) with responsibility to define and closely track and monitor identified student groups | Students on IEPs and using Supported Learning Standards<br>SPEC for juniors   | Improved attendance for these students<br>Improved engagement<br>Improved achievement<br>And or future pathways                            | Student Support Team & Learning Support Co-ordinator and AP | Partially achieved<br>Evolved into Whakatipu for 2022.  |
| Analyse and act on data about engagement   | Identify and prioritise the student groups to improve engagement  | All Maori /Pasifika students identified Term 1 and tracked across year  | End of Semester 1 and 2– all AREA profiles completed including effective engagement strategies shared                                      | All staff   | Achieved<br>All Maori / Pasifika tracked.   |

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| and<br>achievement  | Continue<br>Departmental<br>focus on<br>extension of<br>students   | Students requiring<br>additional learning supports<br>are supported by classroom<br>teachers.   | Learning Support Co-<br>ordinator advise staff term 1<br>of Learning Support Register<br>with strategies and SAC<br>conditions | Learning Support<br>Co-ordinator<br>(supported by<br>Literacy Kahui<br>Ako role) | Learning<br>Support register<br>established and<br>shared. Literacy<br>list shared.  |
|   |  | Literacy at risk identified   | Literacy list to all staff term 1<br>with advice and strategies  |  |  |
|   |  | Students identified as<br>requiring extension.<br>Schoolwide Extension<br>programmes offered as well<br>as individual programmes<br>established for individual<br>students. | HODs reporting on<br>programmes mid year and<br>end of year<br><br>Kahui Ako position reporting<br>on individuals overseen     |  |  |
|   |  | Literacy and Numeracy<br>support identified –<br>especially NCEA levels 1-3   | Literacy<br>Numeracy tracking  |  |  |
| Improved use<br>of EDGE<br>student<br>management<br>system                                    | Target staff<br>professional<br>development to<br>effectively use functions<br>of EDGE   | Focus for Group teachers<br>and classroom teachers:<br>Attendance/Lateness<br>Enrolment Notes<br>Learning support notes<br>Maori Pasifika                                   | Individual and team sessions<br>as required  | AP and team  | Achieved   |
| Increase<br>student<br>feedback on<br>what's working<br>well and what<br>could be<br>improved | Continued consultation<br>with focus groups of<br>students, staff and<br>whanau around<br>pastoral care and<br>assessment/learning<br>programmes | Consultation of students in<br>conjunction with Kahui Ako   | Regular reports to the staff<br>and BOT  | AP and Co-<br>Principals   | Achieved<br>Ongoing<br>commitment.<br>Regular<br>meetings with<br>diverse groups -<br>Kahui Kids,<br>Rainbow group,<br>Student |

|  |  |  |  |  |                              |
|--|--|--|--|--|------------------------------|
|  |  | Use relevant current research to inform practice |  |  | Council, Sports Prefects etc |
|--|--|--|--|--|------------------------------|

**Strategic Goal 2: Continue to build effective teacher practice that enacts our values (or kaupapa) and is culturally responsive**

| Annual TARGET  | ACTION   | Specific Tasks   | Monitoring Plan MEASURES/OUTCOMES   | Responsibility                       | Analysis of Variance Final                                       |
|--|--|--|---|--------------------------------------|--|
| Kahui Ako Vision -<br>"Bringing everyone into the learning journey".<br>Continue working effectively in Year 2 of Kahui Ako  | Analyse 2020 Inclusive Practices data in collaboration with Kahui Ako  | Next steps eg smaller focus groups of students to feedback on the Kahui suggested next steps | Closer relationships and communication with member schools of the Kahui Ako to better prepare for and support Year 9 students | Kahui Ako teachers and Co-Principals | Achieved   |
| Professional Growth Cycles – developed for all teachers in collaboration with Departments<br><br>Ensure every teacher has a professional and positive relationship with their students.<br><br>The teachers show a responsive, caring, interested and inclusive approach to classroom teaching, so that students can experience successful learning engagements. | Teachers demonstrate their commitment to our values and the CODE and Professional STANDARDS and collect and respond to student voice | Teachers demonstrate meeting the Code and Standards  | In term 1 -2 Departments and teachers establish goals reflecting the Strategic Plan and their own professional growth cycles  | HODs and SLT                         | Achieved<br><br>Achieved and ongoing<br><br>Achieved and ongoing |

|  |  |   |  |   |   |   |  |
|--|--|---|--|---|---|---|--|
|  |  | SCT to review induction programme for beginning and new teachers<br>Collect the expectations of new staff and outcomes of our induction | Improve understanding and communication for new staff induction – booklet to be developed to support new staff | Meet with new staff 2021<br><br>Improved Induction Programme 2022 after consultation                | HODs  | Ongoing   | Achieved and ongoing<br><br>Consultation, Survey and induction programme improved.<br><br>Further work on improving and clarifying systems and roles |
|  |  | Ensure all new staff understand the kaupapa of Logan Park and the importance of respectful relationships.<br><br>Mentor all new staff.  | Build culturally inclusive classrooms and encourage practices which are culturally responsive/inclusive        | Teachers to implement evidence-based and relational strategies on Maori achieving success as Maori. | AREA goals collated and analysed end of semester 1 and 2 and shared with all staff<br><br>NCEA focus on Matauranga Maori in all Depts<br><br>Aotearoa Histories – schoolwide and Kahui Ako focus for programmes of learning | Next steps identified and at-risk supported<br><br>Ongoing planning for 2022 and beyond |  |



|  |  |  |  |                                     |   |
|--|--|--|--|-------------------------------------|---|
| Embed culturally responsive practices across the school where appropriate  | Strengthen Maori/Pasifika voice in school<br><br>Kapa Haka supported with tutor, timetabling and resources | Regular reporting of Maori/Pasifika engagement, achievement and consultation.<br><br>Visibility at Assemblies, Prizegivings, Blues etc     | Hui with Maori/Pasifika<br><br>Strengthen relationships with iwi | Co-Principals and Tip Winiata Board | Ongoing   |
| Collect, analyse and act on data about our Maori and Pasifika students' engagement with school, with their learning as well as their progress and qualifications | Teachers analyse data on attendance, retention, engagement and achievement AREA profiles twice yearly      | Regular sharing of effective strategies in meetings  | Staff meetings, Dept and HOD meetings                            | Co-Principals                       | Achieved and ongoing  |
| Making Te Ao Maori more explicit in environment, classrooms and our teaching practice  | Every classroom will reflect Maori / Aotearoa visually.  | Images, posters, resources, language, signage, PE/Sports uniforms etc<br><br>Consultation at Board, Kahui Ako and SLT level with local iwi | Co-constructing next steps for our kura                          | Co-Principals Board                 | Achieved and ongoing<br><br>PE / sports uniforms updated. New Website under construction. |
|  | The school environs / buildings will continue to reflect Maori/ Aotearoa with signage as appropriate       |  |  |                                     |   |

|  |  |   |  |    |          |
|--|--|---|--|----|----------|
| Student voice and student consultation actively sought to inform decisions | Senior management team will continue to liaise, support and develop regular systems with the student council representatives and other student leaders to be informed of student voice | Continue to clarify job descriptions/expectations of Student Council and all Prefects<br><br>Regular meetings throughout the year | Regular meetings with student groups and communication channels established to respond to student voice. | AP | Achieved |
|--|--|---|--|----|----------|

### Strategic Goal 3: Strengthen Logan Park's reputation as an innovative school which meets individual student needs

| Annual TARGET  | ACTION   | Specific Tasks  | Monitoring Plan MEASURES/OUTCOMES   | Responsibility    | Analysis of Variance Final                           |
|--|--|---|---|-------------------|--|
| NELP - Identify students who are not making sufficient progress and adjust learning opportunities to help support acquisition of key foundational skills | Specific learning programmes designed to meet student need: Space Classes / Gateway / Secondary Tertiary / Forestry / ICS students / Learning Support Class / Careers<br><br>Establish individual future focused pathways for students | Appoint a leader to oversee LSU and Space and ICS students and to mentor staff and teams to better meet needs | Improved engagement and attendance and self esteem<br><br>Improved Achievement results – supported learning standards, driver's licence, etc<br><br>Learning support register | Co-Principals LSC | Ongoing.<br>Whakatipu class emerged from Space need. |
| Continue to build partnerships within the education network and our community eg COL Kahui Ako, contributing   | Kahui Ako – 2 <sup>nd</sup> year - learning/achievement goals confirmed with resources allocated   | As agreed by Kahui Ako  | Membership of Kahui Ako and progress as per Kahui Ako plan  | Co-Principals     | Achieved. Positive progress                          |



|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| schools, University of Otago, Polytechnic, NET NZ, Summer School |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Board and SLT

#### Strategic Goal 4: Build Logan Park High School as a strong self-reviewing school

| Annual TARGET  | ACTION  | Specific Tasks                                    | Monitoring Plan MEASURES/OUTCOMES          | Responsibility   | Analysis of Variance  |
|--|---|---|--|------------------|---|
| Review Timetabling<br>Review expectations and our RMI values | AP to consult with staff, students and wider community  | Research and consider various options and impacts | Make decisions after consultation for 2022 | AP/Co-Principals | Achieved<br>Proposed<br>Timetable trial in Term 2 or 3 of 2022. |
| NCEA review- planning for changes                            | Schoolwide & Departmental<br>Focus on 5 Principles (Wellbeing, Equity and Inclusion, Coherence, Pathways, Credibility - and 7 system shifts<br><br>Aoteara Histories – and review current Humanities/History programmes of learning | Teacher Only<br>Days<br>Department plans          | Learning Programmes will reflect changes   | HODs             | Ongoing   |

|   |   |                                      |                                       |                         |   |
|---|---|--------------------------------------|---------------------------------------|-------------------------|---|
| New Digital Technologies Curriculum Implementation and integrated across curriculum | Review availability for all students<br><br>Review Department use of digital technologies curriculum and digital citizenship junior modules | HODs and Depts consulted             | Planning continues for implementation | Co-Principals           | Ongoing   |
| ERO new operating model 2021<br>Focus on Equity, Excellence and Wellbeing.          | Establish relationship with ERO reviewer<br><br>Raising outcomes for priority learners  | Attendance and engagement as a focus | TBC in consultation with ERO          | Board / Co-Principals   | Ongoing   |
| Board seeks Kai Tahu relationship and feedback regarding school governance matters  | Board to consult with iwi   | Advice on progressing partnership    | Cultural Narrative requested          | Board and Co-Principals | Ongoing.<br>Cultural Narrative received.<br>Moving forward. |

## **LOGAN PARK HIGH SCHOOL**

### **KIWISPORT 2021**

Students participated in organised sport in 2021. The school received Kiwisport funding of \$18,853 (2020 \$17,606). The funding was spent on the employment of a sports coordinator, sports equipment and uniforms.

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF  
LOGAN PARK HIGH SCHOOL'S  
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021**

The Auditor-General is the auditor of Logan Park High School (the School). The Auditor-General has appointed me, Philip Sinclair, using the staff and resources of Crowe, 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 3 to 18, that comprise the Statement of Financial Position as at 31 December 2021, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement 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 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 25 May 2022. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

**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.

*Findex (Aust) Pty Ltd, trading as Crowe Australasia is a member of Crowe Global, a Swiss verein. Each member firm of Crowe Global is a separate and independent legal entity. Findex (Aust) Pty Ltd and its affiliates are not responsible or liable for any acts or omissions of Crowe Global or any other member of Crowe Global. Crowe Global does not render any professional services and does not have an ownership or partnership interest in Findex (Aust) Pty Ltd.*

*Services are provided by Crowe New Zealand Audit Partnership an affiliate of Findex (Aust) Pty Ltd.*

© 2022 Findex (Aust) Pty Ltd



The Board 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 school payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board is responsible for the other information. The other information comprises the information included on pages 2 and 19 to 33, 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.



Philip Sinclair  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Dunedin, New Zealand