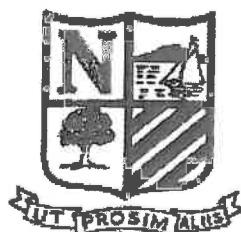


# NORTHCOTE COLLEGE



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2018

Ministry Number: 32

Principal: Vicki Barrie

School Address: Kauri Glen Road  
Northcote, Auckland, 0627

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#### Members of the Board of Trustees

Name	Position	How Position Gained
Todd Bartlett	Parent Rep	Co-opted Dec 2007, elected 2010/2013/2016
Vicki Barrie	Principal	ex Officio
Andrew Fox	Parent Rep	Co-opted Dec 2015, elected June 2016
Lance Hadley	Chairperson	Co-opted Oct 2014, elected June 2016
Mark Lyndon	Parent Rep	Co-opted Oct 2014, elected June 2016
Dorothy Markham Devaux	Parent Rep	Co-opted Oct 2014, elected June 2016
Chadd Davis	Staff Rep	Elected June 2016
Sacha Handsaker	Parent Rep	Co-opted October 2018
Ethan Wingfield	Student Rep	Elected Sept 2017
Keelin Reedy	Student Rep	Elected Sept 2018

Accountant / Service Provider: Sheryl McGregor Accounting Services

# **NORTHCOTE COLLEGE**

## **Annual Report for the year ending 31 December 2018**

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Northcote College is a learning organisation. Our strategic aims reflect the value we place on learning for all. The creation of learning opportunities for students is our reason for being. It is critical for all involved in creating these learning opportunities to also be learners themselves. This is why we take teacher professional learning so seriously. All staff are engaged in ongoing learning to make a difference to the learning of our students. The question for adults (teachers, parents and whānau) should always be; what do I need to learn in order to create the best learning opportunities for our young people.

While we have a long history of offering Te Reo Māori as a subject for students of the school, 2018 saw a significant new learning opportunity for adults; the chance to study Te Reo Māori. Through Te Wānanga o Aotearoa we set up two adult Te Reo classes. Northcote College provided the classroom and most of the taura (learners). Te Wānanga o Aotearoa provided the kaiako (teachers).

Recognising the relevance of learning to their current or future lives is an important motivator for students and will be a key consideration as we undertake a review of what and how our learners are learning. This curriculum review began this year and will continue throughout 2019. The review will inform the course directory and classrooms in 2020 and beyond. This will be focused change, much of it incremental, all of it carefully considered and planned.

The time we have with our learners is precious. We need to make the most of it and that means offering learning opportunities that resonate now and in the future. Some of the change will be to what we teach. Some of the change will be to the efforts we make to help students understand why we think some things are important.

We are fortunate in NZ schools to have flexibility about what and how we teach. The challenge is to make the most of this flexibility to prepare our students/your children for a future that is changing at an increasing rate.

Northcote College has a stable staff, low turnover and quality teachers. We continue to attract great new teachers. However, it is clear that not enough young New Zealanders are choosing teaching as a career for us to be sure that our current position regarding staffing will continue. We need the issues around the desirability of teaching as a career to be addressed nationally, and for Auckland.

#### Board Membership

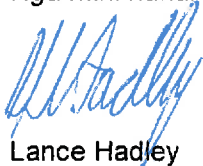
The school continues to benefit from the stewardship of a stable and highly competent Board of Trustees. There are four elected parent representatives; Andrew Fox, Lance Hadley (Chairperson), Mark Lyndon and Dorothy Markham-Devaux (Deputy Chairperson). In November Todd Bartlett resigned from the Board of Trustees after 10 years (including several as Board Chairperson). Todd's contribution has been immense and we are grateful to him for his service to the school. During 2018 two new Board members were co-opted to the Board; Sacha Handsaker and Trina Lincoln. Chadd Davis

continues as staff representative. The annual change of student representative occurred in October, Ethan Wingfield (2017-2018) handed over to Keelin Reedy (2018-2019).

Thanks

We thank the Board, parents, whānau and the wider community for their support of the students of this school in 2018. We acknowledge the expertise, knowledge and professionalism of the teaching and support staff of the school and of the senior leadership team.

Ngā mihi nunui rawa atu.



Lance Hadley  
Chairperson  
Board of Trustees



Vicki Barrie  
Principal

**Key Performance Indicators**  
as at 21 March 2019

Indicator/Measure	2014	2015	2016	2017	2018 as at 21/3/19
<b>Student Learning – Engagement, Progress and Achievement</b>					
<b>Attendance</b>					
Attendance rate overall %	86.6	85.1	84.4	84.0	83.0%
Attendance rate % Maori	82.7	79.2	79.4	80.2	79.0%
Attendance rate % Tongan	83.4	82.6	80.0	78.5	71.5%
Attendance rate % Samoan	82.7	75.5	81.0	78.3	67.0%
Unjustified Absence overall %	2.9	4.9%	4.6	4.6	5.5%
Unjustified Absence % Maori	4.8	8.2%	7.6	7.2	9.1%
Unjustified Absence % Tongan	5.7	8.8%	8.3	9.9	15.4%
Unjustified Absence % Samoan	5.9	11.3	6.6	9.3	19.9%

<b>Achievement</b>					
NCEA Level 1 enrolment based cumulative overall success %	79.2	85.2	75.7	76.0	79.1
NCEA Level 1 enrolment based cumulative Maori success %	60.0	59.5	45.9	60.7	72.3
NCEA Level 1 enrolment based cumulative Maori success % Pasifika	65.2	72.7	38.7	43.5	68.0
NCEA Level 1 enrolment based cumulative success % Asian	75.0	87.5	72.5	70.3	76.9
NCEA Level 2 enrolment based cumulative overall success %	82.3	86.3	87.8	79.9	79.9
NCEA Level 2 enrolment based cumulative Maori success %	60.0	76.3	79.4	64.5	66.7
NCEA Level 2 enrolment based cumulative success % Pasifika	63.2	81.0	86.4	45.2	60.9
NCEA Level 2 enrolment based cumulative success % Asian	82.6	87.0	74.2	83.8	80.0
NCEA Level 3 enrolment based cumulative overall success %	62.0	69.5	75.9	82.0	63.8
NCEA Level 3 enrolment based cumulative Maori success %	36.7	54.8	65.5	73.1	39.3
NCEA Level 3 enrolment based cumulative success % Pasifika	24.2	44.4	47.4	68.2	34.6
NCEA Level 3 enrolment based cumulative success % Asian	72.2	62.2	69.2	86.2	72.2
NCEA Level 1 merit or excellence endorsement	62.5	65.3	64.7	68.4	71.2
NCEA Level 2 merit or excellence endorsement	45.9	48.6	58.9	49.7	61.3
NCEA Level 3 merit or excellence endorsement	46.7	47.5	46.2	44.7	48.8

Indicator/Measure	2014	2015	2016	2017	2018 as at 21/3/19
University Entrance	51.6	56.3	67.5	72	57.1
Number of Scholarships including Outstanding Scholarships	23	15	16	18	15
Outstanding Scholarships	2	-	-	1	-

#### School Leaver Data

Leavers with NCEA Level 2 or above Total	84.5%	88.8%	87.3%	86%	Not yet available
Leavers with NCEA Level 2 or above – Maori	71.9%	75%	68.3%	79.4%	Not yet available
Leavers with NCEA Level 2 or above – Pasifika	66.7%	71.4%	78.3%	81.5%	Not yet available

#### Stand downs, Suspensions, Exclusions and Expulsions

Stand downs per 1000 students	6.6		9	24.5	Not yet available
Suspensions	2	5	8	2	0
Exclusions	0	2	5	2	0
Expulsions	1	1	1	0	0

#### Retention

Retention of students to at least 17 <sup>th</sup> birthday	91.3%	92.2%	88.6%	91.2%	Not yet available
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#### Engagement

Me and My School Survey Result	56.1%	57.4	57.1	52.6	56.9
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#### Governance and Management

Operating surplus/(deficit)	\$158,299	(\$206,363)	(\$191,337)	\$277,088	\$84,380
Working capital	\$35,541	(\$16,945)	(\$44,337)	\$205,070	\$271,129

#### Student Numbers

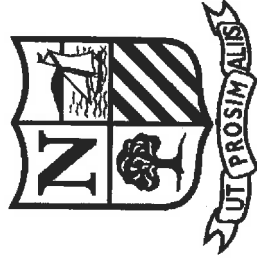
Total Roll 1 March	1089	1114	1085	1131	1131
Roll 1 March (funded students)	988	1009	968	1006	1006
Roll 1 March Foreign Fee Paying Students	101	105	117	124	124
Proportion of students living in-zone who attend Northcote College	38%				

#### Health and Safety Key Indicators

1st Aid Injuries requiring on site treatment only – (excluding onsite physio) July 2017-July 2018					72
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Indicator/Measure	2014	2015	2016	2017	2018 as at 21/3/19
Number of injuries/incidents resulting in Physio, GP or other medical visits/hospital or dental July 2017-July 2018					51
Number of serious harm injuries (reported to WorkSafe NZ) July 2017-July 2018					1

Average Class Size					
				23	24



**Northcote College**

**Variance Report on Annual Plan 2018**

*as at 25 February 2019*

*Successful learning for all*



The annual plan for 2018 was shaped around our actions and outcomes in 2017; new initiatives and guidelines from the Ministry; ideas, issues and evidence emerging from school wide professional learning groups and self-review, the 2016 ERO review recommendations (see Appendix 1), the 2016 Northcote College strategic review and the Northcote Community of Learners.

We have had a school wide focus on professional learning and self-review to improve outcomes for students with a particular focus on implementing an inquiry based Professional Learning Model to support teaching as inquiry and evidence based decision making. This focus is ongoing.

#### **Vision: Success for all**

Every student has both educational success and skills and knowledge for work and life  
(Source: *MoE 4 year plan 2015*)

Every student is a confident, connected, actively involved lifelong learner.  
(NZ Curriculum and Outcome Indicators pages 18 and 19 of ERO School Evaluation Indicators)

**The two achievement challenges, three goals to support the achievement challenges, six improvement strategies and nine other actions/areas of work for 2018 are listed and reported on below:**

<b>Achievement Challenges (outcomes for students):</b>	<b>What did we achieve?</b>	<b>Where to next?</b>
1. For 85% of all leavers/18 year olds to achieve NCEA Level 2 (85% of Maori, 85% of Pasifika) ( <i>Better Public Service Target</i> )	Leavers data for 2018 not available as at 25 February 2019	See Annual Plan 2019
2. Increase participation of leavers in tertiary study by age 19 to 70%	Leavers data for 2018 not available as at 25 February 2019	See Annual Plan 2019

Intermediate Outcomes (goals to support achievement challenges):	What did we achieve?	Where to next?
<p>1. Professional Learning All staff engaged in professional learning and teaching as inquiry To strengthen students' agency and resilience To understand and implement effective pedagogy To build our capacity to personalise learning for, and with, Māori and Pasifika learners, to ensure they enjoy educational success (Tātaiako and Tapasā).</p>	<p>Northcote College performance review approach revised to include evidence of effective pedagogy.</p> <p>Dedicated time (PLGs on Wednesdays and a Flexible Learning Days for inquiry and professional learning focused on effective pedagogies.</p> <p><i>See also 2018 Professional Learning Report</i></p>	<p>The work of the Curriculum Review Committee (CRC) which continues into 2019 will include consideration of how to incorporate basic assumptions of effective pedagogies such as student choice, blended learning, real world contexts and the flexibility to respond to student interests.</p> <p><i>See Annual Plan 2019</i></p>
<p>2. Educationally powerful connections All staff developing educationally powerful connections and relationships with parents, families, whānau</p> <p>3. Pathways Build student capability to determine and participate in future-focused education pathways that lead to further education and employment (p19 Education Outcome indicators)</p>	<p>Important strategies in 2018:</p> <ul style="list-style-type: none"> <li>• Home and School Partnership Project</li> <li>• Northcote Community of Learners</li> <li>• Curriculum Design</li> <li>• Tātaiako</li> <li>• 21stC Pedagogy</li> <li>• Student Wellbeing</li> </ul> <p><i>See individual reports below.</i></p>	<p><i>See Annual Plan 2019</i></p>

Key Strategies 2018	What did we achieve?	Where to next?
<p>1. Home School Partnership Project (HASPP) Teacher Led Innovation Fund</p>	<p>Implemented the final year of the project for Northcote in 2018 with 2 x maths teachers resourced with 0.2 time allowance in maths and 2 x English teachers resourced with 0.2 time allowance.</p> <p>Further increased formal opportunities into wider mathematics and English departments through email communication and pedagogical change.</p> <p><i>See Appendix 1 for detail.</i></p>	<p>HASAPP Year 9 meeting and communication with parents is now embedded a Northcote College. HASPP no longer a key strategy.</p>
<p>2. Northcote Community of Learners</p>	<p>The results of the case studies and fishbone exercise in 2017 informed the decision to develop a COL wide inquiry into engagement of parents in learning as the key AC and WS NCOL action in 2018.</p> <p>Held a series of parent engagement meetings across schools and year levels.</p> <p>Held EC meetings each Term in 2018.</p> <p><i>See Appendix 1 for detail.</i></p>	<p>AC and WS leaders are planning for term by term, level by level, across COL 'learning matters' learning opportunity sessions for par</p> <p>Implement the NCOL wide case study project. Northcote College teachers will complete one case study on a student of their choice.</p> <p>Work with the Ministry of Education and SENCOs to build stronger pathways through NCOL for learners with additional learning needs and for their families/whānau.</p> <p>Contribute to NCOL parent engagement evenings.</p> <p>Host and underwrite the Nathan Wallis event</p>

		<p>in June.</p> <p>See NCOL Action Plan 2019..</p> <p>See Annual Plan 2019</p>
3. Curriculum Design	<p>In 2018 the Pathways and Transitions Improvement Strategy became Curriculum Design: Overall aim is to develop our ability to be critical and creative in relation to what we teach.</p> <p>Planned for the introduction of the new Digital Technologies and Hangarau Matihiko curriculum content for Year 9 2019 and Year 10 2020  <a href="http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Technology/Learning-area-structure#collapsible2">http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Technology/Learning-area-structure#collapsible2</a></p> <p>Contributed to the national NCEA review</p> <p>Implemented the UNITEC carpentry 4+1 course.</p> <p>Implemented the NCEA Level 2 Tongan language class.</p> <p>Held the biennial Northcote College Careers day on Wednesday 23rd May</p> <p>See Appendix 1 for detail.</p>	<p>Curriculum Review Committee established to consider future curriculum changes at Northcote College continues in 2019.</p> <p>See Curriculum Review Plan 2019</p> <p>See Annual Plan 2019</p>
4. Tātaiako	<p>Established PLG on Māori Student Achievement.</p> <p>Fifteen teachers completed the Te Ara Reo course through Te Wananga o Aotearoa.</p> <p>Each teacher has a personal Tātaiako goal as part of performance review.</p>	<p>Flexible Learning Days 2019 to focus on cultural responsiveness.</p> <p>Support teachers to understand and use Tātaiako and Tapasā to inform curriculum and pedagogy.</p>

	See Appendix 1 for detail.	See Professional Learning Plan 2019 See Annual Plan 2019
5. Effective Pedagogy	<p>Embed C21 approaches schoolwide through a continued professional learning focus on effective pedagogies.</p> <p>The revised Northcote College Performance Review requirements to include evidence of Northcote College Effective Pedagogies.</p> <p>Flexible Learning Days to support effective pedagogy development.</p> <p>See Appendix 1 for detail.</p>	<p>The work of the Curriculum Review Committee (CRC) which continues into 2019 will include consideration of how to incorporate basic assumptions of C21 (effective) pedagogies such as student choice, blended learning, real world contexts and the flexibility to respond to student interests.</p> <p>See Annual Plan 2019</p>
6. Student Wellbeing	PB4L continued	<p>PB4L to continue</p> <p>Reduce assessment</p> <p>Research mindfulness and related character qualities and consider this as part of the curriculum review.</p> <p>Introduce Mates and Dates programme.</p> <p>Participate in the Youth'19 survey</p> <p>Share the 2018 Wellbeing at School results with staff to inform decision making.</p> <p>Offer educational forum for parents to support student wellbeing.</p> <p>Offer self-defence course.</p> <p>See Wellbeing Action Plan 2019 See Annual Plan 2019</p>
Other actions/areas of work	What did we achieve?	Where to next?

1. Work to increase time available to teachers for inquiry, planning, collaboration, evaluation and professional learning.	Introduced at late start to provide quality time for professional learning/PLGs. Created Flexible Learning Days as an alternative to Teacher Only Days.	Both the late start and Flexible Learning Days will continue in 2019.
2. Work to protect teaching time from unnecessary interruptions. (Source: TSP survey 2017)		
3. Property developments to support learning	See Property Report. Staged Redevelopment Plan pending MoE approval.	Work with our Project Manager and MOE to design Stage 1 of the redevelopment and confirm funding.
4. Sport Northcote Project	See Sports Report on 2018.	
5. Develop a communication plan and style guide for the school to improve communication with parents, whanau and perception of the school in the community. Review website and social media and school apps.	Ruth Jackson, Communications Manager appointed. 8 hours per week. Job description completed. Articles now appearing in North Shore Times and on our website and facebook page.	Communications Manager continues in role in 2019. Website to be redeveloped in 2019.
6. Improve Maori student attendance rates.	Attendance rates an ongoing concern. See Attendance Report on 2018.	Ongoing area of work.
7. Update school wide appraisal to reflect the new Code of Professional Responsibility and Standards for the Teaching Profession.	Work to update Performance Review to meet Education Council requirements completed.	Embed the updated Performance Review system.
8. Plan for future roll growth	See Property Report. Staged Redevelopment Plan pending MoE approval.	Work with our Project Manager and MOE to design Stage 1 of the redevelopment and confirm funding.
9. Trial digital assessments in readiness for more digital assessment in the future.		Approach with caution.
	Policies reviews in 2018 included: Finance, Search and Seizure, Restraint, Appraisal, Student Wellbeing Policies Policies yet to be reviewed: Complaints, Entertainment	Review Child Protection, Complaint, Entertainment and other policies.

## Key points for action from Northcote College 2016 ERO report

### Learning

...strategies that support Māori and Pacific learners to make accelerated progress in their learning is also a focus for the Northcote CoL. *(Page 2)*

...continue to make positive changes to learning outcomes for students who are not achieving to expectations, especially in the senior school...adopt a similar strategic emphasis on progress and achievement at Years 9 and 10 using approaches that are proving effective at senior school level. *(Page 2)*

Developing greater consistency in assessing against curriculum levels will enable teachers and leaders to more readily identify and report accelerated progress, as well as final results. *(Page 2)*

...considering ways to develop specific pathways for junior students who are not succeeding in the current curriculum. *(Page 3)*

### Success for Māori

...encouraging all Māori learners to take further advantage of opportunities in te reo Māori, kapa haka, mentoring and support. *(Page 3)*  
...evaluate the extent to which the curriculum reflects te ao Māori, to ensure that Māori language and cultural identity are recognised and promoted through all learning areas and pathways *(Page 3)*

...incorporate cultural competencies into the school's appraisal processes *(Page 3)*

...continue to build on positive relationships with whānau Māori, to grow partnerships in learning and support the development of plans to continue improving Māori students' achievement. *(Page 3)*

### Sustainable Performance

...more regular and timely reporting of the progress of groups of students at risk of not succeeding *(Page 4)*

...continuing to take an active role in the development of the Northcote CoL...*(Page 4)*

## Appendix Two: Annual Plan Progress Report end of 2018 (final)

Home School Partnership Project (Teacher Led Innovation Fund)	Northcote Community of Learners	Curriculum Design	Tātaiako	Effective Pedagogy	Student Wellbeing Project
Senior Leadership Team Member responsible: Sam McNaughton Deputy Principal See 2018 Home School Partnership Plan	Senior Leadership Team Member responsible: Vicki Barrie Principal See 2018 Northcote COL Plan	Senior Leadership Team Member responsible: Sam McNaughton Deputy Principal See 2018 Curriculum and Pathways Plan	Senior Leadership Team Member responsible: Karen Russell Deputy Principal See 2018 Tātaiako Plan	Senior Leadership Team Member responsible: Karen Russell Deputy Principal See 2017 Learning Pilot Review and 2018 Effective Pedagogy Plan	Senior Leadership Team Member responsible: Mike Dudley Deputy Principal See 2018 Student Agency and Resilience Plan
<b>Student Achievement Goals</b>	<b>Student Achievement Goals</b>	<b>Student Achievement Goals</b>	<b>Student Achievement Goals</b>	<b>Student Achievement Goals</b>	<b>Student Achievement Goals</b>
85% of all NC leavers/18 year olds to achieve NCEA Level 2  Increased participation of leavers in tertiary study to 70%.	85% of all NC leavers/18 year olds to achieve NCEA Level 2  Increased participation of leavers in tertiary study to 70%.	85% of all NC leavers/18 year olds to achieve NCEA Level 2  Increased participation of leavers in tertiary study to 70%.			Increased Me and My School engagement score
<b>Progress to date</b>	<b>Progress to date</b>	<b>Progress to date</b>	<b>Progress to date</b>	<b>Progress to date</b>	<b>Progress to date</b>
2 x HaSPP parent evenings held, nearly 40% of the cohorts parents attended. Specific maths and English partnership strategies shared and information about individual students collected.  English dept 2 x resourced staff but HaSPP strategies now in use across all year 9 classes through term 1.  Maths dept 2 x resourced staff, one is away indefinitely.  Year 9 maths teachers and English teachers now in regular communication with parents. Parent - Interview evening feedback was extremely positive	AC and WS leaders are planning for term by term, level by level, across COL 'learning matters' learning opportunity sessions for parents and teachers.  AC and WS Leaders attended NC HASPP meeting at Northcote College.  SG meeting agreed to recruit 2 more WS leaders from across NCOL.  Two new WS leaders appointed.  Across Community meetings for parents planned for Term II.	UNITEC powhiri, welcomed the 20 boys + MCN, MCL, EVN.  UNITEC course underway every Wednesday and students timetabled option line at school staffed by WL and MG.  Concreting done, framing done and currently completing a roof truss.  Tongan exchange teacher did not show for term 1. RL has enrolled students in harbournet. She has continued to teach all term. Tongan teacher due to arrive term 2.	Action Plan for SLT PLG on Maori Student Achievement has been developed.  VB and RL attended the marae noho at Kawhia along with whanau students and 5 other staff.  15 staff participating in Te Ara Reo course through Te Wananga o Aotearoa which will run throughout the year.  Each teacher required to have a personal Tataiako goal negotiated through	Teaching and Learning Leadership and staff group have been working to define what effective pedagogy looks like at Northcote College under the leadership of Specialist Classroom Teacher Rebecca Kay (supported by RL)  Consultation with staff has included a Professional issues meeting and resulted in the planned activities for the Term 1 Flexible Learning Day.	PB4L Circle training was provided to Year 9 form teachers at the start of the year.  PB4L themes have run through Term 1. Introduced at assemblies by student leaders.  The ABCD awards for staff have continued this year and are presented at staff briefing.  A summary of Me and My School and Wellbeing Survey presented to HOD's and Deans.  The PB4L Behaviour Flowchart has been



<p>from parents involved with HaSPP teachers.</p> <p>Work continuing in English dept on implementation of choice in reworked units.</p> <p>Maths department plan to increase regular communication again. MCN to meet with CLN re TF resignation and HaSPP implications for maths.</p> <p>English depts info around sharing Reading Unveiled re Kate's email.</p> <p>HASPP continues in junior classes with a plan to ramp up communication and explicit partnerships for learning ahead of the junior exams.</p> <p>Maths analysis of Term 3 PAT results shows accelerated progress (ahead of national average progress) across all classes when compared with Term 1 PAT.</p>	<p>SG group has agreed to a piece of work around the use of ability grouping in our schools with a view to reducing this in light of evidence to suggest it has negative impacts long term on student efficacy and outcomes.</p> <p>2 May was the first NCOL parent meeting. 30-40 parents of Year 9 and 10 attended. Feedback has been collated and will influence the next meetings.</p> <p>Year 3/4 parent meeting planned is 10 May.</p> <p>First round of parent meetings will be finished by the end of next week.</p> <p>Next EC teacher meeting is Monday 18 June.</p> <p>NCOL to be a case study for an ERO report on COLs. They will visit on Thursday and Friday 14 and 15 June.</p> <p>Tuesday 28 August 4-6pm at Northcote College MoE Infrastructure and Schooling Networks Workshop</p> <p>Wednesday 29 August 7pm Term III NCOL Whānau Hui for parents and teachers Year ECE-Year 13</p> <p>Topic: Parenting in a Digital World</p> <p>Monday 3 September 6pm-8pm Northcote College staffroom EC teacher meeting. Paula Ormsby.</p> <p>ERO Case Study now complete.</p> <p>One day planning meeting for NCOL schools and centres to discuss themes for 2019 and line up annual plans was hosted at NC on first day of October holidays</p>	<p>Maths PLG underway looking at redesign of year 11 NCEA curriculum.</p> <p>Junior health curriculum review underway in response to senior student feedback.</p> <p>Discussions underway with senior Deans and SLT about classes in year 12 2018</p> <p>Specifically student choice between applications for a study period, retention of 6th subject or a new subject (along the lines of a Lifeskills approach).</p> <p>Discussions with MCN and senior leaders at three other secondary schools around character education. Linked to the piece of work beginning on curriculum linking what parents are wanting (happiness, well being etc) with what we currently deliver.</p> <p>VB/MCN met with Stuart McNaughton to discuss big picture school plans.</p> <p>Discussions begun with HODs/Deans/Wider staff on potential for 5 subject 'norm' in year 12 with staffed 6th 'non-assessed' time.</p> <p>Data collection begun to audit volume of student schoolwork expected outside timetabled classes.</p> <p>Successful careers day run with 40 alumni presenting 40 different careers. Keynote James Robinson (MyFood Bag). 450 students into their chosen workshop. Student feedback and staff feedback extremely positive.</p> <p>Meeting timetabled with RH for Big History discussion.</p>	<p>performance review process.</p> <p>May Professional Issues presentation on the Code of Professional Responsibility highlighted Tataiako as the foundation document for the professional standards.</p> <p>Planning for the June Flexible Learning Day (or a later FLD if necessary) includes workshops demonstrating effective pedagogies that are used so successfully in the Te Ara Reo Maori Wānanga o Aotearoa course. (This workshop is postponed until September)</p> <p>The theme of the September FLD will be cultural competencies with Tataiako as the focus.</p> <p>The Whānau form teachers and Stan Conrad have embarked on an inquiry based review of the kaupapa of Te Whānau o te Kāhono and will present at the FLD to ensure all staff have an understanding of the whānau kaupapa.</p> <p>The interviews of students by SLT and other teachers involved in the PLG inquiry into Year 9 Maori have been useful and revealed incidental issues that require action (eg: whānau system to be explained at staff induction to avoid assumptions).</p>	<p>Flexible Learning Day 29 March included a keynote from Core Education on the current trends in NZ education and was followed by workshops on topics relating to integrated curriculum, blended learning, and incorporating choice.</p> <p>May: Work is continuing on a definition of Effective Pedagogy at NC. The June Flexible Learning Day planning includes development of aspects of effective pedagogy introduced in the earlier FLD including: choice, responsive curriculum, life-worthy learning and - at the request of teachers strategies for ESOL students in subject classes. Aaron Wilson (U of A) has agreed to present at this professional learning day</p> <p>The NC Teacher Appraisal is being reviewed in line with the Code of Professional Responsibility including development of student feedback that is specific to the agreed elements of Effective Pedagogy at NC.</p> <p>The June FLD continued the 'Effective Pedagogy' theme with a Google Classroom workshop and a review of how to incorporate student agency (choice) into task design. There was also a focus on literacy across the curriculum and teachers were</p>	<p>completed and has presented to HOD's and then the whole staff at a Professional Issues meeting.</p> <p>May-RY ran a PL day for staff new to Northcote College on Restorative Practices.</p> <p>June- follow up PB4L Restorative Practices training for staff new to Northcote College.</p> <p>August. MOE PB4L Tier 2 introduction training day for Tier 2 Team-- RY, MG, and DU</p> <p>Me and My School survey complete- results to follow.</p> <p>389 students completed Wellbeing Survey- finish date Nov 15th and then results to follow.</p> <p>November-PB4L Restorative Training- 2 day full conference training for Chadd Davis and Restorative Circle Training provided for Year 9 2019 form teachers and new staff.</p>
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	<p>Monday 12 November 2018 at Northcote College Combined COL staff meeting for end of year sharing and celebration</p> <p>Sam McNaughton appointed as New COL leader in December 2018. Position commences 28 January 2019.</p>	<p>U of A, AUT, Massey etc visits have all occurred.</p> <p>Start of Health curriculum review with THU, DU, RL</p> <p>Next section started 8/6/18 for Aug BOT meeting</p> <p>Chinese delivery with NI and potential trip etc</p> <p>Meeting with RH re Big History idea</p> <p>ESOL plan to change Year 9 delivery, Soc/Sci/Eng plan.</p> <p>First aid course</p> <p>Grow North meeting</p> <p>Course approvals completed - new courses and changes (5 subject option, 11MTX, 11CHI, 10ESOL,</p> <p>Prof issues meeting - curriculum review</p> <p>BYOD information sessions run at NC and NI. V small number of attendees (approx 5 families at each). Decision to stop running these as BYOD is now firmly entrenched and significantly less interest from community</p> <p>Meet the Leaders evening. V small turnout, decision for Vb and senior leaders to make podcasts/short clips to have posted on website instead.</p> <p>Course directory completed and issued to students along with pathways day, deans communications re course selections, form teachers work with pathway planning form time etc.</p>	<p>The current revision of NC Performance Review specifically includes staff reporting on their individual Tataiako goal.</p> <p>The Term 3 Flexible Learning Day included a presentation by Stan Conrad on the history of the voyagers' arrival to Aotearoa and compulsory workshop session on pronunciation of Te Reo delivered by Irihapeti Edmonds (Te Wananga o Aotearoa). The intention of the workshop was also to expose teachers to a range of pedagogies and strategies that reflect culturally competent practice.</p> <p>The Curriculum Review Committee (CRC) formed late in Term 3, will endeavour to incorporate Tataiako principles.</p>	<p>presented with tools they could use in subject classes to better meet the needs of students who struggle to progress due to the challenges of dealing with subject specific text (for a variety of reasons). Tie was built into the day to allow teachers to apply their learning.</p> <p>The June - July professional meetings in the school will focus on the review of NCEA which aims (among other things) to incorporate greater flexibility of learning and to provide a structure that would encourage students to pursue a learning passion or pathway - gaining credits along the way</p> <p>The work of the Curriculum Review Committee (CRC) which continues into 2019 will include consideration of how to incorporate basic assumptions of C21 (effective) pedagogies such as student choice, blended learning, real world contexts and the flexibility to respond to student interests.</p> <p>The Professional Issues Meeting on 19 November will enable teachers to share the learning from selected inquiries (each PLG inquiry is has a link to raising student outcomes). A summary of all NC PLG inquiries, findings and next steps will be made available to all staff.</p>	
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			<p>Flexible learning day focus on Tataiako keynote Stan Conrad, sessions for all staff with Te Reo teachers (Ihāpeti) and department time. Extremely positive feedback from staff.</p> <p>Convened the Curriculum Review Committee (CRC). Members are VB, MCN, EDW, EVN, WA, AH, BA, DL, HAL, ME, BE, CLN, CRS, HAY, HGS, JSP, KAY, TY. First meeting welcomed all members and outlined scope/plan. Fortnightly meetings to continue T4.</p> <p>Transitions day with NI, worked well.</p> <p>2 x CRC meetings. First one comparison exercise of Northcote College vision with Te Whariki, matching exercise and identification of missing parts.</p> <p>Second one each CRC member shared their 'CD cover' vision for NC. MCN also shared prof reading of "what skills do our children need in a digital future?"</p>		
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Other actions/areas of work		Progress on other actions/areas of work at end of 2018
1. Work to increase time available to teachers for inquiry, planning, collaboration, evaluation and professional learning.		Introduced at late start to provide quality time for professional learning/PLGs. Created Flexible Learning Days as an alternative to Teacher Only Days.
2. Work to protect teaching time from unnecessary interruptions. (Source: TSP survey 2017)		
3. Property developments to support learning		See Property Report. Staged Redevelopment Plan pending MoE approval.
4. Sport Northcote Project		See Sports Report on 2018.

5. Develop a communication plan and style guide for the school to improve communication with parents, whanau and perception of the school in the community. Review website and social media and school apps.	Ruth Jackson, Communications Manager appointed. 8 hours per week. Job description completed. Articles now appearing in North Shore Times and on our website and facebook page.
6. Improve Maori student attendance rates.	Attendance rates an ongoing concern. See Attendance Report on 2018.
7. Update school wide appraisal to reflect the new Code of Professional Responsibility and Standards for the Teaching Profession.	Work to update Performance Review to meet Education Council requirements completed.
8. Plan for future roll growth	See Property Report. Staged Redevelopment Plan pending MoE approval.
9. Trial digital assessments in readiness for more digital assessment in the future.	
10. Policies for review 2018: Review policies: Finance, Complaints, Entertainment, Search and Seizure, Restraint, Appraisal, Student Wellbeing Policies	Policies reviews in 2018 included: Finance, Search and Seizure, Restraint, Appraisal, Student Wellbeing Policies Policies yet to be reviewed: Complaints, Entertainment

**Kiwisport Statement**

In 2018 Northcote College received \$23,918 (net) in Kiwi Sport funding.

This funding contributes to the employment of a Sports Co-ordinator who manages after school sports activities and competitions as well as organising lunchtime sport.

Northcote College is involved with 28 competitive sports including 604 students. We have 53% of students participating in sport with 56% being male and 50% being female.

# Northcote College

## Statement of Responsibility

For the year ended 31 December 2018

The Board of Trustees (the Board) has pleasure in presenting the annual report of Northcote College incorporating the financial statements and the auditor's report, for the year ended 31 December 2018.

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2018 fairly reflects the financial position and operations of the school.

The School's 2018 financial statements are authorised for issue by the Board Chairperson and the principal.

Lance John Hadley  
Full Name of Board Chairperson

LJ Hadley  
Signature of Board Chairperson

Date:

20/5/2019

Vicki Ann BARRIE  
Full Name of Principal

VB  
Signature of Principal

Date:

20/5/2019

# Northcote College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Revenue</b>				
Government Grants	2	11,901,424	12,399,575	12,883,341
Locally Raised Funds	3	1,000,381	278,791	987,563
Interest Earned		83,561	86,256	86,900
International Students	4	1,814,498	1,645,396	1,816,030
		<u>14,799,864</u>	<u>14,410,018</u>	<u>15,773,833</u>
<b>Expenses</b>				
Locally Raised Funds	3	513,753	43,164	492,788
International Students	4	554,157	505,659	441,484
Learning Resources	5	8,482,551	7,532,088	8,168,698
Administration	6	488,750	555,473	451,161
Property	7	4,335,355	5,552,724	5,611,348
Depreciation	8	326,952	267,996	314,274
Loss on Disposal of Property, Plant and Equipment		438	-	(1,054)
Finance Costs		13,528	-	18,047
		<u>14,715,484</u>	<u>14,457,104</u>	<u>15,496,745</u>
<b>Net Surplus / (Deficit)</b>		<b>84,380</b>	<b>(47,086)</b>	<b>277,088</b>
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>84,380</b></u>	<u><b>(47,086)</b></u>	<u><b>277,088</b></u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.



**Northcote College**  
**Statement of Changes in Net Assets/Equity**  
For the year ended 31 December 2018

	Actual 2018 \$	Budget (Unaudited) 2018 \$	Actual 2017 \$
<b>Balance at 1 January</b>	<u>1,587,786</u>	<u>1,587,786</u>	<u>1,310,735</u>
Total comprehensive revenue and expense for the year	84,380	(47,086)	277,088
Movement in Reserved Equity	(290)	-	(37)
Capital Contributions from the Ministry of Education	-	-	-
Contribution - Furniture and Equipment Grant	-	-	-
<b>Equity at 31 December</b>	<u>1,671,876</u>	<u>1,540,700</u>	<u>1,587,786</u>
 Retained Earnings	 1,671,876	 1,540,700	 1,587,786
<b>Equity at 31 December 2016</b>	<u>1,671,876</u>	<u>1,540,700</u>	<u>1,587,786</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.





**Northcote College**  
**Statement of Financial Position**  
As at 31 December 2018

	Notes	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	565,829	443,359	210,881
Accounts Receivable	10	498,568	506,178	506,178
Prepayments		64,295	53,154	53,154
Investments	11	2,151,342	2,601,342	2,601,342
Funds held for Capital Works Projects	18	-	-	353,081
		3,280,034	3,604,033	3,724,635
<b>Current Liabilities</b>				
GST Payable		70,777	37,436	37,436
Accounts Payable	14	961,684	1,018,203	1,018,204
Revenue Received in Advance	15	1,098,338	1,304,718	1,304,718
Funds Held on Behalf of Homestay Students	16	755,115	943,365	943,364
Provision for Cyclical Maintenance	17	54,144	198,563	58,938
Funds paid for Capital Works Projects	18	16,329	-	-
Cluster Funds	19	-	-	81,424
Finance Lease Liability Current Portion	20	52,518	25,475	75,480
		3,008,906	3,527,760	3,519,565
<b>Working Capital Surplus or (Deficit)</b>		271,129	76,273	205,070
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	1,831,433	1,728,164	1,778,037
		1,831,433	1,728,164	1,778,037
<b>Non-current Liabilities</b>				
Employee Benefits Payable - Long Service Leave		11,444	11,563	11,563
Provision for Cyclical Maintenance	17	378,603	250,604	357,315
Finance Lease Liability	20	40,639	1,570	26,444
		430,686	263,737	395,322
<b>Net Assets</b>		1,671,876	1,540,700	1,587,786
<b>Equity</b>				
		1,671,876	1,540,700	1,587,786

The above Statement of Financial Position should be read in conjunction with the accompanying notes.



**Northcote College**  
**Cash Flow Statement**  
For the year ended 31 December 2018

	Note	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		2,209,834	1,973,478	2,142,506
Locally Raised Funds		1,007,754	280,440	1,035,961
Homestay		(188,250)	-	156,337
International Students		1,589,853	1,645,397	1,907,224
Goods and Services Tax (net)		33,341	-	(57,354)
Payments to Employees		(2,044,151)	(1,787,759)	(1,870,497)
Payments to Suppliers		(2,674,527)	(1,943,989)	(2,383,859)
Interest Paid		(13,528)	-	(18,047)
Interest Received		86,480	86,256	85,827
Funds Administered on Behalf of Third Parties		287,986	271,657	(270,169)
Net cash from / (to) the Operating Activities		294,791	525,479	727,931
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		1,513	-	33,884
Purchase of PPE (and Intangibles)		(337,928)	(218,123)	(304,177)
Proceeds from Sale of Investments		450,000	(0)	(555,702)
Net cash from / (to) the Investing Activities		113,585	(218,123)	(825,995)
<b>Cash flows from Financing Activities</b>				
Contribution from MOE/Movement in Reserved Equity		(290)	2	(39)
Finance Lease Payments		(53,138)	(74,880)	(99,847)
Net cash from Financing Activities		(53,428)	(74,878)	(99,886)
Net increase/(decrease) in cash and cash equivalents		354,948	232,478	(197,950)
Cash and cash equivalents at the beginning of the year	9	210,881	210,881	408,831
Cash and cash equivalents at the end of the year	9	565,829	443,359	210,881

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 omitted.

The above Cash Flow Statement should be read in conjunction with the accompanying notes.



# Northcote College

## Notes to the Financial Statements

### 1. Statement of Accounting Policies

For the year ended 31 December 2018

#### **a) Reporting Entity**

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

#### **b) Basis of Preparation**

##### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2018 to 31 December 2018 and in accordance with the requirements of the Public Finance Act 1989.

##### ***Basis of Preparation***

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

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

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying PBE Accounting Standards (PBE IPSAS) 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.

#### *Useful lives of property, plant and equipment*

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

#### **Critical Judgements in applying accounting policies**

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

##### *Classification of leases*

The School reviews the details of lease agreements at the end of each reporting date. The School believes the classification of each lease as either operation or finance is appropriate and reflects the nature of the agreement in place. Finance leases are disclosed at note 20.

##### *Recognition of grants*

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

#### **c) Revenue Recognition**

##### **Government Grants**

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

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

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

##### **Other Grants**

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

##### **Donations**

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

##### **Interest Revenue**

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

#### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

#### **e) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

#### **f) Finance Lease Payments**

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



#### **g) Cash and Cash Equivalents**

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

#### **h) Accounts Receivable**

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

#### **i) Investments**

Bank term deposits for periods exceeding 90 days are classified as investments and are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. After initial recognition bank term deposits are measured at amortised cost using the effective interest method less impairment.

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the School at fair value plus transaction costs. At balance date the School has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

#### **j) Property, Plant and Equipment**

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

For Integrated schools, change "Crown" to "Proprietor" or name the legal entity that owns the land and buildings.

#### **Leased Assets**

Leases where the School assumes substantially all the risks and rewards of ownership are classified as finance leases. The assets acquired by way of finance lease are measured at an amount equal to the lower of their fair value and the present value of the minimum lease payments at inception of the lease, less accumulated depreciation and impairment losses. Leased assets



### **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 – Crown	50 years
Furniture and equipment	5–20 years
Information and communication technology	5 years
Motor vehicles	12 years
Textbooks	3 years
Library resources	12.5% Diminishing value
Leased Assets held under a Finance Lease	5 years

### **k) Impairment of property, plant, and equipment and intangible assets**

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

#### ***Non cash generating assets***

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

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

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

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

### **l) Accounts Payable**

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

### **m) Employee Entitlements**

#### ***Short-term employee entitlements***

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

#### ***Long-term employee entitlements***

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

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



**n) Revenue Received in Advance**

Revenue received in advance relates to fees received from international students, homestay, school trips 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.

**o) 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.

**p) Funds for Teacher-led Innovation Project**

The Teacher-led Innovation Project Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**q) Provision for Cyclical Maintenance**

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

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

**r) Financial Assets and Liabilities**

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, funds held on behalf of the Ministry of Education 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.

**s) Goods and Services Tax (GST)**

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

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

Commitments and contingencies are disclosed exclusive of GST.

**t) Budget Figures**

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

**u) Services received in-kind**

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



## 2. Government Grants

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Operational grants	1,880,128	1,899,600	1,815,906
Teachers' salaries grants	6,378,870	5,773,140	6,178,625
Use of Land and Buildings grants	3,312,867	4,651,308	4,651,308
Resource teachers learning and behaviour grants	-	-	-
Other MOE Grants	287,809	72,081	193,357
Other government grants	41,750	3,446	44,145
	<u>11,901,424</u>	<u>12,399,575</u>	<u>12,883,341</u>

## 3. Locally Raised Funds

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

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
<b>Revenue</b>			
Donations	240,445	126,502	244,134
Fundraising	62,485	33,024	60,190
Grants	-	-	-
Activities	338,300	3,396	415,344
Other revenue	133,859	48,665	127,427
Trading	90,990	67,204	80,445
Overseas Travel (as below)	134,303	-	60,021
	<u>1,000,381</u>	<u>278,791</u>	<u>987,563</u>
<b>Expenses</b>			
Activities	369,675	35,952	424,581
Trading	9,526	7,212	7,994
Fundraising (costs of raising funds)	250	-	192
Overseas Travel (as below)	134,303	-	60,021
	<u>513,753</u>	<u>43,164</u>	<u>492,788</u>
<b>Surplus for the year Locally raised funds</b>	<u>486,627</u>	<u>235,627</u>	<u>494,775</u>

During the year ended 31 December 2018 students from the school travelled to Argentina for a Spanish language and culture trip at a cost of \$134,303. The travel was funded by the students.

During the year ended 31 December 2017 students from the school travelled to Japan for a Japanese language and culture trip at a cost of \$60,021. The travel was funded by the students.



#### 4. International Student Revenue and Expenses

	2018 Actual Number	2018 Budget (Unaudited) Number	2017 Actual Number
International Students Roll	133	118	126
<b>Revenue</b>	<b>2018 Actual \$</b>	<b>2018 Budget (Unaudited) \$</b>	<b>2017 Actual \$</b>
International Student Fees	1,814,498	1,645,396	1,816,030
<b>Expenses</b>			
Advertising and other costs	58,554	43,371	48,242
Commissions	212,775	188,940	194,563
Recruitment	27,767	23,004	16,551
International Student Levy	44,689	44,100	44,000
Employee Benefit - Salaries	140,472	138,744	92,543
International Student Marketing trips	69,901	67,500	45,585
	554,157	505,659	441,484
<b>Surplus for the year International</b>	1,260,341	1,139,737	1,374,546

During the year ended 31 December 2018 the International Director travelled to India, New Caledonia/Tahiti, Thailand/Hong Kong, Vietnam, Japan/Korea and Europe at a cost of \$69,901 (2017: Taiwan, China/Hong Kong, Thailand, Vietnam, Japan, and India: \$45,585) for marketing and liaison purposes. The travel was funded from International Students fees.

#### 5. Learning Resources

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Curricular	463,467	400,655	408,911
Information and Communication Technology	56,022	68,148	69,594
Extra-curricular Activities	31,033	28,368	34,394
Library Resources	13,027	5,244	7,072
Other	15,579	37,669	34,779
Employee Benefits - Salaries	7,855,060	6,950,184	7,569,299
Staff Development	48,364	41,820	44,649
	8,482,551	7,532,088	8,168,698

## 6. Administration

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fees	9,946	9,516	9,375
Board of Trustees Fees	3,735	5,628	3,940
Board of Trustees Expenses	2,974	3,972	3,021
Communication	27,434	30,708	23,722
Consumables	23,173	23,376	23,627
Admin Other	(23,805)	27,120	(36,012)
Admin Employee Benefits - Salaries	383,261	380,537	353,203
Insurance	18,350	30,948	27,276
Service Providers, Contractors and Consultancy	43,682	43,668	43,008
	488,750	555,473	451,161

## 7. Property

	2018	2018	2017
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	179,996	182,088	178,122
Consultancy and Contract Services	17,430	4,296	6,914
Cyclical Maintenance Provision	110,835	91,848	125,804
Grounds	214,522	207,240	208,312
Heat, Light and Water	121,762	131,952	119,105
Rates	176	120	172
Repairs and Maintenance	308,974	216,648	250,427
Use of Land and Buildings	3,312,867	4,651,308	4,651,308
Security	7,705	6,504	8,199
Property - Employee Benefits - Salaries	61,088	60,720	62,985
	4,335,355	5,552,724	5,611,348

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

## 8. Depreciation of Property, Plant and Equipment

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Building Improvements - Crown	18,704	18,000	18,704
Furniture and Equipment	93,661	80,000	81,855
Information and Communication Technology	124,054	108,996	139,281
Motor Vehicles	4,795	4,000	4,795
Textbooks	1,822	2,000	3,817
Leased Assets	72,622	45,000	53,371
Library Resources	11,294	10,000	12,451
	<u>326,952</u>	<u>267,996</u>	<u>314,274</u>

## 9. Cash and Cash Equivalents

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Cash on Hand	500	-	500
Bank Current Account	542,221	443,359	205,399
Bank Call Account	23,108	-	4,982
Short-term Bank Deposits with a Maturity of Three Months or Less	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>565,829</u>	<u>443,359</u>	<u>210,881</u>

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

Of the \$565,829 Cash and Cash Equivalents, \$36,158 (2017 \$1,649) of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

Of the \$565,829 Cash and Cash Equivalents, \$0 (2017 \$81,424) is held by the School on behalf of the Teacher led Innovation Project and Allis Grant clusters. See note 20 for details of how the funding received for the cluster has been spent in the year.

## 10. Accounts Receivable

	2018	2018 Budget	2017
	Actual	(Unaudited)	Actual
	\$	\$	\$
Debtors	68,410	92,026	92,026
Interest Accrued	10,276	13,196	13,196
Teacher Salaries Grant Receivable	419,881	400,956	400,956
	<u>498,568</u>	<u>506,178</u>	<u>506,178</u>
Receivables from Exchange Transactions	78,686	105,222	105,222
Receivables from Non-Exchange Transactions	419,881	400,956	400,956
	<u>498,568</u>	<u>506,178</u>	<u>506,178</u>

## 11. Investments

The School's investment activities are classified as follows:

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	2,151,342	2,601,342	2,601,342

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
<b>2018</b>						
Artworks	42,450	-	-	-	-	42,450
Building Improvements	665,429	-	-	-	(18,704)	646,725
Furniture and Equipment	539,006	203,368	(1,951)	-	(93,661)	646,762
Information and Communication Technology	312,821	87,791	-	-	(124,054)	276,558
Motor Vehicles	31,530	-	-	-	(4,795)	26,735
Textbooks	2,797	5,445	-	-	(1,822)	6,420
Leased Assets	96,838	82,519	-	-	(72,622)	106,735
Library Resources	87,167	11,981	(8,806)	-	(11,294)	79,048
<b>Balance at 31 December 2018</b>	<b>1,778,037</b>	<b>391,104</b>	<b>(10,757)</b>	<b>-</b>	<b>(326,952)</b>	<b>1,831,433</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
<b>2018</b>			
Artworks	42,450	-	42,450
Building Improvements	937,119	(290,394)	646,725
Furniture and Equipment	1,673,358	(1,026,596)	646,762
Information and Communication Technology	1,259,415	(982,857)	276,558
Motor Vehicles	65,038	(38,304)	26,735
Textbooks	10,628	(4,208)	6,420
Leased Assets	366,898	(260,162)	106,735
Library Resources	265,461	(186,413)	79,048
<b>Balance at 31 December 2018</b>	<b>4,620,367</b>	<b>(2,788,934)</b>	<b>1,831,433</b>

<b>2017</b>	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Artworks	42,450	-	-	-	-	<b>42,450</b>
Building Improvements	684,133	-	-	-	(18,704)	<b>665,429</b>
Furniture and Equipment	467,072	155,778	(1,989)	-	(81,855)	<b>539,006</b>
Information and Communication Technology	309,987	142,114	-	-	(139,280)	<b>312,821</b>
Motor Vehicles	36,324	-	-	-	(4,795)	<b>31,530</b>
Textbooks	6,130	484	-	-	(3,817)	<b>2,797</b>
Leased Assets	141,217	8,992	-	-	(53,371)	<b>96,838</b>
Library Resources	89,280	13,201	(2,861)	-	(12,453)	<b>87,167</b>
<b>Balance at 31 December 2016</b>	<b>1,776,594</b>	<b>320,568</b>	<b>(4,850)</b>	<b>-</b>	<b>(314,274)</b>	<b>1,778,037</b>

<b>2017</b>	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Artworks	42,450	-	42,450
Building Improvements	937,119	(271,690)	665,429
Furniture and Equipment	1,475,399	(936,393)	539,006
Information and Communication Technology	1,178,554	(865,733)	312,821
Motor Vehicles	65,038	(33,509)	31,530
Textbooks	12,504	(9,706)	2,797
Leased Assets	284,378	(187,540)	96,838
Library Resources	281,971	(194,805)	87,167
<b>Balance at 31 December 2017</b>	<b>4,277,414</b>	<b>(2,499,376)</b>	<b>1,778,037</b>

### 13. Revaluation of Artworks

The School's artworks were valued by Webb's on 13th October 2008 and brought into the financial statements at that date. On 5th November 2013 Webb's revalued artworks at \$67,800, though they are still held at initial cost in the financials statements.

### 14. Accounts Payable

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Operating Creditors	96,306	220,529	159,835
Accruals	35,448	-	29,982
Banking Staffing Overuse	300,575	334,937	334,937
Employee Benefits Payable - Salaries	465,580	400,956	431,670
Employee Benefits Payable - Leave Accrual	63,775	61,781	61,781
	<u>961,684</u>	<u>1,018,203</u>	<u>1,018,204</u>
Payables for Exchange Transactions	961,684	1,018,203	1,018,204
	<u>961,684</u>	<u>1,018,203</u>	<u>1,018,204</u>

The carrying value of payables approximates their fair value.

### 15. Revenue Received in Advance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Grants in Advance - Ministry of Education	36,158	-	1,649
International Student Fees	902,050	1,126,696	1,126,695
Other	160,130	178,022	176,373
	<u>1,098,338</u>	<u>1,304,718</u>	<u>1,304,718</u>

## 16. Funds Held on Behalf of Homestay Students

The college holds funds on behalf of Overseas Students for their Homestay costs.

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Homestay Costs	755,115	943,365	943,364

## 17. Provision for Cyclical Maintenance

	2018 Actual \$	2018 Budget (Unaudited) \$	2017 Actual \$
Provision at the Start of the Year	416,253	416,253	358,933
Increase to the Provision During the Year	84,978	73,190	125,804
Adjustment to the Provision	-	-	-
Use of the Provision During the Year	(68,484)	(40,276)	(68,484)
Provision at the End of the Year	432,747	449,167	416,253
Cyclical Maintenance - Current	54,144	198,563	58,938
Cyclical Maintenance - Term	378,603	250,604	357,315
	432,747	449,167	416,253

The Board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2018. Present obligations are identified in the school's current 10-year property plan approved by the Ministry of Education in September 2017. The provision has not been adjusted for inflation and the time value of money.

## 18. Funds Held for Capital Works Projects

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

2018	Status	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
MOE A Backstage Heating	<i>in progress</i>	-	17,125	-	17,125
MOE Bells	<i>in progress</i>	-	-	(28,207)	(28,207)
MOE C Block Whanau	<i>completed</i>	(19,879)	20,262	(383)	-
MOE Combined Project	<i>completed</i>	(310,194)	377,299	(67,105)	-
MOE Field Drainage	<i>completed</i>	(75,730)	136,368	(60,638)	-
MOE Heating/Electrical	<i>completed</i>	53,824	21,977	(75,801)	-
MOE LSC Roof	<i>in progress</i>	-	40,000	(1,596)	38,404
MOE Roofing	<i>completed</i>	(1,103)	1,103	-	-
MOE T Block Leaky Project	<i>in progress</i>	-	-	(10,993)	(10,993)
Totals		(353,081)	614,134	(244,723)	16,329

### Represented by:

Funds Held on Behalf of the Ministry of Education

Funds Due from the Ministry of Education

(39,200)

55,529

16,329

2017	Status	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
MOE A Block Admin	<i>completed</i>	(40,915)	40,915	-	-
MOE Combined Project	<i>in progress</i>	49,407	1,102,264	(1,461,865)	(310,194)
C Block Whanau	<i>in progress</i>	(19,879)	-	-	(19,879)
MOE Heating/Electrical	<i>in progress</i>	-	175,000	(121,176)	53,824
MOE Field Drainage	<i>in progress</i>	-	217,305	(293,035)	(75,730)
MOE Lightning Claim	<i>completed</i>	(19,168)	22,705	(3,537)	-
MOE Media Studies Upgrade	<i>completed</i>	(52,511)	52,511	-	-
MOE Project 10 year Condition Reports	<i>completed</i>	(6,056)	6,056	-	-
MOE Roofing	<i>in progress</i>	43,760	104,333	(149,196)	(1,103)
Totals		(45,362)	1,721,089	(2,028,809)	(353,081)



## 19. Funds for Cluster Funds

Northcote College is the lead school and holds funds on behalf of the clusters to support the Teacher-led Innovation Project and the Allis Grant. This note discloses how the Ministry grant was applied to the Project.

### Teacher-led Innovation Project

	2018 Actual \$	2018 (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	71,295	32,083	32,083
<i>Revenue</i>			
Funds Received from the Ministry of Education	55,700	-	140,000
Total funds available	126,995	32,083	172,083
<i>Expenses</i>			
Employee Benefit - Salaries	(120,799)	-	(80,475)
Learning Support	(6,196)	-	(11,250)
Other	-	-	(9,063)
Funds Held at Year End	-	32,083	71,295

### Allis Grant

	2018 Actual \$	2018 (Unaudited) \$	2017 Actual \$
Funds Held at Beginning of the Year	10,129	11,791	11,791
<i>Revenue</i>			
Funds Received from the Ministry of Education	-	-	55,305
Total funds available	10,129	11,791	67,096
<i>Expenses</i>			
Employee Benefit - Salaries	-	-	(40,000)
Learning Support	(10,129)	-	(16,967)
Funds Held at Year End	-	11,791	10,129
<b>Total Cluster Funds</b>	-	-	81,424

## 20. Finance Lease Liability

The School has entered into a finance lease agreement for photocopiers computers for teachers. Minimum lease payments payable:

	2018 Actual \$	2018 (Unaudited) \$	2017 Actual \$
Current Liability	52,518	25,475	75,480
Non Current Liability	40,639	1,570	26,444
	<u>93,157</u>	<u>27,045</u>	<u>101,925</u>
Minimum lease payments payable:			
No Later than One Year	52,518	25,475	75,480
Later than One Year and no Later than Five Years	40,639	1,570	26,444
	<u>93,157</u>	<u>27,045</u>	<u>101,925</u>

## 21. 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.

## 22. Remuneration

### Key management personnel compensation

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

	2018 Actual \$	2017 Actual \$
<b>Board Members</b>		
Remuneration	3,735	3,940
Full-time equivalent members	0.12	0.12
<b>Leadership Team</b>		
Remuneration	666,297	653,934
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	670,032	657,874
Total full-time equivalent personnel	5.12	5.12

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

### Principal

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

	2018 Actual \$000	2017 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	190-200	190-200
Benefits and Other Emoluments	4-5	4-5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2018 Number	2017 Number
130 - 140	1	1
110 - 120	1	1
100 - 110	2	3
	4	5

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

## 23. 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:

	2018 Actual	2017 Actual
Total	0	0
Number of People	0	0

## 24. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2018 (Contingent liabilities and assets at 31 December 2017: nil)

### Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

## 25. Commitments

### (a) Capital Commitments

As at 31 December 2018 the Board has entered into contract agreements for capital works as follows:

Ministry of Education projects where the school acts as agent for the Ministry. All projects are fully funded by the Ministry.

(a) Hall Backstage Project	17,000
(b) Leaky building Repeir	4,000
( c ) M3/M7 doors project	18,000
Total	<u>39,000</u>

(Capital commitments at 31 December 2017: \$81,893)

## (b) Operating Commitments

As at 31 December 2018 the Board has entered into the following contracts:

(a) The board entered a contract with Turtech Ltd for Ground Maintenance for three years commencing 1st December 2016 for \$198,128 per annum. (2017- \$194,243)

(b) The college has a number of leases for Teachers laptops with Telecom Rentals that were entered into during 2015 and prior.

	2018 Actual \$	2017 Actual \$
No later than One Year	0	7,744
Later than One Year and No Later than Five Years	0	0
Later than Five Years	0	0
	-	7,744

(c) The college has an operating lease commitment with Ace Care Cleaning Services Limited for \$151,410 per annum (2017 - \$147,000) terminating on 31st December 2021.

## 26. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to generate a small surplus from year to year.

## 27. Financial Instruments

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

### Cash and receivables

	2018 Actual \$	2018 Budget \$	2017 Actual \$
Cash and Cash Equivalents	565,829	443,359	210,881
Accounts Receivable	498,568	506,178	506,178
Investments - Term Deposits	2,151,342	2,601,342	2,601,342
Total Cash and Receivables	3,215,739	3,550,879	3,318,401

### Financial liabilities measured at amortised cost

Accounts payable	961,684	1,018,203	1,018,204
Finance Leases	93,156	27,045	101,925
Total Financial Liabilities Measured at Amortised Cost	1,054,840	1,045,248	1,120,129

## 28. Events After Balance Date

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



**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF NORTHCOTE COLLEGE'S FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2018**

The Auditor-General is the auditor of Northcote College ('the School'). The Auditor-General has appointed me, Paul Lawrence, using the staff and resources of Crowe Horwath New Zealand Audit partnership, 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 23 to 46, that comprise the statement of financial position as at 31 December 2018, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2018; 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 22 May 2019. This is the date at which our opinion is expressed.

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

**Basis for 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 of Trustees for the financial statements**

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

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

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

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



However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We obtain sufficient appropriate audit evidence regarding the financial statements of the entities or business activities within the school to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the school audit. We remain solely responsible for our audit opinion.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

### Other information

The Board of Trustees is responsible for the other information. The other information comprises of the Board Report, the Key Performance Indicators, the Analysis of Variance and the Kiwisport Statement included on pages 3 to 21, but does not include the financial statements, and our auditor's report thereon.

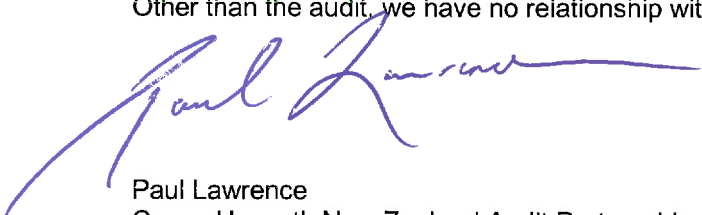
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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

### Independence

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

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



Paul Lawrence  
Crowe Horwath New Zealand Audit Partnership  
On behalf of the Auditor-General  
Auckland, New Zealand