

NORTHCOTE COLLEGE



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

Ministry Number: 32

Principal: Vicki Barrie

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Members of the Board of Trustees

| Name | Position | How Position Gained | Occupation | Term Expired/ Expires |
|-------------------|-------------|---|-------------------------|--------------------------|
| Vicki Barrie | Principal | ex Officio | Principal | |
| Andrew Fox | Chairperson | Co-opted Dec 2015, elected June 2016,2019 Chair Sept 2019 | General Manager IT | Aug 2022 |
| Lance Hadley | Parent Rep | Co-opted Oct 2014, elected June 2016,2019 | HR Adviser | Aug 2022 |
| Sacha Handsaker | Parent Rep | Co-opted October 2018 Co-opted 2019 | Film School Tutor | Aug 2022 |
| Kim Jones | Parent Rep | Elected Aug 2019 | Body Corporate Director | Aug 2022 |
| Trina Lincoln | Parent Rep | Elected Aug 2019 | Lawyer | Aug 2022 |
| Alex Plumber | Staff Rep | Elected Aug 2019 | Teacher | Aug 2022 |
| Dominick Stephens | Parent Rep | Elected Aug 2019 | Economist | Aug 2022 |
| Liam Parker | Student Rep | Elected Sept 2019 | | Sept 2020 |
| Cole Gallagher | Student Rep | Elected Sept 2020 | | Sept 2021 |

Accountant / Service Provider: Sheryl McGregor Accounting Services

NORTHCOTE COLLEGE

Annual Report
for the year ending 31 December 2020

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Northcote College

Board Report

For the year ended 31 December 2020

2020 will be remembered at Northcote College and around the globe for the impact of Covid-19. On Monday the 23rd of March we were at school teaching and learning on site. In the early afternoon, the Government's announcement of the lockdown gave us just a couple of hours to communicate and make the final preparations for distance teaching and learning. We are grateful and proud of the positive way in which staff and students made this shift. Overnight we went from teaching and learning face to face to teaching and learning online.

We recognised the critical role we had to play in the daily lives of our students over the lock down. We were united by our determination to do the best for our students. Two key factors worked in our favour as we managed that overnight shift to online teaching and learning; the positive learning relationships between students and teachers and the work we put into new technologies, including online learning platforms and ICT infrastructure.

The school's focus throughout the year was wellbeing and student success. Staying safe from Covid-19 and keeping others safe, at home, at school and in the community as well as maximising teaching and learning opportunities to mitigate the disruption caused by Covid-19 were priorities.

We didn't choose to have our lives affected by Covid-19 but we did choose how we responded. We worked together to find ways to cope; ways to adapt. We chose *kia kotahi tātou*; to be united.

Board Membership

The school continues to benefit from the stewardship of a stable and highly competent Board of Trustees. There are five elected parent representatives, Andrew Fox (Chairperson), Lance Hadley (Deputy Chairperson), Kim Jones, Trina Lincoln and Dominick Stephens. Sacha Handsaker continues as a co-opted trustee and Alex Plummer continues as staff representative. The annual change of student representative occurred in October; Liam Parker (2019-2020) handed over to Cole Gallagher (2020-2021).

Thanks

We thank the Board, parents, whānau and the wider community for their support of Northcote College students in 2020. We acknowledge the expertise, knowledge and professionalism of the teaching and support staff of the school and of the senior leadership team.

Ngā mihi nui rawa atu.

Andrew Fox
Chairperson
Board of Trustees

Vicki Barrie
Principal

Key Performance Indicators 2020
as at 18 March 2021

| Indicator/Measure | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 COVID-19 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|--------------------------|
| Student Learning – Engagement, Progress and Achievement and Pathways | | | | | | | |
| Attendance | | | | | | | |
| Attendance rate overall % | 86.6 | 85.1 | 84.4 | 84.0 | 83.0% | 82.7 | 85.7% |
| Attendance rate % Maori | 82.7 | 79.2 | 79.4 | 80.2 | 79.0 | 77.5 | 87.6% |
| Attendance rate % Tongan | 83.4 | 82.6 | 80.0 | 78.5 | 71.5 | 72.1 | 83.9% |
| Attendance rate % Samoan | 82.7 | 75.5 | 81.0 | 78.3 | 67.0 | 79.2 | 80.6% |
| | | | | | | | |
| Unjustified Absence overall % | 2.9 | 4.9% | 4.6 | 4.6 | 5.5 | 5.4 | 4.8% |
| Unjustified Absence % Maori | 4.8 | 8.2% | 7.6 | 7.2 | 9.1 | 9.5 | 8.7% |
| Unjustified Absence % Tongan | 5.7 | 8.8% | 8.3 | 9.9 | 15.4 | 13.8 | 13.8% |
| Unjustified Absence % Samoan | 5.9 | 11.3 | 6.6 | 9.3 | 19.9 | 11.3 | 9.5% |
| | | | | | | | |
| Achievement | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| NCEA Level 1 enrolment based cumulative overall success % | 79.2 | 85.2 | 76.1 | 78.7 | 80.3 | 73.5 | 82.1% |
| NCEA Level 1 enrolment based cumulative Maori success % | 60.0 | 59.5 | 47.4 | 57.7 | 76.9 | 55 | 68.9% |
| NCEA Level 1 enrolment based cumulative Maori success % Pasifika | 65.2 | 76.2 | 38.7 | 54.5 | 66.7 | 39.1 | 76.9% |
| NCEA Level 1 enrolment based cumulative success %Asian | 75.0 | 87.5 | 72.5 | 73.0 | 77.5 | 83.3 | 81.8% |
| | | | | | | | |
| NCEA Level 2 enrolment based cumulative overall success % | 82.3 | 86.3 | 88.3 | 81.4 | 80.4 | 82.0 | 90.2% |
| NCEA Level 2 enrolment based cumulative Maori success % | 60.0 | 76.3 | 81.8 | 64.5 | 66.7 | 76.0 | 81.8% |

| | | | | | | | |
|--|-------------|--------------|-------------|-------------|----------------------|-------------|-------------------|
| NCEA Level 2 enrolment based cumulative success % Pasifika | 63.2 | 81.0 | 86.4 | 45.2 | 59.1 | 58.3 | 70% |
| NCEA Level 2 enrolment based cumulative success % Asian | 82.6 | 87.0 | 73.3 | 83.8 | 82.9 | 79.1 | 92.9% |
| | | | | | | | |
| NCEA Level 3 enrolment based cumulative overall success % | 62.0 | 70.3 | 76.7 | 82.5 | 65.7 | 74.2 | 73.5% |
| | | | | | | | |
| Indicator/Measure | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| NCEA Level 3 enrolment based cumulative Maori success % | 36.7 | 58.6 | 64.3 | 73.1 | 40.7 | 81.3 | 52.2% |
| NCEA Level 3 enrolment based cumulative success % Pasifika | 24.2 | 47.1 | 47.4 | 68.2 | 34.6 | 64.7 | 57.1% |
| NCEA Level 3 enrolment based cumulative success % Asian | 72.2 | 62.2 | 72.0 | 86.2 | 72.2 | 77.8 | 78.6% |
| | | | | | | | |
| NCEA Level 1 merit or excellence endorsement | 62.5 | 65.3 | 64.7 | 68.1 | 70.6 | 69.4 | 69.2% |
| NCEA Level 2 merit or excellence endorsement | 45.9 | 48.6 | 58.9 | 49.7 | 61.3 | 51.5 | 52.4% |
| NCEA Level 3 merit or excellence endorsement | 46.7 | 47.5 | 46.2 | 44.7 | 48.8 | 53.0 | 47.4% |
| | | | | | | | |
| University Entrance | 51.6 | 56.9 | 68.3 | 72.5 | 59.6 | 58.9 | 55.8% |
| Number of Scholarships including Outstanding Scholarships | 23 | 15 | 16 | 18 | 15 | 12 | 7 |
| Outstanding Scholarships | 2 | - | - | 1 | - | 1 | 1 |
| | | | | | | | |
| School Leaver Data | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Leavers with NCEA Level 2 or above Total NB: Strategic Plan target is 85% | 84.5% | 88.8% | 88.1% | 87% | 82.4% | 82.1 | Not yet available |
| Leavers with NCEA Level 2 or above — Maori | 71.9% | 75% | 70.0% | 81.8% | 65% | 62.5 | Not yet available |
| Leavers with NCEA Level 2 or above — Pasifika | 66.7% | 71.4% | 78.3% | 84.6% | 54.5% (1 student) | 62.5 | Not yet available |

| Stand downs, Suspensions, Exclusions and Expulsions | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------------|
| Stand downs per 1000 students | 6.6 | | 9 | 24.5 | 32.7 | 18.1 | Not yet available |
| Suspensions | 2 | 5 | 8 | 2 | 0 | 1 | 0 |
| Exclusions | 0 | 2 | 5 | 2 | 0 | 1 | 0 |
| Expulsions | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| | | | | | | | |
| Indicator/Measure | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Retention | | | | | | | |
| Retention of students to at least 17 th birthday | 91.3% | 92.2% | 89.4% | 92.1% | 87.6 | 87.7 | Not yet available |
| | | | | | | | |
| Engagement | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Me and My School Survey Result | 56.1% | 57.4 | 57.1 | 52.6 | 56.9 | 54.4 | 54.2% |

| Governance and Management | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------------|
| Operating surplus/(deficit) | \$158,299 | (\$206,363) | (\$191,337) | \$277,088 | \$84,380 | (\$197,681) | Not yet available |
| Working capital | \$35,541 | (\$16,945) | (\$44,337) | \$205,070 | \$271,129 | \$97,366 | Not yet available |

| Student Numbers | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Total Roll 1 March | 1154 | 1089 | 1114 | 1085 | 1131 | 1081 | 1155 |
| Roll 1 March (funded students) | 1046 | 988 | 1009 | 968 | 1006 | 965 | 1052 |
| Roll 1 March Foreign Fee Paying Students | 108 | 101 | 105 | 117 | 124 | 112 | 87 |
| Roll 1 March INZ | 692 | 674 | 692 | 648 | 670 | 628 | 647 |
| Roll 1 March OoZ | 354 | 314 | 317 | 320 | 336 | 337 | 405 |
| In zone students as a percentage of total domestic roll | 66% | 68% | 69% | 67% | 67% | 65% | 61.5 |

| Health and Safety Key Indicators | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 1st Aid Injuries requiring on site | | | | | 72 | 84 | 68 |

| | | | | | | | |
|---|--|--|--|--|----|----|----|
| treatment only – (excluding onsite physio) July - July | | | | | | | |
| Number of injuries/incidents resulting in Physio, GP or other medical visits/hospital or dental July - July | | | | | 51 | 67 | 61 |
| Number of serious harm injuries (reported to WorkSafe NZ) July - July | | | | | 1 | 1 | 1 |

| Indicator/Measure | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Average Class Size | | | | 23 | 24 | 23 | 22 |

Northcote College

Variance Report on Annual Plan 2020

as at 26 February 2021

The annual plan for 2020 was shaped around our actions and outcomes in 2019; 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 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, five improvement strategies and six other actions/areas of work for 2019 are listed and reported on below:

| Achievement Challenges (outcomes for students): | What did we achieve? | Where to next? |
|--|---|-----------------------------|
| 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> | <i>Leavers data for 2020 not available as at 26 February 2021</i> | <i>See Annual Plan 2021</i> |
| 2. Increase participation of leavers in tertiary study by age 19 to 70% | <i>Leavers data for 2020 not available as at 25 February 2021</i> | <i>See Annual Plan 2021</i> |

| 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><i>See also 2020 Professional Learning Report</i></p> | <p>The work on NCOL Case Studies will continue in 2021.</p> <p>A professional learning focus in 2021 on teaching diverse learners.</p> <p>The work on cultural responsiveness will continue.</p> <p><i>See Annual Plan 2021</i></p> |
| <p>2. Educationally powerful connections All staff developing educationally powerful connections and relationships with parents, families, whānau</p> | <p>Important strategies in 2020:</p> <ul style="list-style-type: none"> • Curriculum Development • Cultural Responsiveness • Wellbeing • Northcote Community of Learners • Property Development <p><i>See individual reports below.</i></p> | <p>A school wide focus on knowing and supporting individuals.</p> <p>In 2021 we will review our current systems and ways of supporting and knowing individuals (learning and wellbeing).</p> <p><i>See Annual Plan 2021</i></p> |
| <p>3. Pathways Build student capability to determine and participate in future- focussed education pathways that lead to further education and employment (p19 Education Outcome indicators)</p> | | |

| Key Strategies 2019 | What did we achieve? | Where to next? |
|----------------------------------|--|--|
| <p>1. Curriculum Development</p> | <p>A significant work in departments considering and responding to the Review of Achievement Standards (RAS).</p> <p>Several staff involved nationally in the work to review achievement standards.</p> <p>Formal work on the curriculum review has been suspended to focus on Covid-19 issues.</p> <p>Two new courses developed for 2021 seniors:</p> <ol style="list-style-type: none"> 1. 11/12/13 Tikanga Māori 2. 11/12 Music Oranga: <i>He Pūoro, He Oranga</i> Through music there is living/ wellbeing/ health (as well as sustenance, comfort, a livelihood). <p>Feedback gathered from students, parents and teachers on Online teaching offered during Covid-19 Lockdown to inform future online teaching.</p> <p>Year 11 & 12 Pastoral Care review in response to student and staff feedback. New programmes developed for 2021.</p> | <p>Government has announced a 5 year 'refresh' of the NZC. In light of this and the ongoing work required around the NCEA Standards Review we will suspend work on big picture Curriculum Review at Northcote College.</p> <p>Plan to implement the new NCEA Achievement Standards.</p> <p>Participate in Accord Teacher Only Days: 13 May 10 August 25 November</p> <p>Trial and review the updated (in response to student and staff feedback) Year 12 and 13 pastoral care programme in Term 1.</p> <p>Engage with the NZC 'Refresh'. https://www.education.govt.nz/our-work/changes-in-education/national-curriculum-refresh/new-zealand-curriculum/</p> <p>Access professional learning on local curriculum development.</p> <p>Respond to feedback after Covid-19 lockdown to build individual student agency and self-regulation.</p> <p>Compare NZCER Mental Health and Hauora document to our delivered Health/Pastoral and other curriculum to look for gaps and overlaps and opportunities for development.</p> |

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| | | See Annual Plan 2021 |
| 2. Cultural Responsiveness | <p>Cultural responsiveness continued to be the focus of professional learning opportunities on Flexible Learning Days 2020.</p> <p>Encouraged all learners to take advantage of opportunities in Te Reo Māori, tikanga, kapa haka, mentoring and support.</p> <p>Developed greater understanding of teacher expectation of students as successful learners.</p> <p>Strengthened and shared understanding of Te Raki Paewhenua history.</p> <p>RL attended a NIS PL session with Karl Vasau 'Carrying the Tapa'.</p> <p>Analysis of 2019 Maori & Pasifika Student achievement through the annual Achievement Reports and Curriculum Reports.</p> <p>Kelli Kawhia-Conrad ran two Te Reo Māori classes per week for staff – one beginners and one more advanced.</p> <p>VB and RL attended an EDHub meeting: <i>School-led learning at home: The voices of parents of Maori and Pasifika students</i>, Dr Melanie Riwai-Couch, Tufulasi Taleni and Ally Bull https://www.newsroom.co.nz/ideasroom/2020/05/03/1155074/the-v-that-binds-a-pasifika-education-story-during-covid-19</p> <p>Planning for school wide audit of the white spaces initiated with</p> | <p>Continue to Support staff and students to develop their use of tikanga Māori me te Reo Māori.</p> <p>Engage with Hautū to assess how culturally responsive Northcote College is for Māori and identify priorities for development. https://www.nzsta.org.nz/assets/Maori-student-achievement/Hautu.pdf</p> <p>Establish a 'lead group' to advise and focus on: Ākonga Māori Whānau Māori Tikanga Māori Te Reo Māori</p> <p>Review the Action Plan for Pacific Education 2020-2030 https://conversation-space.s3-ap-southeast-2.amazonaws.com/Pacific+Education+Plan_WEB.PDF to look for opportunities to develop our systems and actions to achieve the goal that 'diverse Pacific learners and their families feel safe, valued and equipped to achieve their education aspirations'.</p> <p>Support the re-establishment of post-Covid Laulotaha</p> <p>Associate Prof Melinda Webber to present to NCOL in June on Culturally Responsive Practice.</p> |

| | | |
|--|---|----------------------|
| | <p>Kelli Kawhia-Conrad based on Dr Ann Milne's seven step framework</p> <p>(July 22) to consider Māori & Pasifika Achievement and 2019 provisional leavers data highlighted the need for deliberate practice to raise achievement of Māori & Pasifika students.</p> <p>Summary of ART2020 mentored Māori & Pasifika student achievement to end of Term 2 shows good levels of success for 7/18 students as well as areas of focus needed going forward.</p> <p>Senior Te Reo/Te Ao Māori course approved for 2021 academic year.</p> <p>4 staff attending weekly online University of Auckland Professional Learning around Tapasā</p> <p>Planned FLD Workshop with Karl Vasau cancelled for 2020 due to changes to the school calendar post Lockdown</p> <p>Teacher Performance Review documentation amended to reflect new attestation requirement: "<i>practice and development of Te Reo Māori and Tikanga Māori.</i>"</p> <p>Developing plans for use of Wednesday morning PL time in term 1 2021 to be dedicated to case study and core meetings in order to improve knowledge of our students.</p> | See Annual Plan 2021 |
|--|---|----------------------|

| | | |
|---------------------|---|---|
| <p>3. Wellbeing</p> | <p>Implemented new LSC positions.</p> <p>Shared the 2019 Wellbeing at School results with staff to inform decision making.</p> <p>Promoted SchoolTV (a wellbeing platform for parents) to support student wellbeing and success.</p> <p>Introduced the He Maara Hou programme.</p> <p>Learning Support Co-ordinators and Principal Vicki Barrie attended the 2 day induction for LSCs. LSCs now working to develop and populate the NCOL learning support register based on the national database that will be released in July.</p> <p>The focus of all wellbeing and learning support moved to support for students in the online environment under Covid-19 restrictions.</p> <p>Secured Ministry Interim Response Funding to engage additional Counsellor for the rest of this term to triage students post Covid-19 Lockdown. Approximately 50 students Identified in Year 13 that require support.</p> <p>Attendance tracking for those students who appeared to be not engaging with online learning by Deans and Wellbeing Administrator</p> <p>Col leaders mentoring students who are struggling with the organisation and demands of online learning</p> <p>Combined Deans and HOD meetings in order to provide best support for students and staff.</p> <p>6 staff to attend Wellbeing Conference in September</p> <p>Good progress made on Northcote (and NCOL) Special Needs Register. Refined student data sharing protocols.</p> <p>Tracking sheets redeveloped and updated.</p> <p>Fixed Term Guidance Counsellor appointed for 10 weeks (funding from MoE) to support students with Covid triggered issues.</p> <p>URF success for additional Covid-related nurse hours</p> | <p>Focus of 2021 Annual Plan 'knowing and supporting individuals'.</p> <p>Continue the NCOL wide case study project.</p> <p>Build on NC COL leaders' support of individual students during the 2020 Covid-19 lockdowns.</p> <p>A professional learning focus on teaching diverse learners: Key actions include:</p> <ul style="list-style-type: none"> • Term 1 Flexible Learning Day on teaching students with learning differences. • Building effective learning relationships between teachers and teacher aides and students. • Establishing an in-school Educational Psychologist to support individual students and teacher professional learning. <p>Changed timing and approach at Term 1 parent/teacher/student evenings. Focus on knowing students rather than reporting on students.</p> <p>Hold Term 1 Junior Subject Teacher Meetings on Wednesday morning PL time to share knowledge of individual learners and pedagogy.</p> <p>Review our current systems and ways of supporting and knowing individuals (learning and wellbeing) to determine how responsive Northcote College is to individuals and identify priorities for development.</p> <p>Establish a system of knowing/capturing what success means to each student and their parent(s)/whānau.</p> <p><i>Annual Plan 2021</i></p> |
|---------------------|---|---|

| | | |
|------------------------------------|--|--|
| | Me and My School Survey results sent to the School. Wellbeing survey has been carried out. | |
| 4. Northcote Community of Learners | <p>Continued the NCOL wide case study project.</p> <p>Held several evenings for Year parents. Maths and reading.</p> <p>Leadership workshop for NCOL Leaders by Aaron Wilson</p> <p>Presentations by Kathryn Berkett.</p> <p>Bill Rogers presentation cancelled due to Covid-19</p> <p>NCOL subscription to SchoolTV</p> <p>Engaged with NCOL MoE case study</p> <p>Andy Brown appointed as the next NCOL leader</p> | <p>Continue the NCOL wide case study project.</p> <p>Build on NC COL leaders' support of individual students during the 2020 Covid-19 lockdowns.</p> <p>Associate Prof Melinda Webber to present to NCOL in June on Culturally Responsive Practice.</p> <p><i>See Annual Plan 2021</i></p> |

| | | |
|-------------------------|---|--|
| | <p>A leadership workshop for NCOL leaders across the COL was held in March.</p> <p>Northcote College NCOL leaders worked to support Deans and provide individual support to students needing help adjusting to the online learning environment.</p> <p>Staff attended the NZ Wellbeing in Schools virtual conference in the last week of Term III.</p> <p>Case studies for 2020 completed. Plans for 2021 to have case studies completed by the end of Term 1.</p> | |
| 5. Property Development | <p>Master Redevelopment plan signed off by Ministry of Education in Wellington and funded.</p> <p>Planned essential enabling works (EEW) in preparation for Stage 1 of redevelopment but work not started.</p> <p>Rubix has been appointed by the Ministry of Education as the project managers and we have had our first meeting with them.</p> <p>Funding confirmed by Prime Minister. Rubix appointed by MoE as project managers. Ignite appointed as Designers Ignite team are reviewed the Master Plan.</p> <p>Ministry appointed Jeff Maddren as the new Delivery manager.</p> <p>Updated the school justification for the Ministry of Education business case.</p> <p>Project Strategic Group (PSG) established</p> | <p>Redevelopment Work with designers and consultants to develop the design of approved Stage 1 of Redevelopment project and get project underway. Key actions include:</p> <ul style="list-style-type: none"> • Liaising with staff, students, parents/whānau on design and implementation. • Complete the establishment of 10 modular classrooms on site. • Complete Essential Enabling Works (EEW) to ORO, A block, F block, fire and bells. • Finding long term security alarm solution. <p>5YA</p> <ul style="list-style-type: none"> • Complete B1 and B2 5YA project. • Secure 2021-2026 5YA Property Funding • Update condition assessment report. <p>Property Modifications Disabled Access to C block rooms and the library.</p> <p><i>See Annual Plan 2021</i></p> |

| Other actions/areas of work | What did we achieve? | Where to next? |
|---|--|---|
| 1. Engage with ERO in a training review exercise 2. Take part in PISA 2020 3. Manage roll growth 4. Policy reviews 5. Review current strategic plan 2018-2021 and begin the process of developing Strategic Plan 2021 - 6. Aerial photo of the school 7. Improve efficiency of reporting to parents 8. Develop Code of Conduct for International Students 9. Launch the goods & Services Directory 10. Investigate the potential of the school becoming carbon neutral Issues emerging during the year: 1. Covid-19 | Completed On hold due to Covid-19. New dates now set for 2021. Roll increasing steadily. RL working through policy review process. Revised EEO policy on agenda for December. See above re White Space audit. Term III first full staff meeting discussed the 2019 Leavers' Data in relation to Māori and Pasifika success. Suggested questions for parents to inform 2021 Strategic and Annual Planning: What are you hoping for your child at school? Any specific hopes, dreams, wants? .What worries you about your child at school? Any concerns? What would you like your children to learn about or do more of at school? What do you think your child's teachers could do differently about HOW they teach? How could your child's school better connect with you as a parent? Any other suggestions or ideas you have about making school Completed Underway. New style reports sent out at the end of Term II and end of year. Now completed Government announced a plan for all government organisations including schools to be carbon neutral within 5 years. Managed. Principal and BOT Chair took part in ERO Covid-19 Evaluation: Tēnā kōrua, Andrew and Vicki Thank you for the conversations. We enjoyed talking with you. We have learned a great deal from what you have shared and appreciate this is an evolving space. We are looking forward to seeing how your new and emerging approaches are progressing in the current climate. As promised, we are sharing with you the key points from the discussion. We are not looking for more detail at this point, simply to share the bigger picture ideas from what you have told us. If | New dates for PISA set for 2021 New strategic plan to be finalised in 2021 ready for 2022. <i>See Annual Plan 2021</i> Respond to Ministry of Education leadership around plans for schools to become carbon neutral by 2025. <i>See Annual Plan 2021</i> |

there is anything significant that we have left out, please let us know.

You shared that your main successes were around leadership and communication across the community, wellbeing and future focused learning.

Leadership and communication

- solution focused principal and leadership team
- a cross-school Covid-19 response team was developed by school leaders to coordinate actions and responses
- proactive planning and decision making, including the co-option of in-school Kāhui Ako leaders to support wellbeing efforts.

Wellbeing: "Who was surviving, thriving or missing in action"

- wellbeing of staff and students was the top priority
- opportunities were provided for staff to share their feedback and concerns
- vulnerable staff were identified, and collegial support was highly evident
- resourcing of extra guidance counsellor in recognition of the need for mental health and career support for Year 13 students
- international students and homestay families were well supported.

Future-focused learning

- student agency, flexible learning and digital technologies evident during lockdown will influence strategic planning
- recognition of the need for pedagogical shifts to provide multiple opportunities for learning
- taking advantage of the opportunity to redesign courses to personalise student learning.

The ongoing challenges that you have identified are the impact on the school's financial position arising from the drop in international student income, and the upcoming building project. The board is strategic in managing the challenge through exercising fiscal restraint. You intend to incorporate learnings from the Covid-19 experience into the future building design.

The school community intends to build on the successes arising from this experience, continuing to promote student agency while maintaining a strong wellbeing focus.

If you would like to share any documentation with us, we will happily receive it. It is not required for this part of the evaluation. ERO always appreciates what schools can share that might help us give other schools concrete examples of what schools have done. Many thanks for your consideration and time.

We look forward to talking with you again at a later date and wish you, your staff, students and whānau all the very best.

Ngā mihi nui ki a kōrua,

| | | |
|---|--|--|
| <p>2. Responding to the changes to Appraisal which have come from the Accord agreement.</p> <p>3. Managing the Teacher Pay Equity settlement process.</p> <p>4. Deputy Principal resignation in Term 1.</p> | <p>Ann and Toni</p> <p>Updated our system to establish a 'new normal' instead of appraisal... https://teachingcouncil.nz/sites/default/files/TC-Professional%20Growth%20Cycle%20for%20Teachers_Elements.pdf Creating a professional growth cycle... https://teachingcouncil.nz/sites/default/files/TC-Creating%20a%20Professional%20Growth%20Cycle%20within%20everyday%20Teaching%20Practice_Diagram.pdf Establishing quality practice statements: https://teachingcouncil.nz/sites/default/files/TC-Professional%20Growth%20Cycle%20for%20Teachers-Quality%20Practice%20Statements.pdf</p> <p>We: Managed staff expectations Met our obligations as an employer under the Teacher Aide Pay Equity settlement Updated Job descriptions using the NZSTA JD toolkit and applying the Matrix Teacher Aides received their new pay and back pay in November.</p> <p>Not replaced due to Covid-19 financial constraints. Roles re-allocated to SLT and other staff until we can afford replacement.</p> | <p>Implementing the new professional growth cycle for teachers.</p> <p><i>See Annual Plan 2021</i></p> |
|---|--|--|

Northcote College

Kiwi Sport Funding

For the year ended 31 December 2020

In 2020 Northcote College received \$26,304 (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 25 competitive sports including 476 students. We have 41% of students participating in sport with 54% being male and 46% being female.

Northcote College

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Andrew Fox

Full Name of Board Chairperson



Signature of Board Chairperson

28/5/21

Date:

Vicki Barrie

Full Name of Principal



Signature of Principal

Northcote College

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

| | | 2020 | 2020 | 2019 |
|---|-------|-----------------------|-----------------------------|-----------------------|
| | Notes | Actual \$ | Budget (Unaudited) \$ | Actual \$ |
| Revenue | | | | |
| Government Grants | 2 | 13,108,692 | 11,785,577 | 11,677,610 |
| Locally Raised Funds | 3 | 624,301 | 405,570 | 1,364,310 |
| Interest Earned | | 26,171 | 47,500 | 67,100 |
| International Students | 4 | 974,772 | 1,611,724 | 1,634,814 |
| | | <hr/> 14,733,936 | <hr/> 13,850,371 | <hr/> 14,743,834 |
| Expenses | | | | |
| Locally Raised Funds | 3 | 277,957 | 72,984 | 722,446 |
| International Students | 4 | 309,531 | 503,805 | 528,606 |
| Learning Resources | 5 | 9,334,125 | 8,506,165 | 8,684,832 |
| Administration | 6 | 527,153 | 551,602 | 555,897 |
| Property | 7 | 4,106,558 | 4,068,943 | 4,097,639 |
| Depreciation | 8 | 280,175 | 267,348 | 336,263 |
| Loss on Disposal of Property, Plant and Equipment | | 45,782 | - | 4,324 |
| Finance Costs | | 11,604 | 6,888 | 11,508 |
| | | <hr/> 14,892,885 | <hr/> 13,977,735 | <hr/> 14,941,516 |
| Net Surplus / (Deficit) | | (158,949) | (127,364) | (197,682) |
| Other Comprehensive Revenue and Expense | | - | - | - |
| Total Comprehensive Revenue and Expense for the Year | | <hr/> (158,949) <hr/> | <hr/> (127,364) <hr/> | <hr/> (197,682) <hr/> |

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



Northcote College

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

| | Actual 2020 \$ | Budget (Unaudited) 2020 \$ | Actual 2019 \$ |
|--|----------------------|-------------------------------------|----------------------|
| Balance at 1 January | 1,506,708 | 1,506,708 | 1,671,876 |
| Total comprehensive revenue and expense for the year | (158,949) | (127,364) | (197,682) |
| Movement in Reserved Equity | (3,129) | - | 8,534 |
| Capital Contributions from the Ministry of Education | | | |
| Contribution - Furniture and Equipment Grant | 3,750 | - | 23,980 |
| Equity at 31 December | 1,348,380 | 1,379,344 | 1,506,708 |
| Retained Earnings | 1,348,380 | 1,379,344 | 1,506,708 |
| Equity at 31 December | 1,348,380 | 1,379,344 | 1,506,708 |

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.



Northcote College
Statement of Financial Position
As at 31 December 2020

| | Notes | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|--|-------|----------------------|-------------------------------------|----------------------|
| Current Assets | | | | |
| Cash and Cash Equivalents | 9 | 489,646 | 234,076 | 322,422 |
| Accounts Receivable | 10 | 626,255 | 660,873 | 539,627 |
| Prepayments | | 44,256 | 46,621 | 46,621 |
| Investments | 11 | 1,066,003 | 2,000,000 | 2,263,283 |
| GST Receivable | | 22,480 | - | - |
| | | <u>2,248,640</u> | <u>2,941,570</u> | <u>3,171,953</u> |
| Current Liabilities | | | | |
| GST Payable | | - | 75,971 | 60,156 |
| Accounts Payable | 14 | 889,343 | 956,467 | 912,032 |
| Revenue Received in Advance | 15 | 559,863 | 966,081 | 1,053,520 |
| Funds Held on Behalf of Homestay Students | 16 | 395,568 | 764,273 | 764,273 |
| Provision for Cyclical Maintenance | 17 | 36,672 | 46,800 | 73,905 |
| Funds Held for Capital Works Projects | 18 | 235,410 | - | 148,738 |
| Finance Lease Liability Current Portion | 19 | 44,752 | 65,097 | 61,963 |
| | | <u>2,161,608</u> | <u>2,874,689</u> | <u>3,074,587</u> |
| Working Capital Surplus or (Deficit) | | 87,032 | 66,881 | 97,365.50 |
| Non-current Assets | | | | |
| Property, Plant and Equipment | 12 | 1,580,750 | 1,630,844 | 1,746,020 |
| | | <u>1,580,750</u> | <u>1,630,844</u> | <u>1,746,020</u> |
| Non-current Liabilities | | | | |
| Employee Benefits Payable - Long Service Leave | | - | 7,768 | 7,768 |
| Provision for Cyclical Maintenance | 17 | 253,922 | 259,107 | 237,732 |
| Finance Lease Liability | 19 | 65,480 | 51,506 | 91,178 |
| | | <u>319,402</u> | <u>318,381</u> | <u>336,678</u> |
| Net Assets | | <u>1,348,380</u> | <u>1,379,344</u> | <u>1,506,708</u> |
| Equity | | <u>1,348,380</u> | <u>1,379,344</u> | <u>1,506,708</u> |

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



Northcote College

Statement of Cash Flows

For the year ended 31 December 2020

| | | 2020 | 2020 | 2019 |
|--|------|-------------|-------------|-------------|
| | Note | Actual | Budget | Actual |
| | | \$ | (Unaudited) | \$ |
| Cash flows from Operating Activities | | | | |
| Government Grants | | 3,033,730 | 1,980,370 | 2,006,732 |
| Locally Raised Funds | | 658,661 | 401,435 | 1,285,475 |
| Homestay | | (368,704) | - | 9,157 |
| International Students | | 549,987 | 1,611,724 | 1,589,047 |
| Goods and Services Tax (net) | | (82,636) | 15,815 | (10,620) |
| Payments to Employees | | (2,516,574) | (2,062,462) | (2,465,636) |
| Payments to Suppliers | | (2,209,662) | (2,001,673) | (2,572,247) |
| Interest Paid | | (11,604) | (6,888) | (11,508) |
| Interest Received | | 33,051 | 47,500 | 68,400 |
| Funds Administered on Behalf of Third Parties | | 86,671 | (148,738) | 132,409 |
| Net cash from / (to) the Operating Activities | | (827,080) | (162,917) | 31,209 |
| Cash flows from Investing Activities | | | | |
| Proceeds from Sale of PPE (and Intangibles) | | - | - | 2,671 |
| Purchase of PPE (and Intangibles) | | (160,687) | (152,172) | (129,594) |
| Proceeds from sale of investments/ (purchase of investments) | | 1,197,280 | 263,282 | (111,941) |
| Net cash from / (to) the Investing Activities | | 1,036,593 | 111,110 | (238,865) |
| Cash flows from Financing Activities | | | | |
| Contribution from MOE/Movement in Reserved Equity | | 620 | - | 32,514 |
| Finance Lease Payments | | (42,909) | (36,539) | (68,266) |
| Net cash from Financing Activities | | (42,289) | (36,539) | (35,752) |
| Net increase/(decrease) in cash and cash equivalents | | 167,224 | (88,346) | (243,407) |
| Cash and cash equivalents at the beginning of the year | 9 | 322,422 | 322,422 | 565,829 |
| Cash and cash equivalents at the end of the year | 9 | 489,646 | 234,076 | 322,422 |

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 which form part of these financial statements.



Northcote College

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2020

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 and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying 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.

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 17.

Useful lives of property, plant and equipment

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

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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



Donations

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Investments

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.



j) Property, Plant and Equipment

Land and buildings owned by the 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.

Leased Assets

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.

| | |
|--|-------------------------|
| 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, and also annual leave earned, by non teaching staff, to but not yet taken at balance date.

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to fees received from international 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.

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) 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).

q) Financial Instruments

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets are categorised as 'financial assets measured at amortised cost' 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.

r) 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.

s) Budget Figures

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

t) Services received in-kind

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



2. Government Grants

| | 2020 | 2020 Budget | 2019 |
|----------------------------------|-------------------|-------------------|-------------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Operational grants | 2,284,222 | 2,089,133 | 1,929,331 |
| Teachers' salaries grants | 6,828,986 | 6,378,870 | 6,200,206 |
| Use of Land and Buildings grants | 3,247,355 | 3,221,787 | 3,221,787 |
| Other MOE Grants | 744,259 | 92,508 | 323,007 |
| Other government grants | 3,869 | 3,279 | 3,279 |
| | 13,108,692 | 11,785,577 | 11,677,610 |

Other MOE Grants total includes additional COVID-19 funding totalling \$187,521 for the year ended 31 December 2020.

3. Locally Raised Funds

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

| | 2020 | 2020 Budget | 2019 |
|--|----------------|----------------|------------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Revenue | | | |
| Donations | 191,838 | 137,231 | 231,469 |
| Fundraising | 21,370 | 48,032 | 53,267 |
| Activities | 243,810 | 12,072 | 357,711 |
| Other revenue | 105,517 | 117,372 | 322,971 |
| Trading | 61,768 | 90,863 | 93,667 |
| Overseas Travel (as below) | - | - | 305,225 |
| | 624,301 | 405,570 | 1,364,310 |
| Expenses | | | |
| Activities | 271,595 | 62,148 | 407,590 |
| Trading | 6,362 | 10,836 | 9,631 |
| Fundraising (costs of raising funds) | - | - | - |
| Overseas Travel (as below) | - | - | 305,225 |
| | 277,957 | 72,984 | 722,446 |
| Surplus for the year Locally raised funds | 346,344 | 332,586 | 641,864 |

There was no overseas travel during the year ended 31st December 2020.

During the year ended 31 December 2019 students from the school travelled to USA (New York) for an art culture trip at a cost of \$120,040, Rarotonga for a culture trip at a cost of \$26,409 and the USA for a culture trip at a cost of \$161,888.

All the travel was funded by the students.



4. International Student Revenue and Expenses

| | 2020 | 2020 Budget | 2019 |
|---|------------------|-----------------------|------------------|
| | Actual Number | (Unaudited) Number | Actual Number |
| International Students Roll | 69 | 108 | 108 |
| | 2020 | 2020 Budget | 2019 |
| | Actual \$ | (Unaudited) \$ | Actual \$ |
| <i>Revenue</i> | | | |
| International Student Fees | 974,772 | 1,611,724 | 1,634,814 |
| <i>Expenses</i> | | | |
| Advertising and other costs | 42,158 | 57,835 | 74,124 |
| Commissions | 118,653 | 191,160 | 182,742 |
| Recruitment | 15,250 | 29,850 | 29,054 |
| International Student Levy | 16,020 | 39,256 | 39,265 |
| Employee Benefit - Salaries | 116,209 | 117,700 | 157,453 |
| International Student Marketing trips | 1,241 | 68,004 | 45,967 |
| | <u>309,531</u> | <u>503,805</u> | <u>528,606</u> |
| <i>Surplus for the year International</i> | <u>665,241</u> | <u>1,107,919</u> | <u>1,106,208</u> |

During the year ended 31 December 2020 the International Director did not travel due to COVID restrictions.

(2019: India, New Caledonia, Tahiti, Thailand, Hong Kong, Vietnam, Japan and an ICEF conference: \$45,967) for marketing and liaison purposes.

The travel was funded from International Students fees.

5. Learning Resources

| | 2020 | 2020 Budget | 2019 |
|--|------------------|-------------------|------------------|
| | Actual \$ | (Unaudited) \$ | Actual \$ |
| Curricular | 368,603 | 434,136 | 417,393 |
| Information and Communication Technology | 172,596 | 168,968 | 131,535 |
| Library Resources | 26,507 | 3,700 | 18,033 |
| Other | 6,717 | 23,276 | 7,415 |
| Employee Benefits - Salaries | 8,726,872 | 7,831,081 | 8,068,769 |
| Staff Development | 32,830 | 45,004 | 41,687 |
| | <u>9,334,125</u> | <u>8,506,165</u> | <u>8,684,832</u> |



6. Administration

| | 2020 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | | \$ | |
| Audit Fees | 10,343 | 10,244 | 10,744 |
| Board of Trustees Fees | 4,115 | 4,468 | 4,555 |
| Board of Trustees Expenses | 3,095 | 3,312 | 18,738 |
| Communication | 23,636 | 26,652 | 25,594 |
| Consumables | 20,279 | 21,052 | 23,662 |
| Admin Other | 44,274 | 24,197 | 25,346 |
| Admin Employee Benefits - Salaries | 354,593 | 395,337 | 384,348 |
| Insurance | 22,198 | 21,720 | 19,210 |
| Service Providers, Contractors and Consultancy | 44,620 | 44,620 | 43,700 |
| | <u>527,153</u> | <u>551,602</u> | <u>555,897</u> |

7. Property

| | 2020 | 2020 | 2019 |
|---|------------------|------------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| | | \$ | |
| Caretaking and Cleaning Consumables | 194,290 | 183,204 | 183,717 |
| Consultancy and Contract Services | 16,350 | 14,292 | 23,365 |
| Cyclical Maintenance Provision | 66,128 | 81,444 | (18,309) |
| Grounds | 214,478 | 220,140 | 213,611 |
| Heat, Light and Water | 98,589 | 116,760 | 121,170 |
| Rates | 228 | 216 | 191 |
| Repairs and Maintenance | 201,949 | 163,464 | 288,506 |
| Use of Land and Buildings | 3,247,355 | 3,221,787 | 3,221,787 |
| Security | 8,700 | 5,500 | 7,550 |
| Property - Employee Benefits - Salaries | 58,491 | 62,136 | 56,051 |
| | <u>4,106,558</u> | <u>4,068,943</u> | <u>4,097,639</u> |

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

| | 2020 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Building Improvements - Crown | 18,704 | 18,000 | 18,704 |
| Furniture and Equipment | 98,047 | 80,000 | 95,486 |
| Information and Communication Technology | 90,109 | 108,348 | 118,636 |
| Motor Vehicles | 4,007 | 4,000 | 4,008 |
| Textbooks | 3,131 | 2,000 | 2,883 |
| Leased Assets | 59,802 | 45,000 | 87,146 |
| Library Resources | 6,375 | 10,000 | 9,400 |
| | <u>280,175</u> | <u>267,348</u> | <u>336,263</u> |

9. Cash and Cash Equivalents

| | 2020 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Cash on Hand | 1,100 | - | 1,100 |
| Bank Current Account | 488,543 | 234,076 | 321,319 |
| Bank Call Account | 3 | - | 3 |
| Net cash and cash equivalents and bank overdraft for Cash Flow Statement | <u>489,646</u> | <u>234,076</u> | <u>322,422</u> |

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

Of the \$489,646 Cash and Cash Equivalents, \$321,172 (2019 \$190,358) is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$489,646 Cash and Cash Equivalents, \$nil (2019 \$83,304) 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.

10. Accounts Receivable

| | 2020 | 2020 | 2019 |
|--|----------------|----------------|----------------|
| | Actual | (Unaudited) | Actual |
| | \$ | \$ | \$ |
| Debtors | 81,120 | 222,294 | 101,048 |
| Interest Accrued | 2,098 | 8,977 | 8,977 |
| Teacher Salaries Grant Receivable | 543,037 | 429,602 | 429,602 |
| | <u>626,255</u> | <u>660,873</u> | <u>539,627</u> |
| Receivables from Exchange Transactions | 83,218 | 231,271 | 110,025 |
| Receivables from Non-Exchange Transactions | 543,037 | 429,602 | 429,602 |
| | <u>626,255</u> | <u>660,873</u> | <u>539,627</u> |



11. Investments

The School's investment activities are classified as follows:

| | 2020 Actual | 2020 Budget | 2019 Actual |
|---|----------------|----------------|----------------|
| Current Asset | \$ | \$ | \$ |
| Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year | 1,066,003 | 2,000,000 | 2,263,283 |

12. Property, Plant and Equipment

| | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|--|--------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| 2020 | | | | | | |
| Artworks | 42,450 | 1,000 | - | - | - | 43,450 |
| Building Improvements | 628,020 | - | - | - | (18,704) | 609,316 |
| Furniture and Equipment | 617,463 | 64,506 | (21,541) | - | (98,046) | 562,382 |
| Information and Communication Technology | 214,946 | 89,147 | (24,328) | - | (90,109) | 189,656 |
| Motor Vehicles | 22,727 | - | - | - | (4,008) | 18,719 |
| Textbooks | 6,770 | 3,256 | - | - | (3,131) | 6,895 |
| Leased Assets | 147,841 | 17,673 | - | - | (59,802) | 105,712 |
| Library Resources | 65,803 | 7,664 | (22,472) | - | (6,375) | 44,620 |
| | | | | | - | |
| Balance at 31 December 2020 | 1,746,020 | 183,246 | (68,341) | - | (280,175) | 1,580,750 |

| | Cost or Valuation \$ | Accumulated Depreciation \$ | Net Book Value \$ |
|--|----------------------------|-----------------------------------|-------------------------|
| 2020 | | | |
| Artworks | 43,450 | - | 43,450 |
| Building Improvements | 937,119 | (327,803) | 609,316 |
| Furniture and Equipment | 1,643,210 | (1,080,828) | 562,382 |
| Information and Communication Technology | 1,261,692 | (1,072,036) | 189,657 |
| Motor Vehicles | 65,038 | (46,319) | 18,719 |
| Textbooks | 11,934 | (5,039) | 6,895 |
| Leased Assets | 237,436 | (131,724) | 105,712 |
| Library Resources | 159,590 | (114,969) | 44,621 |
| | | | |
| Balance at 31 December 2020 | 4,359,469 | (2,778,719) | 1,580,750 |



12. Property, Plant and Equipment continued

| | Opening Balance (NBV) \$ | Additions \$ | Disposals \$ | Impairment \$ | Depreciation \$ | Total (NBV) \$ |
|--|--------------------------------|-----------------|-----------------|------------------|--------------------|-------------------|
| 2019 | | | | | | |
| Artworks | 42,450 | - | - | - | - | 42,450 |
| Building Improvements | 646,725 | - | - | - | (18,704) | 628,021 |
| Furniture and Equipment | 646,762 | 68,690 | (2,503) | - | (95,486) | 617,463 |
| Information and Communication Technology | 276,558 | 62,474 | (5,450) | - | (118,636) | 214,946 |
| Motor Vehicles | 26,735 | - | - | - | (4,008) | 22,727 |
| Textbooks | 6,420 | 3,233 | - | - | (2,883) | 6,770 |
| Leased Assets | 106,735 | 128,252 | - | - | (87,146) | 147,841 |
| Library Resources | 79,048 | 671 | (4,517) | - | (9,400) | 65,802 |
| Balance at 31 December 2019 | 1,831,433 | 263,320 | (12,470) | - | (336,263) | 1,746,020 |

| | Cost or Valuation \$ | Accumulated Depreciation \$ | Net Book Value \$ |
|--|----------------------------|-----------------------------------|-------------------------|
| 2019 | | | |
| Artworks | 42,450 | - | 42,450 |
| Building Improvements | 937,119 | (309,099) | 628,020 |
| Furniture and Equipment | 1,735,295 | (1,117,833) | 617,463 |
| Information and Communication Technology | 1,308,810 | (1,093,864) | 214,946 |
| Motor Vehicles | 65,038 | (42,311) | 22,727 |
| Textbooks | 9,162 | (2,392) | 6,770 |
| Leased Assets | 219,763 | (71,922) | 147,841 |
| Library Resources | 230,716 | (164,914) | 65,802 |
| Balance at 31 December 2019 | 4,548,354 | (2,802,334) | 1,746,020 |

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

| | 2020 Actual \$ | 2020 (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|---------------------------|----------------------|
| Operating Creditors | 135,834 | 443,469 | 329,381 |
| Accruals | 23,983 | - | 34,575 |
| Banking Staffing Overuse | 89,228 | 4,545 | 4,545 |
| Employee Benefits Payable - Salaries | 607,996 | 469,602 | 504,980 |
| Employee Benefits Payable - Leave Accrual | 32,302 | 38,851 | 38,551 |
| | 889,343 | 956,467 | 912,032 |
| Payables for Non-exchange Transactions - Other | - | - | - |
| | 889,343 | 956,467 | 912,032 |

The carrying value of payables approximates their fair value.



15. Revenue Received in Advance

| | 2020 | 2020 | 2019 |
|---|----------------|----------------|------------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Grants in Advance - Ministry of Education | - | - | 83,304 |
| International Student Fees | 431,499 | 856,283 | 856,283 |
| Other | 128,364 | 109,798 | 113,933 |
| | <u>559,863</u> | <u>966,081</u> | <u>1,053,520</u> |

16. Funds Held on Behalf of Homestay Students

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

| | 2020 | 2020 | 2019 |
|----------------|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Homestay Costs | <u>395,568</u> | <u>764,273</u> | <u>764,273</u> |

17. Provision for Cyclical Maintenance

| | 2020 | 2020 | 2019 |
|---|----------------|----------------|----------------|
| | Actual | Budget | Actual |
| | \$ | (Unaudited) | \$ |
| Provision at the Start of the Year | 311,637 | 311,637 | 432,747 |
| Increase to the Provision During the Year | 66,128 | 81,444 | (18,309) |
| Adjustment to the Provision | - | - | - |
| Use of the Provision During the Year | (87,171) | (87,174) | (102,801) |
| Provision at the End of the Year | <u>290,594</u> | <u>305,907</u> | <u>311,637</u> |
| Cyclical Maintenance - Current | 36,672 | 46,800 | 73,905 |
| Cyclical Maintenance - Term | 253,922 | 259,107 | 237,732 |
| | <u>290,594</u> | <u>305,907</u> | <u>311,637</u> |



18. Funds Held for Capital Works Projects

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

| 2020 | Status | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Closing Balances \$ |
|---|--------------------|---------------------------|----------------------------|----------------|---------------------------|
| MOE Bells | <i>in progress</i> | (4,776) | - | (470) | (5,246) |
| MOE LSC Roof | <i>in progress</i> | 35,415 | - | (25,785) | 9,630 |
| MOE T Block Leaky Project | <i>in progress</i> | (10,128) | - | (8,088) | (18,216) |
| MOE A Block Bathroom Joinery Replacement | <i>in progress</i> | (57,081) | 83,500 | (33,444) | (7,025) |
| MOE D Block Flooring Replacement | <i>in progress</i> | 10,661 | 2,300 | (935) | 12,026 |
| MOE B Block Window and Cabinetry | <i>completed</i> | 12,032 | 5,833 | (17,865) | - |
| MOE F Block EEW | <i>in progress</i> | (440) | - | (38,530) | (38,970) |
| MOE L Block Cabinetry Replacement | <i>in progress</i> | 31,750 | - | (33,184) | (1,434) |
| MOE Pool accessible Bathroom Water Damage | <i>completed</i> | (21,931) | 21,931 | - | - |
| MOE S Block Prep Room Fan | <i>completed</i> | (3,581) | 11,981 | (8,400) | - |
| MOE F&T Block Heat Pumps | <i>completed</i> | 1,700 | 2,900 | (4,600) | - |
| MOE F Block Replace Wall Linings | <i>completed</i> | (16,175) | 4,245 | 11,930 | - |
| MOE 5YA Maintenance during Redev MOE Project | <i>completed</i> | 42,263 | 40,031 | (62,895) | 19,399 |
| MOE Pool Filter Replacement | <i>completed</i> | 4,593 | 2,327 | (6,920) | - |
| MOE Gym Upgrade Mods | <i>in progress</i> | 130,958 | 20,960 | (135,285) | 16,633 |
| MOE Essential Enabling Works Fire Alarm Upgrade | <i>completed</i> | (6,520) | 15,021 | (8,501) | - |
| MOE SIP Artificial turf | <i>in progress</i> | - | 30,000 | (30,570) | (570) |
| MOE SIP Lower Field Drainage | <i>in progress</i> | - | 90,000 | (96,905) | (6,905) |
| MOE SIP Pool Heat Exchange | <i>completed</i> | - | 8,177 | (8,177) | - |
| MOE Asphalt Court Resurfacing | <i>in progress</i> | - | 53,250 | (2,000) | 51,250 |
| MOE Site Fencing | <i>in progress</i> | - | 62,744 | (22,000) | 40,744 |
| MOE Health and Safety | <i>completed</i> | - | 10,638 | (10,638) | - |
| MOE LSC Coord Property | <i>in progress</i> | - | 106,997 | (42,246) | 64,751 |
| B Block Electrical EEW works | <i>in progress</i> | - | 148,500 | (41,761) | 106,739 |
| Block A & D Roofing | <i>in progress</i> | - | 17,790 | (25,186) | (7,396) |
| Totals | | 148,738 | 739,125 | (652,455) | 235,410 |

Represented by:

| | |
|---|----------------|
| Funds Held on Behalf of the Ministry of Education | 321,172 |
| Funds Due from the Ministry of Education | (85,762) |
| | <u>235,410</u> |



18. Funds Held for Capital Works Projects (continued)

| 2019 | Status | Opening Balances \$ | Receipts from MoE \$ | Payments \$ | Closing Balances \$ |
|---|--------------------|---------------------------|----------------------------|----------------|---------------------------|
| MOE A Backstage Heating | <i>completed</i> | 17,125 | 2,875 | (20,000) | - |
| MOE Bells | <i>in progress</i> | (28,207) | 29,000 | (5,569) | (4,776) |
| MOE LSC Roof | <i>in progress</i> | 38,404 | - | (2,989) | 35,415 |
| MOE T Block Leaky Project | <i>in progress</i> | (10,993) | 50,000 | (49,135) | (10,128) |
| MOE A Block Bathroom Joinery Replacement | <i>in progress</i> | - | - | (57,081) | (57,081) |
| MOE D Block Flooring Replacement | <i>in progress</i> | - | 30,000 | (19,339) | 10,661 |
| MOE B Block Window and Cabinetry | <i>in progress</i> | - | 31,412 | (19,380) | 12,032 |
| MOE B Block Electrical EEW Works | <i>completed</i> | - | 24,500 | (24,500) | - |
| MOE F Block EEW | <i>in progress</i> | - | - | (440) | (440) |
| MOE L Block Cabinetry Replacement | <i>in progress</i> | - | 36,000 | (4,250) | 31,750 |
| MOE Pool accessible Bathroom Water Damage | <i>in progress</i> | - | - | (21,931) | (21,931) |
| MOE S Block Prep Room Fan | <i>in progress</i> | - | - | (3,581) | (3,581) |
| MOE F&T Block Heat Pumps | <i>in progress</i> | - | 29,500 | (27,800) | 1,700 |
| MOE F Block Replace Wall Linings | <i>in progress</i> | - | 26,960 | (43,135) | (16,175) |
| MOE 5YA Maintenance during Redev MOE Project | <i>in progress</i> | - | 98,000 | (55,737) | 42,263 |
| MOE Caretakers House | <i>completed</i> | - | 35,000 | (35,000) | - |
| MOE M Block Re-keying | <i>completed</i> | - | 3,957 | (3,957) | - |
| MOE Pool Filter Replacement | <i>in progress</i> | - | 20,943 | (16,350) | 4,593 |
| MOE Gym Upgrade Mods | <i>in progress</i> | - | 206,136 | (75,178) | 130,958 |
| MOE Essential Enabling Works Fire Alarm Upgrade | <i>in progress</i> | - | - | (6,520) | (6,520) |
| Totals | | 16,329 | 624,283 | (491,874) | 148,738 |

19. Finance Lease Liability

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

| | 2020 Actual \$ | 2020 (Unaudited) \$ | 2019 Actual \$ |
|--|----------------------|---------------------------|----------------------|
| Current Liability | 44,752 | 65,097 | 61,963 |
| Non Current Liability | 65,480 | 51,506 | 91,178 |
| | 110,232 | 116,603 | 153,141 |
| Minimum lease payments payable: | | | |
| No Later than One Year | 44,752 | 65,097 | 61,963 |
| Later than One Year and no Later than Five Years | 65,480 | 51,506 | 91,178 |
| | 110,232 | 116,603 | 153,141 |



20. Related Party Transactions

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

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

21. Remuneration

Key management personnel compensation

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

| | 2020 Actual \$ | 2019 Actual \$ |
|---|----------------------|----------------------|
| <i>Board Members</i> | | |
| Remuneration | 4,115 | 4,555 |
| Full-time equivalent members | 0.15 | 0.12 |
| <i>Leadership Team</i> | | |
| Remuneration | 616,057 | 680,654 |
| Full-time equivalent members | 4.30 | 5.00 |
| Total key management personnel remuneration | 620,172 | 685,209 |
| Total full-time equivalent personnel | 4.45 | 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:

| | 2020 Actual \$000 | 2019 Actual \$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: | | |
| Salary and Other Payments | 210-220 | 190-200 |
| Benefits and Other Emoluments | 0-5 | 4-5 |
| Termination Benefits | - | - |

Other Employees

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

| Remuneration \$000 | 2020 Number | 2019 Number |
|-----------------------|----------------|----------------|
| 100 - 110 | 16 | 6 |
| 110 - 120 | 1 | 2 |
| 120-130 | 3 | - |
| 140 - 150 | - | 1 |
| | 20 | 9 |

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



22. Compensation and Other Benefits Upon Leaving

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

| | 2020 Actual | 2019 Actual |
|------------------|----------------|----------------|
| Total | - | 44,290 |
| Number of People | - | 1 |

23. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: nil)

Holidays Act Compliance – schools payroll

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

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

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



24. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- (a) \$35,415 contract for LSC roof as agent for the Ministry of Education. The project is fully funded by the Ministry and \$40,000 has been received of which \$30,370 has been spent on the project to balance date. The project has been approved by the Ministry; and
- (b) \$78,500 contract for A Block Bathroom Joinery Replacement as agent for the Ministry of Education. The project is fully funded by the Ministry and \$83,500 has been received of which \$90,525 has been spent on the project to balance date. The project has been approved by the Ministry; and
- (c) \$96,905 contract for Lower Field Drainage as agent for the Ministry of Education. This project is fully funded by the Ministry and \$90,000 has been received of which \$96,905 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (d) \$50,750 contract for Asphalt Court Resurfacing as agent for the Ministry of Education. This project is fully funded by the Ministry and \$53,250 has been received of which \$2,000 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (e) \$57,637 contract for Site Fencing as agent for the Ministry of Education. The project is fully funded by the Ministry and \$62,744 has been received of which \$22,000 has been spent on the project to balance date. This project has been approved by the Ministry; and
- (f) \$106,997 contract for LSC Coordinator property as agent for the Ministry of Education. The project is fully funded by the Ministry and \$106,997 has been received of which \$42,246 has been spent on the project to balance date. The project has been approved by the Ministry; and
- (g) \$148,500 contract for B Block Electrical EEW works as agent for the Ministry of Education. The project is fully funded by the Ministry and \$148,500 has been received of which \$41,761 has been spent on the project to balance date. The project has been approved by the Ministry.

(Capital commitments at 31 December 2019: \$278,837)

(b) Operating Commitments

As at 31 December 2020 the Board has entered into the following contracts:

- (a) The board entered a contract with Turtech Ltd for Ground Maintenance for six years commencing 1st December 2016 for \$201,100 per annum. (2019: \$198,128)
- (b) The college has an operating commitment with Ace Care Cleaning Services Limited for \$151,410 per annum (2019 - \$151,410) terminating on 31st December 2021.
- (c) The college has an operating commitment with New Era IT Limited for \$119,551 per annum (2019 - \$117,900) terminating on 1st January 2021.

25. Managing Capital

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



26. Financial Instruments

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

Financial Assets measured at amortised cost

| | 2020 Actual \$ | 2020 Budget (Unaudited) \$ | 2019 Actual \$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents | 489,646 | 234,076 | 322,422 |
| Accounts Receivable | 626,255 | 660,873 | 539,627 |
| Investments - Term Deposits | 1,066,003 | 2,000,000 | 2,263,283 |
| Total Financial Assets measured at amortised cost | 2,181,904 | 2,894,949 | 3,125,332 |

Financial liabilities measured at amortised cost

| | | | |
|--|---------|-----------|-----------|
| Accounts payable | 889,343 | 956,467 | 912,032 |
| Finance Leases | 110,232 | 116,603 | 153,141 |
| Total Financial Liabilities Measured at Amortised Cost | 999,575 | 1,073,070 | 1,065,173 |

27. Events After Balance Date

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

28. Comparatives

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



INDEPENDENT AUDITOR'S REPORT**TO THE READERS OF NORTHCOTE COLLEGE'S
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020**

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 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 45, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with *Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime*.

Our audit was completed on 31 May 2021. This is the date at which our opinion is expressed.

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

Basis 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.

The title 'Partner' conveys that the person is a senior member within their respective division, and is among the group of persons who hold an equity interest (shareholder) in its parent entity, Findex Group Limited. The only professional service offering which is conducted by a partnership is the Crowe Australasia external audit division. All other professional services offered by Findex Group Limited are conducted by a privately owned organisation and/or its subsidiaries.

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Responsibilities of the Board for the financial statements

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

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises 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 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: *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.



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