

# NORTHCOTE COLLEGE



## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

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	Presiding Member	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	Company Director	Aug 2022
Trina Lincoln	Parent Rep	Elected Aug 2019	Lawyer	Aug 2022
Alex Plummer	Staff Rep	Elected Aug 2019	Teacher	Aug 2022
Dominick Stephens	Parent Rep	Elected Aug 2019	Economist	Aug 2022
Greg Steele	Parent Rep	Co-opted June 2021	Lawyer	Aug-22
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 2021

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## **Board Report for Annual Report on 2021**

### **Navigating challenges and opportunities**

We had hoped in 2021 to put the turbulence and uncertainty of 2020 behind us. However, a new wave of Covid-19 related challenges presented themselves and had a significant impact in the second half of the year. Everyone and every aspect of school life was been affected. Some will remember the year positively; others will remember the difficulties. We will all remember 2021 as significant.

The wellbeing of students, staff, whānau and our community drove decisions at Northcote College in 2021. Our strategy was to be cautious and to provide choices. Announcements about return to school were greeted with enthusiasm by some and created concern for others. During the extended Level 3 lockdown which began in August, seniors were the first to have the chance to return to face-to-face classes at school to focus on NCEA success. Juniors had to wait for their chance to reconnect with face-to-face learning and friends at school until almost the end of the year.

What did we learn in 2021?

- We have learned that we can keep going even when life changes significantly.
- We have learned to switch more confidently from face-to-face to online teaching and learning and we have adapted to the constraints necessary for us to be as safe as possible on our return to school.
- We have learned that sometimes it is important to change our lives and behaviours to make a difference for others. Wearing masks at school is an example of a change in individual behaviour for the collective good. We were humbled by the consistency and goodwill of students in response to the mask wearing mandate. Similarly, we were grateful to the staff for their response to the vaccination mandate.
- We have learned that we need to continue to strengthen the opportunities we give our young people to ask critical questions about

issues and the information they are exposed to online. New Zealand's new Governor General Cindy Kiro was recently reported as saying that 'good quality information and a critical mind are the best tools for dealing with any issues'. *Source: NZ Herald 6 November 2021.*

- We have learned that our individual actions contribute to local, national and global issues and solutions. When we work together we can achieve something greater than ourselves. He waka eke noa.

### 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), Trina Lincoln (Deputy Chairperson), Lance Hadley, Kim Jones, and Dominick Stephens. Sacha Handsaker continued as a co-opted trustee and Alex Plummer continued as staff representative. In 2021 Greg Steele was co-opted to the Board. The usual annual change of student representative did not occur in October due to Covid. Cole Gallagher (2020-2021) ended his term but a new student representative was not elected.

### Thanks

We thank the Board, parents, whānau and the wider community for their support of Northcote College students in 2021. 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 2021

as at 26 May 2022

<i>Indicator/Measure</i>	2014	2015	2016	2017	2018	2019	2020 COVID-19	2021 COVID-19
<b>Student Learning – Engagement, Progress and Achievement and Pathways</b>								
<b>Attendance</b>								
Attendance rate overall %	86.6	85.1	84.4	84.0	83.0%	82.7	85.7%	83.4
Attendance rate % Maori	82.7	79.2	79.4	80.2	79.0	77.5	87.6%	75.9
Attendance rate % Tongan	83.4	82.6	80.0	78.5	71.5	72.1	83.9%	72.8
Attendance rate % Samoan	82.7	75.5	81.0	78.3	67.0	79.2	80.6%	84.1
Unjustified Absence overall %	2.9	4.9%	4.6	4.6	5.5	5.4	4.8%	5.6
Unjustified Absence % Maori	4.8	8.2%	7.6	7.2	9.1	9.5	8.7%	10.9
Unjustified Absence % Tongan	5.7	8.8%	8.3	9.9	15.4	13.8	13.8%	14.5
Unjustified Absence % Samoan	5.9	11.3	6.6	9.3	19.9	11.3	9.5%	5.4
<b>Achievement</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
NCEA Level 1 enrolment based cumulative overall success %	79.2	85.2	76.1	78.7	80.3	73.5	82.1%	78.6
NCEA Level 1 enrolment based cumulative Maori success %	60.0	59.5	47.4	57.7	76.9	55	68.9%	68.3
NCEA Level 1 enrolment based cumulative Maori success % Pasifika	65.2	76.2	38.7	54.5	66.7	39.1	76.9%	60.0
NCEA Level 1 enrolment based cumulative success %Asian	75.0	87.5	72.5	73.0	77.5	83.3	81.8%	74.3
NCEA Level 2 enrolment based cumulative overall success %	82.3	86.3	88.3	81.4	80.4	82.0	90.2%	78.3
NCEA Level 2 enrolment based cumulative Maori success %	60.0	76.3	81.8	64.5	66.7	76.0	81.8%	51.1
NCEA Level 2 enrolment based cumulative success % Pasifika	63.2	81.0	86.4	45.2	59.1	58.3	70%	60.9

NCEA Level 2 enrolment based cumulative success % Asian	82.6	87.0	73.3	83.8	82.9	79.1	92.9%	83.3
NCEA Level 3 enrolment based cumulative overall success %	62.0	70.3	76.7	82.5	65.7	74.2	73.5%	78.5
<b>Indicator/Measure</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
NCEA Level 3 enrolment based cumulative Maori success %	36.7	58.6	64.3	73.1	40.7	81.3	52.2%	72.4
NCEA Level 3 enrolment based cumulative success % Pasifika	24.2	47.1	47.4	68.2	34.6	64.7	57.1%	52.9
NCEA Level 3 enrolment based cumulative success % Asian	72.2	62.2	72.0	86.2	72.2	77.8	78.6%	72.7
NCEA Level 1 merit or excellence endorsement	62.5	65.3	64.7	68.1	70.6	69.4	69.2%	74.7
NCEA Level 2 merit or excellence endorsement	45.9	48.6	58.9	51.1	61.8	51.5	52.4%	58.4
NCEA Level 3 merit or excellence endorsement	46.7	47.5	46.2	53.0	49.2	51.2	48.1%	48.4
Literacy Year 11				89.1	93.1	92.9	93.2	90.3
Year 12				96.4	93.3	96.9	98.4	97.0
Year 13				98.8	99.0	95.7	96.7	97.7
Numeracy Year 11				85.8	91.1	89.3	90.6	87.9
Year 12				94.6	92.7	97.4	98.4	97.4
Year 13				97.5	98.0	95.7	95.6	98.9
University Entrance	51.6	56.9	68.3	72.5	59.6	61.3	55.8%	63.3
Number of Scholarships including Outstanding Scholarships	23	15	16	18	15	12	7	10
Outstanding Scholarships	2	-	-	1	-	1	1	1
<b>School Leaver Data</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Leavers with NCEA Level 2 or above Total NB: Strategic Plan target is 85%	84.5%	88.8%	88.1%	87.5%	83.3%	82.9	90.2	84.2 (provisional)
Leavers with NCEA Level 2 or above – Māori	71.9%	75%	69.2%	81.8%	66.7%	63.6	64.5	67.5 (provisional)

Leavers with NCEA Level 2 or above – Pasifika	66.7%	71.4%	80%	84.6%	54.8%	68.2	70.4	66.7 (provisional)
<b>Stand downs, Suspensions, Exclusions and Expulsions</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Stand downs per 1000 students	6.6		9	24.5	32.7	18.1	16.3	Not yet available
Suspensions	2	5	8	2	0	1	0	2
Exclusions	0	2	5	2	0	1	0	0
Expulsions	1	1	1	0	0	0	0	2
<b><i>Indicator/Measure</i></b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Retention</b>								
Retention of students to at least 17 <sup>th</sup> birthday	91.3%	92.2%	89.4%	92.1%	87.6	87.7	94.4	Not yet available
<b>Engagement</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Me and My School Survey Result	56.1%	57.4	57.1	52.6	56.9	54.4	54.2%	No survey

<b>Governance and Management</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Operating surplus/(deficit)	\$158,299	(\$206,363)	(\$191,337)	\$277,088	\$84,380	(\$197,681)	(\$158,949)	(\$396,949)
Working capital	\$35,541	(\$16,945)	(\$44,337)	\$205,070	\$271,129	\$97,366	\$87,032	(\$149,803)

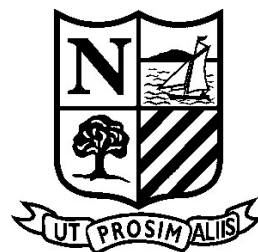
<b>Student Numbers</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Total Roll 1 March	1154	1089	1114	1085	1131	1081	1155	1176
Roll 1 March (funded students)	1046	988	1009	968	1006	965	1052	1140
Roll 1 March Foreign Fee Paying Students	108	101	105	117	124	112	87	36
Roll 1 March INZ	692	674	692	648	670	628	647	673
Roll 1 March OoZ	354	314	317	320	336	337	405	448

In zone students as a percentage of total domestic roll	66%	68%	69%	67%	67%	65%	61.5	60%
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<b>Health and Safety Key Indicators</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
1st Aid Injuries requiring on site treatment only - (excluding onsite physio) July - July					72	84	68	45
Number of injuries/incidents resulting in Physio, GP or other medical visits/hospital or dental July - July					51	67	61	53
Number of serious harm injuries (reported to WorkSafe NZ) July - July					1	1	1	0

<i>Indicator/Measure</i>	2014	2015	2016	2017	2018	2019	2020	2021
<b>Average Class Size</b>				23	24	23	22	22
<b>160 Essential Māori Words</b>								(n=90)
Staff results - average								78
Staff results - median								74
								Range 13-158





**Northcote College**

**Variance Report on Annual Plan 2021**

*as at February 2022*

***Successful learning for all***

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 Level2 (85% of Maori, 85% of Pasifika) (Better Public Service Target)	Leavers data for 2021 not available as at 28 February 2022	See Annual Plan 2022
2. Increase participation of leavers in tertiary study by age 19 to 70%	Leavers data for 2021 not available as at 28 February 2022	

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 2021 Professional Learning Report</i></p>	<p>The work on NCOL Case Studies will continue in 2022.</p> <p>A professional learning focus in 2022 on teaching diverse learners.</p> <p>The work on cultural responsiveness will continue.</p> <p><i>See Annual Plan 2022</i></p>
<p>2. Educationally powerful connections All staff developing educationally powerful connections and relationships with parents, families, whānau</p>	<p>Important strategies in 2021:</p> <ul style="list-style-type: none"> <li>• Knowing and supporting individuals</li> <li>• Curriculum Development</li> <li>• Cultural Responsiveness</li> <li>• Property Development</li> </ul> <p><i>See individual reports below.</i></p>	<p>A school wide focus on knowing and supporting individuals.</p> <p>In 2022 we will review our current systems and ways of supporting and knowing individuals (learning and wellbeing). <b>This is carried over from a Covid interrupted year in 2021.</b></p> <p><i>See Annual Plan 2022</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 2021	What did we achieve?	Where to next?
1. Knowing and supporting individuals	<p>December NCOL leaders working with Deans now formalised in letters of offer for 2022-2023. In Term 4 staff have worked both face to face and online to support individual student achievement and wellbeing. In 2022 students will be expected to return to school for face to face learning.</p> <p>September Our Covid lockdown response has once again shown our ability to support individuals. Within school COL leaders are again working well to support Deans work to support wellbeing and learning of students.</p> <p>Ongoing work to refine our system of referrals to the in school Ed Psych has been done in August and September.</p> <p>August Case study and inquiry work continues. RI is working with students who are applying for various tertiary financial scholarships.</p> <p>June Case study and inquiry work continues.</p> <p>May Term 1 Junior Subject Teacher meetings for each junior form class are now complete. Feedback from teachers was positive. We will do these again next year.</p> <p>April Learning Differences was the focus of the Term 1 FLD with workshops focussed on the most typical diagnoses seen at Northcote College. Feedback from the day has helped to identify next steps and the LSC team will continue to work on this goal. eg: Helen Morris LSC will run a session with Maths and Science staff on dyscalculia early in Term 2. There is also a plan for TAs to meet as a group with teachers to build a shared understanding of the potential they offer in the classroom.</p> <p>The delayed PTS meetings (due to Covid) meant that the focus of these meetings was not as intended however we were pleased with the number of students who attended the meetings. It was noted that most who attended were junior students - logically as at primary and intermediate school this is normal practice.</p> <p>Kirsty Farrant (PPTA) presented the Safer Schools for All to</p>	See Annual Plan 2022

	<p>teachers on Monday 12 April. The session focussed on LGBTIQ+ student safety and wellbeing. Students requested the relaunch of Rainbow group which meets every Friday lunchtime during term time to offer support, socialisation, education and identify areas requiring action. Karen will attend the Inside Out PD Workshop in May on facilitation of diversity groups in schools. (Rescheduled due to Covid Lockdown). A group of our diverse students will likely attend the 'Lil Gay Out event to be hosted by Hobsonville Point Secondary School in May.</p>	
2. Curriculum Development	<p>December NCEA Review Pilot Programme revised nationally which means only Spanish and History to be involved in a mini pilot in 2022. Accord TOD used to review programmes. Other aspects eg: numeracy &amp; literacy initiatives will be explored during Term 1 2022.</p> <p>September Application to pilot the new Science &amp; Spanish Level 1 standards in 2022 lodged. New English course @ Level 1 for 2022 Ō Tātou Pūrākau offers an English course with consideration of a Māori world view and Māori values and practices.</p> <p>August Accord TOD is around the Review of Level 1 Achievement Standards and the new matrices available in each subject area. The matrix is the basis for local curriculum design. Four subjects have indicated interest in piloting the new Level 1 standards in 2022.</p> <p>New 2022 Courses approved by the Curriculum Committee were: 9 Media Literacy (8 week course for all Year 9), 11Science (assumes pilot standards), 11OTP Year 11 O Tatou Purakau (Our Stories).</p> <p>June NCOL TOD keynote presentation by Dr Melinda Webber tied in well with the ongoing case study work and the Mana Model she introduced (Māori student thinking and behaviour is motivated by the desire to achieve a sense of mana - self-efficacy, purpose, pride and belonging) has potential for schoolwide curriculum development. In the second part of the day NC staff and representatives of COL schools toured the Northcote area to learn more about local Māori history.</p> <p>May Planning for Accord Teacher Only Day: 13 May underway.</p>	See Annual Plan 2022

	<p>Focus includes: Mātauranga Māori, Aotearoa NZ Histories and new NCEA literacy and numeracy requirements.</p> <p>April NCEA review feedback has been submitted by a number of departments and the associated issues are part of the regular HOD Meeting agenda.</p> <p>Graeme Ball HOD Social Sciences has been closely involved in the development of the Aotearoa NZ Histories curriculum.</p> <p>Online Learning feedback from students, teachers and parents has been collated to refine NC approaches to teaching and learning during Lockdown. <a href="https://docs.google.com/document/d/10hDTfB421r8Hrjp-G3NeZzyQfI58xkhQoLQIR02XHUY/edit?usp=sharing">https://docs.google.com/document/d/10hDTfB421r8Hrjp-G3NeZzyQfI58xkhQoLQIR02XHUY/edit?usp=sharing</a></p> <p>TIC Health Rebekah Te Hau has compared NC Health Education curricula with the material within the NZCER Mental Health and Hauora document. HODs are currently looking at where this document is reflected in their courses and this will be followed by review and identification of possible areas for development.</p>	
3. Cultural Responsiveness	<p>December Approved for 2022 Creative in Schools project: Students will explore concepts of Tūrangawaewae (a place to stand) and cultural identity using pūrākau (Māori myths) as inspiration and portraiture photography; using costumes and props and local land sites as the backdrop.</p> <p>September 2022 Ō Tātou Pūrākau English course adds to Tikanga Māori and Music Oranga He Pūoro, He Oranga</p> <p>August Staff have been encouraged to join the Te Ahu o te Reo Māori professional learning scheme which aims to grow and strengthen an education workforce that can integrate te reo Māori into the learning of all ākonga and students in Aotearoa New Zealand by 2025.</p> <p>June Lead group is looking at the Mana Model (Dr Melinda Webber) and embarking on interviewing junior students around engagement, attitudes to school, aspirations and the role of culture in their attitude to success.</p> <p>Samoan Language Week was highlighted at assembly 31 May.</p> <p>Laulotaha has recommenced.</p>	<i>See Annual Plan 2022</i>

	<p>May Laulotaha begins on Tuesday 18 May</p> <p>April At least 3 teachers are undertaking Te Reo and tikanga PL courses outside of school and Kelli Kawhia continues to deliver a weekly professional learning programme for teachers (Beginners and intermediate level).</p> <p>Laulotaha has been scheduled into the Term 2 calendar.</p>	
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<p>4. Property Development</p>	<p>December 5YA approved and signed by BOT and MoE.</p> <p>Construction of 14 modular classrooms progressing well.</p> <p>Waiting for Ministry update on size of the gymnasium and new classroom block. Design work stalled until this decision is made.</p> <p>Naylor Love appointed as ECI contractor for Stage 1.</p> <p>EEW project on ORO due to be completed this month.</p> <p>EEW project on F block, A block and Black Box theatre to begin in the new year.</p> <p>Alarm project close to completed for this stage. Currently running dual system.</p> <p>September 5YA and 10YPP completed and ready for BOT approval.</p> <p>Covid will likely have an impact on the delivery dates for EEW and Modulares classrooms.</p> <p>Stage 1 Redevelopment Preliminary Design complete. ECE presentations complete. Expect successful ECE contractor to be announced at the end of September. See Progress Status Report</p> <p>August There is an opportunity for students interested in a career in the construction industry to attend the 23 August Contractor Presentations ( an hour at a time).</p> <p>June Shakthi appointed for Enabling Works Stage 1. Due to start in the last week of this Term II. Early Contractor Engagement underway for Redevelopment Project Modulars on track for December completion.5YA being discussed with Ministry. Size of Gymnasium unresolved. See 14 June Project Status Report</p> <p>May Modular buildings planning complete. Likely to to begin building on site in July.</p>	<p><i>See Annual Plan 2022</i></p>
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	<p>Still no confirmation on size of gymnasium from Ministry.</p> <p>Heat pumps/air con in hall being discussed with Ministry.</p> <p>Disabled access to C block and Library completed.</p> <p>B1 classroom completed</p> <p>Draft 10YPP plan for 5YA funding completed.</p> <p>April</p> <p>Enabling works at the developed design phase.</p> <p>Modular buildings planning underway.</p> <p>Redevelopment construction project in preliminary design phase.</p> <p>Disabled access to C block and Library due to start on Monday 19 April project</p> <p>B2 offices now complete and occupied. B1 due to be available for classes next Term.</p>	
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Other actions/areas of work	What did we achieve?	Where to next?
1. Manage challenges presented by Covid-19 as they arise.	Significant Level 4 Lockdown in August-September. Northcote College students and families tested positive. Lockdown continued until end of year with constraints on both teaching/learning and assessment. Developed implementation plan for Covid Protection Framework (CPF) traffic lights required for 2022	Manage challenges presented by Covid-19 as they arise.
1. Hold Careers Day for Seniors	Careers Day held on Tuesday 25 May	
2. Take part in PISA 2021	PISA testing completed Friday 28 May.	Uncertain.
3. Engage with EROs new operating model.	No contact from ERO.	Engage with ERO as appropriate.
4. Manage changes required by changes to the Smokefree Environments Act including taking all reasonably practical steps to ensure that no person vapes in any part of the school at any time.	This issue has been raised at assembly with students. Trial change to student access to toilets followed by survey. Over 200 students responses. Majority not in favour of the trial. 87% of students know where to get help to become vape free/smokefree. Vaping signage now displayed. ASH survey which now focuses on vaping carried out with all Year 10 students in June. Results of 2021 ASH Survey: 39% of Year 10 students at NC report trying vaping. (National average 42.7%) 19% of Year 10 students at NC report regular vaping. (National average 20.2%) 7.2% of Year 10 students at NC report daily vaping (National average 9.6%)	Continue to educate and monitor.

5. Implementing the new professional growth cycle for teachers.	New system implemented for teachers	Plan and implement for new professional growth cycle for principal.
6. Whole school Shakespeare production.	Outstanding production of the Tempest played to appreciative audiences over 4 nights.	Whole school Showquest production.
7. Policy reviews	Ongoing.	Ongoing.
8. Review current strategic plan 2018-2021 and develop Strategic Plan 2021-2026.	Ongoing. Note Ministry announced that only Annual Plans required for 2022 given Covid interruptions. Current Strategic Plan extended for 2022.	Review current strategic plan 2018-2022 and develop Strategic Plan 20212-2027.
9. Respond to Ministry of Education leadership around plans for schools to become carbon neutral by 2025	No progress from Ministry of Education. Moved to 2022 annual plan.	Annual Plan 2022
10. Offer Educative Mentoring Professional Learning with Ngaire Hoben	Moved to 2022 annual plan due to Covid interruptions in 2021.	Moved to 2022 annual plan due to Covid interruptions in 2021.
11. Improve functionality of online payments for parents/whanau	Achieved.	

12. Improve budget holders access to Xero.	Achieved.	
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## **Northcote College**

### **Kiwi Sport Funding**

For the year ended 31 December 2021

In 2021 Northcote College received \$28,241 (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 461 students. We have 40% of students participating in sport with 59% being male and 41% being female.

# Northcote College

## Statement of Responsibility

For the year ended 31 December 2021

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 2021 fairly reflects the financial position and operations of the school.

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

Andrew Robert Fox  
Full Name of Presiding Member

  
Signature of Presiding Member

2 June, 2022  
Date:

Vicki Ann BARRIE  
Full Name of Principal

  
Signature of Principal

2 June 2022  
Date:

# Northcote College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	12,743,444	12,243,335	13,108,691
Locally Raised Funds	3	741,836	379,265	624,301
Interest Earned		4,935	8,496	26,172
Gain on Sale of Property, Plant and Equipment		565	-	-
International Students	4	435,041	521,124	974,771
		13,925,821	13,152,220	14,733,935
<b>Expenses</b>				
Locally Raised Funds	3	291,375	67,522	277,955
International Students	4	189,675	196,958	309,532
Learning Resources	5	9,937,583	9,214,945	9,334,126
Administration	6	489,779	561,554	527,152
Property	7	3,118,033	3,162,979	4,106,559
Depreciation	8	283,334	246,205	280,175
Loss on Disposal of Property, Plant and Equipment		-	-	45,783
Finance Costs		12,091	5,376	11,604
		14,321,870	13,455,539	14,892,886
<b>Net Surplus / (Deficit)</b>		(396,049)	(303,319)	(158,950)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(396,049)	(303,319)	(158,950)

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 2021

	Actual 2021 \$	Budget (Unaudited) 2021 \$	Actual 2020 \$
<b>Balance at 1 January</b>	1,348,380	1,348,380	1,506,708
Total comprehensive revenue and expense for the year	(396,049)	(303,319)	(158,950)
Movement in Reserved Equity	23	-	(3,129)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	102,443	-	3,751
<b>Equity at 31 December</b>	1,054,797	1,045,061	1,348,380
Retained Earnings	1,054,797	1,045,061	1,348,380
<b>Equity at 31 December</b>	1,054,797	1,045,061	1,348,380

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 2021

		2021	2021	2020
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	398,730	90,260	489,646
Accounts Receivable	10	703,818	626,255	626,255
Prepayments		32,610	44,257	44,257
Investments	11	211,178	1,066,003	1,066,003
GST Receivable		19,704	22,479	22,480
		<u>1,366,040</u>	<u>1,849,254</u>	<u>2,248,640</u>
<b>Current Liabilities</b>				
Accounts Payable	14	832,800	889,343	889,343
Revenue Received in Advance	15	358,999	559,863	559,863
Funds Held on Behalf of Homestay Students	16	218,720	395,569	395,569
Provision for Cyclical Maintenance	17	66,043	118,742	36,672
Funds Held for Capital Works Projects	18	(22,073)	-	235,410
Finance Lease Liability	19	61,354	48,247	44,753
		<u>1,515,843</u>	<u>2,011,764</u>	<u>2,161,609</u>
<b>Working Capital Surplus or (Deficit)</b>		<b>(149,803)</b>	<b>(162,510)</b>	<b>87,030</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	1,586,785	1,450,094	1,580,750
		<u>1,586,785</u>	<u>1,450,094</u>	<u>1,580,750</u>
<b>Non-current Liabilities</b>				
Employee Benefits Payable - Long Service Leave		-	-	-
Provision for Cyclical Maintenance	17	293,305	221,331	253,922
Finance Lease Liability	19	88,881	21,192	65,479
		<u>382,186</u>	<u>242,523</u>	<u>319,401</u>
<b>Net Assets</b>		<u>1,054,797</u>	<u>1,045,061</u>	<u>1,348,380</u>
<b>Equity</b>		<u>1,054,797</u>	<u>1,045,061</u>	<u>1,348,380</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 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		2,981,556	2,535,261	3,033,729
Locally Raised Funds		802,108	379,265	658,660
Homestay		(176,849)	-	(368,704)
International Students		203,207	521,124	549,987
Goods and Services Tax (net)		2,776	0	(82,636)
Payments to Employees		(2,390,100)	(1,689,369)	(2,516,574)
Payments to Suppliers		(1,958,643)	(1,757,035)	(2,209,661)
Interest Paid		(12,091)	(5,376)	(11,604)
Interest Received		6,113	8,496	33,051
Funds Administered on Behalf of Third Parties		(257,483)	(235,410)	86,671
<b>Net cash from / (to) the Operating Activities</b>		<b>(799,405)</b>	<b>(243,043)</b>	<b>(827,081)</b>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		7,560	-	(38,787)
Purchase of PPE (and Intangibles)		(193,096)	(115,549)	(121,900)
Proceeds from sale of investments (purchase of investments)		854,826	(0)	1,197,280
<b>Net cash from / (to) the Investing Activities</b>		<b>669,290</b>	<b>(115,549)</b>	<b>1,036,593</b>
<b>Cash flows from Financing Activities</b>				
Contribution from MOE/Movement in Reserved Equity		102,465	-	622
Finance Lease Payments		(63,265)	(40,793)	(42,909)
<b>Net cash from Financing Activities</b>		<b>39,200</b>	<b>(40,793)</b>	<b>(42,288)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(90,916)</b>	<b>(399,385)</b>	<b>167,224</b>
<b>Cash and cash equivalents at the beginning of the year</b>	9	<b>489,646</b>	<b>489,646</b>	<b>322,422</b>
<b>Cash and cash equivalents at the end of the year</b>	9	<b>398,730</b>	<b>90,260</b>	<b>489,646</b>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been 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 2021

#### 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

##### *Basis of Preparation*

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

##### *Financial Reporting Standards Applied*

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

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

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

#### **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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational grants	2,442,333	2,400,797	2,284,222
Teachers' salaries grants	7,405,676	7,405,676	6,828,986
Use of Land and Buildings grants	2,302,398	2,302,398	3,247,355
Other MOE Grants	589,194	130,595	744,259
Other government grants	3,843	3,869	3,869
	<u>12,743,444</u>	<u>12,243,335</u>	<u>13,108,691</u>

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:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<i>Revenue</i>			
Donations	206,427	146,870	191,838
Fundraising and Community Grants	124,902	26,924	21,370
Curriculum related Activities - Purchase of goods and services	273,364	12,528	243,810
Other revenue	89,329	102,084	105,516
Trading	47,813	90,859	61,768
	<u>741,835</u>	<u>379,265</u>	<u>624,301</u>
<i>Expenses</i>			
Activities	287,509	56,686	271,595
Trading	3,687	10,836	6,361
Fundraising and Community Grants Costs	179	-	0
	<u>291,375</u>	<u>67,522</u>	<u>277,956</u>
<i>Surplus for the year Locally raised funds</i>	<u>450,460</u>	<u>311,743</u>	<u>346,345</u>

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

#### 4. International Student Revenue and Expenses

	2021	2021	2020
	Actual	Budget	
	Number	(Unaudited)	Actual
		Number	Number
International Students Roll	32	35	69
	2021	2021	2,020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
International Student Fees	435,041	521,124	974,771
Expenses			
Advertising and other costs	17,303	11,016	42,158
Commissions	46,207	59,220	118,653
Recruitment	3,465	-	15,250
International Student Levy	6,793	12,720	16,020
Employee Benefit - Salaries	115,908	114,002	116,209
International Student Marketing trips	-	-	1,242
	189,676	196,958	309,532
Surplus for the year International	245,365	324,166	665,239

During the year ended 31 December 2021 the International Director did not travel due to COVID restrictions. (2020: Nil)

#### 5. Learning Resources

	2021	2021	2020
	Actual	Budget	
		(Unaudited)	Actual
	\$	\$	\$
Curricular	428,961	430,026	368,603
Information and Communication Technology	179,058	180,564	172,596
Library Resources	7,881	3,828	26,507
Other	11,633	34,668	6,717
Employee Benefits - Salaries	9,271,691	8,508,859	8,726,872
Staff Development	38,358	57,000	32,830
	9,937,582	9,214,945	9,334,125



## 6. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fees	10,859	10,404	10,343
Board of Trustees Fees	4,615	5,148	4,115
Board of Trustees Expenses	13,029	3,528	3,095
Communication	24,179	21,876	23,636
Consumables	18,272	20,508	20,279
Admin Other	10,111	24,336	44,273
Admin Employee Benefits - Salaries	341,453	409,452	354,594
Insurance	21,905	20,942	22,197
Service Providers, Contractors and Consultancy	45,356	45,360	44,620
	489,779	561,554	527,152

## 7. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	194,939	186,264	194,290
Consultancy and Contract Services	39,175	4,296	16,350
Cyclical Maintenance Provision	68,754	86,148	68,339
Grounds	214,666	225,804	214,478
Heat, Light and Water	87,363	106,974	98,588
Rates	247	240	227
Repairs and Maintenance	141,809	182,124	199,739
Use of Land and Buildings	2,302,398	2,302,398	3,247,355
Security	7,873	6,000	8,700
Property - Employee Benefits - Salaries	60,810	62,731	58,492
	3,118,034	3,162,979	4,106,558

The use of land and buildings figure represents 5% 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**

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	18,704	18,000	18,704
Furniture and Equipment	103,266	80,000	98,047
Information and Communication Technology	87,262	87,205	90,109
Motor Vehicles	4,008	4,000	4,007
Textbooks	3,997	2,000	3,131
Leased Assets	59,580	45,000	59,802
Library Resources	6,517	10,000	6,375
	<u>283,334</u>	<u>246,205</u>	<u>280,175</u>

**9. Cash and Cash Equivalents**

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	1,100	-	1,100
Bank Accounts	397,630	90,260	488,546
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>398,730</u>	<u>90,260</u>	<u>489,646</u>

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

Of the \$398,730 Cash and Cash Equivalents, \$41,880 (2020 \$321,172) 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 \$398,730 Cash and Cash Equivalents, \$23,618 (2020 \$nil) 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**

	2021	2021	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Debtors	28,198	81,120	81,120
Interest Accrued	922	2,098	2,098
Teacher Salaries Grant Receivable	674,698	543,037	543,037
	<u>703,818</u>	<u>626,255</u>	<u>626,255</u>
Receivables from Exchange Transactions	29,119	83,218	83,218
Receivables from Non-Exchange Transactions	674,698	543,037	543,037
	<u>703,818</u>	<u>626,255</u>	<u>626,255</u>

## 11. Investments

The School's investment activities are classified as follows:

	2021 Actual	2021 Budget	2020 Actual
Current Asset	\$	\$	\$
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	211,178	1,066,003	1,066,003

## 12. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Artworks	43,450	-	-	-	-	43,450
Building Improvements	609,316	-	-	-	(18,704)	590,612
Furniture and Equipment	562,381	123,639	-	-	(103,266)	582,754
Information and Communication	189,657	48,811	-	-	(87,262)	151,206
Motor Vehicles	18,719	-	-	-	(4,008)	14,711
Textbooks	6,894	6,137	-	-	(3,997)	9,034
Leased Assets	105,712	103,268	-	-	(59,580)	149,400
Library Resources	44,621	10,312	(2,798)	-	(6,517)	45,618
					-	
<b>Balance at 31 December 2021</b>	<b>1,580,750</b>	<b>292,167</b>	<b>(2,798)</b>	<b>-</b>	<b>(283,334)</b>	<b>1,586,785</b>

	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
2021			
Artworks	43,450	-	43,450
Building Improvements	937,119	(346,507)	590,612
Furniture and Equipment	1,762,351	(1,179,597)	582,754
Information and Communication	1,310,504	(1,159,298)	151,206
Motor Vehicles	65,038	(50,327)	14,711
Textbooks	12,625	(3,591)	9,034
Leased Assets	229,186	(79,786)	149,401
Library Resources	159,895	(114,277)	45,618
<b>Balance at 31 December 2021</b>	<b>4,520,168</b>	<b>(2,933,383)</b>	<b>1,586,785</b>



## 12. Property, Plant and Equipment continued

2020	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
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	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
<b>Balance at 31 December 2020</b>	<b>1,746,020</b>	<b>183,246</b>	<b>(68,341)</b>	<b>-</b>	<b>(280,175)</b>	<b>1,580,750</b>

2020	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Artworks	43,450	-	43,450
Building Improvements	937,119	(327,803)	609,316
Furniture and Equipment	1,643,211	(1,080,829)	562,382
Information and Communication	1,261,692	(1,072,036)	189,656
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
<b>Balance at 31 December 2020</b>	<b>4,359,470</b>	<b>(2,778,719)</b>	<b>1,580,750</b>

## 13. Revaluation of Artworks

The School's artworks were valued by Webb's on 13th October 2008 and brought into the financial statements at that date. On 8th November 2021 Webb's revalued artworks at \$121,000 though they are still held at initial cost in the financial statements.

## 14. Accounts Payable

	2021 Actual \$	2021 (Unaudited) \$	2020 Actual \$
Creditors	51,569	135,834	135,834
Accruals	3,390	88,943	88,943
Banking Staffing Overuse	11,796	89,228	89,228
Employee Benefits Payable - Salaries	739,658	543,036	543,036
Employee Benefits Payable - Leave Accrual	26,388	32,302	32,302
	<b>832,800</b>	<b>889,343</b>	<b>889,343</b>
Payables for Non-exchange Transactions - Other	0	-	0
	<b>832,800</b>	<b>889,343</b>	<b>889,343</b>

The carrying value of payables approximates their fair value.



**15. Revenue Received in Advance**

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	23,618	-	0
International Student Fees in advance	199,667	431,499	431,499
Other revenue in advance	135,714	128,364	128,364
	<u>358,999</u>	<u>559,863</u>	<u>559,863</u>

**16. Funds Held on Behalf of Homestay Students**

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Homestay Costs	218,720	395,569	395,569

**17. Provision for Cyclical Maintenance**

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	290,594	290,594	311,637
Increase to the Provision During the Year	68,754	86,152	66,128
Adjustment to the Provision	-	-	0
Use of the Provision During the Year	-	(36,673)	(87,171)
Provision at the End of the Year	<u>359,348</u>	<u>340,073</u>	<u>290,594</u>
Cyclical Maintenance - Current	66,043	118,742	36,672
Cyclical Maintenance - Term	293,305	221,331	253,922
	<u>359,348</u>	<u>340,073</u>	<u>290,594</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:

2021	Status	Opening Balances \$	Receipts from MoE \$	Payments \$	Closing Balances \$
MOE Bells	<i>completed</i>	(5,246)	10,597	(5,351)	-
MOE LSC Roof	<i>in progress</i>	9,630	-	(799)	8,830
MOE T Block Leaky Project	<i>in progress</i>	(18,216)	25,438	(14,787)	(7,566)
MOE A Block Bathroom Joinery Replacement	<i>in progress</i>	(7,025)	7,526	(501)	-
MOE A Block Reroof	<i>completed</i>	-	6,912	(6,912)	-
MOE B Block	<i>in progress</i>	-	7,500	(6,996)	504
MOE D Block Flooring Replacement	<i>completed</i>	12,026	-	(12,026)	-
MOE F Block EEW	<i>in progress</i>	(38,970)	20,243	-	(18,727)
MOE L Block Cabinetry Replacement	<i>in progress</i>	(1,434)	12,026	(348)	10,244
MOE 5YA Maintenance during Redev MOE Project	<i>completed</i>	19,399	12,940	(26,671)	5,668
MOE Gym Upgrade Mods	<i>in progress</i>	16,633	-	-	16,633
MOE SIP Artificial turf	<i>completed</i>	(570)	-	570	-
MOE SIP Lower Field Drainage	<i>completed</i>	(6,905)	6,905	-	-
MOE Asphalt Court Resurfacing	<i>completed</i>	51,250	1,500	(52,750)	-
MOE Site Fencing	<i>completed</i>	40,744	1,128	(41,872)	-
MOE LSC Coord Property	<i>completed</i>	64,751	2,387	(67,138)	-
B Block Electrical EEW works	<i>in progress</i>	106,739	-	(144,399)	(37,660)
MOE G2 Rekey	<i>completed</i>	-	4,927	(4,927)	-
Block A & D Roofing	<i>completed</i>	(7,396)	7,396	-	-
Totals		235,410	127,425	(384,907)	(22,073)

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

41,880  
(63,952)

(22,073)





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)
<b>Totals</b>		<b>148,739</b>	<b>739,126</b>	<b>(652,455)</b>	<b>235,410</b>

## 19. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Liability	61,354	48,247	44,753
Non Current Liability	88,881	21,192	65,479
	<u>150,235</u>	<u>69,439</u>	<u>110,232</u>
Minimum lease payments payable:			
No Later than One Year	61,354	48,247	44,753
Later than One Year and no Later than Five Years	88,881	21,192	65,479
	<u>150,235</u>	<u>69,439</u>	<u>110,232</u>



## 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.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	4,615	4,115
Full-time equivalent members	0.18	0.15
<i>Leadership Team</i>		
Remuneration	598,960	616,057
Full-time equivalent members	4.00	4.30
Total key management personnel remuneration	603,575	620,172
Total full-time equivalent personnel	4.18	4.45

There are 9 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year.

As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	210-220	210-220
Benefits and Other Emoluments	0-5	0-5
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2021 Number	2020 Number
100 - 110	10	16
110 - 120	12	1
120-130	3	3
140 - 150	0	0
	25	20

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:

	2021 Actual	2020 Actual
Total	5,000	0
Number of People	1	0

## 23. Contingencies

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

### *Holidays Act Compliance – schools payroll*

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

### (a) Capital Commitments

As at 31 December 2021 the Board has entered into no contract agreements for capital works as follows: (2020-\$399,299)

The redevelopment project in 2022 is being run by the MOE without any school contribution.

### (b) Operating Commitments

As at 31 December 2021 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 \$200,000 per annum. (2020- \$201,100)
- (b) The college has an operating commitment with Ace Kare Cleaning Services Limited for \$168,000 per annum (2020 - \$151,410) terminating on 13th December 2024
- (c) The college has an operating commitment with New Era IT Limited for \$125,409 per annum (2020 - \$119,551) terminating on 1st May 2022.

## 25. Financial instruments

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

### Financial Assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	398,730	90,260	489,646
Accounts Receivable	703,818	626,255	626,255
Investments - Term Deposits	211,178	1,066,003	1,066,003
Total Financial assets measured at amortised cost	1,313,726	1,782,518	2,181,903

### Financial liabilities measured at amortised cost

Accounts payable	832,800	889,343	889,343
Finance Leases	150,235	69,439	110,232
Total Financial Liabilities Measured at Amortised Cost	983,035	958,782	999,575

## 26. Events After Balance Date

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

## 27. Comparatives

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

## 28. COVID 19 Pandemic on going implications

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2. Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week. Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the The Tāhuhu o te Mātauranga | Ministry to Education, even while closed. However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

### Reduction in locally raised funds

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

### Increased Remote learning additional costs

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

### Reduction in International students

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



## 29. Working Capital

The School has a working capital deficit as at 31 December 2021 of \$149,803. The working capital deficit arose due to a reduction in the School's revenue and the School was unable to reduce its expenditure for the December 2021 in a similar proportion. The School is managing this by having tighter control over expenditure and is working towards a position that the School will have a working capital surplus. The Ministry of Education has confirmed that it will continue to provide the School with resources so it may meet its obligations as they fall due.





**INDEPENDENT AUDITOR'S REPORT**  
**TO THE READERS OF NORTHCOTE COLLEGE'S FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 DECEMBER 2021**

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 2021, 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 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 9 June 2022. This is the date at which our opinion is expressed.

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

**Basis for our opinion**

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

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

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

### **Responsibilities of the Board for the financial statements**

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### **Other information**

The Board is responsible for the other information. The other information comprises the Analysis of Variance and Kiwi Sport Note, 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