



Northland School

Te Kura o Orangi Kaupapa



2020 Annual Report

Analysis of Variance

Financial Statements

Tū mai Te Ahūmairangi, tū mai hoki tātou

As Te Ahūmairangi stands, we also reach for great heights

Board Chairperson's and Principal's Report

Tēnā koutou katoa,

As Chairperson of the Board of Trustees and Principal, it is our pleasure to provide a report regarding the last 12 months.

Overview of the 2020 Year

Where to start? 2020 was a year like no other and influenced heavily by the Stage 1 Building Project and the impact of COVID 19 at Te Kura o Orangi Kaupapa Northland School. 2020 was already going to be a significant year of progress and transition for the School. The COVID-19 pandemic, of course, then dominated the first part of the year, with its impacts continuing to be felt today. The high trust between the Board of Trustees and the school's Senior Leadership Team was demonstrated as they worked closely together to meet the challenges presented by the pandemic and resulting lockdown. The Board would like to express its gratitude to the Senior Leadership Team (Jeremy Edwards, Jane Batchelor and Judith Urry) and to the staff of Northland School for their unstinting resilience and good humour in the face of such serious disruptions.

The construction work on the Stage 1 Building Project continued apace through 2020. The completion of the building in November was a significant achievement as the impact for staff, students and parents was felt on a daily basis. The aim to have all students work in a collaborative shared environment was actioned through professional development, visiting other schools and understanding how collaboration could look like. In 2021, Stage 2 will see the completion of the hall, stairs and decks areas, and the reconnection of the top part of the site with the main play area. The School is also progressing work on the playground, as well as undertaking a set of other remedial projects in the existing buildings.

The School also continues to develop its awareness and cultural competency, especially in relation to its recognition of te ao Māori. We recognise te Tiriti o Waitangi as a founding document of Aotearoa New Zealand and acknowledge the special status of the tāngata whenua. The school aims to give practical effect to the Treaty as it implements the National Education Goals. The Board meets with members of the Māori parent community each term and reports to them on the progress of Māori students as a group. The school acknowledges the cultural backgrounds of all of its students and actively seeks to incorporate elements of these in school programmes.

Jeremy Edward's retirement at the end of the year was an event which brought mixed emotions. A series of farewell events, combined with an introduction to the new building, provided an opportunity for past and present staff, students and community members to farewell Jeremy and recognise his long service for the school and Northland community.

The Board ran a recruitment process for our new Principal mid-year and was delighted to appoint Andrea Peetz to the position, from a very strong field of candidates, with Andrea commencing in position from January 2021. The Board was able to confirm this appointment early so there were opportunities for Jeremy and Andrea to have an effective handover process. Andrea comes to us from Karori Normal, and has already hit the ground. Andrea was already well known to the School and its Leadership Team due to her role in leading our Kahui Ako while Deputy Principal at Karori Normal School.

Judith Urry was welcomed as Associate Principal at the start of the year and will lead in the SENCO role. There were a few changes in our Teaching Aides and support staff, these positions were quickly filled for the start of the year. One staff member left to go on maternity leave for the year.

The Board also had significant changes with Geoff Davenport, our long-standing chairperson, and Gillian Blythe standing down at the end of 2020. Both Geoff and Gillian were firm and steady hands on the portfolios they held and their absence will be deeply felt. The Board and Senior Leadership Team would like to acknowledge and thank them for their service to the Northland School community over many years. John Locker and Justin Parker joined the Board in November as parent representatives following Geoff and Gillian's departure. Andrew McGrath continued to support the Board on property related matters.

One of the effects of COVID-19 was that the parent community was not able to run its usual level of activity to support the school in learning activities, fundraising and community building events. However, fundraising activities were still held both to support the school but also to support charities in the wider community. The Board and Senior Leadership Team are extremely grateful for all of the work put in by parents and volunteers in 2020 under such trying circumstances.

Board of Trustees 2020

Geoff Davenport	Chairperson
Jeremy Edwards	Principal
Jeremy Seed	Parent Representative
Trevor Just	Parent Representative

Andrew Royle	Parent Representative
Kate Jorgenseon	Parent Representative
John Locker	Parent Representative
Justin Parker	Parent Representative
Gillian Blythe	Parent Representative
Emma Chapman	Staff Representative
Suzanne Mace	Board Secretary

The Board also had the support of Andrew McGrath on building related matters.

Accountant/Service Provider: Education Services

Board Meetings

The Board met monthly throughout 2020, online during lockdown and in person when Alert Levels allowed. Board meetings are open to any member of the School community to attend and are advertised through the School's website. The Board is grateful for the detailed advice and assistance provided to it and contributions by the members of the Senior Leadership Team and the Staff Representative Board Member, Emma Chapman.

Student Learning

Student achievement is a result of the combined contributions of the students, teachers, family and whānau and community. Our teaching staff:

- give all students the opportunity and encouragement to develop a wide range of academic, social, recreational and cultural skills and to extend the boundaries of their learning and thinking
- expect that students will develop as self-motivated, independent learners and thinkers, who can work effectively in a co-operative team environment.
- recognise that students are individuals who learn at different rates and in different ways.
- expect our students to demonstrate on-going growth through all Learning Areas of the New Zealand Curriculum with a particular emphasis on Literacy and Numeracy especially in the first four years of schooling.
- expect our Year 8 students to be well prepared for their secondary education. They will leave with well-developed skills in various learning areas and will be able to use the New Zealand Curriculum key competencies to high levels across a range of learning areas and situations.
- expect high standards of student achievement in relation to literacy and numeracy.
- encourage high levels of student attendance and follow-up on all unexplained absences. We work closely with a very small number of families where attendance may be of a concern and provide support where necessary.

Families, whanau and community were actively engaged and it was extremely evident during 2020 as we rallied together to support one another as we navigated the unknown.

COVID-19 Response

Throughout the lockdown and level changes the school goals below were very evident and were strengthened as we had to adapt and respond in different ways.

- To enhance communication and build relationships with and among the school and the wider community.
- To promote awareness, acceptance, and understanding of cultural diversity within Northland School and the Northland School community.
- To enhance student wellbeing and facilitate student transition.
- To maintain a positive and collegial work environment in which staff feel respected, supported and included in decision making.
- To build relationships with our Māori whanau and tamariki Māori, through whakawhanaungatanga and to recognise the importance of whānau, hapū and iwi.

The list of actions below does not do justice to the way the whole Northland community worked together, throughout this unprecedented time.

- Northland was closed for children, except those of essential workers from Tuesday 24 March.
- On Tuesday 24th and Wednesday 25th March, less than 20 children attended school.
- From midnight on Wednesday 25th March the school was closed for all children across New Zealand.

- The Senior Leader team supported by the Board planned for the unknown as we navigated our way through various Levels.
- Each Level required detailed planning, new learning and a strong focus on wellbeing, health and safety.
- Communication to parents was increased and multi layered to ensure that everyone knew the COVID Plans
- Health and safety was paramount, with restrictions on playground use, school entry and visitors.
- Learning from home required staff to plan carefully and consider the digital access for learners and for parents.
- Guidelines were developed and shared so that expectations were clear but also optional.
- A major focus of the SLT and Team Leaders was the wellbeing of staff, children and the wider community.
- Decisions were driven by firstly kindness, wellness and working together to support one another.
- All the school devices were shared out to families who requested them during lockdown.
- The pastoral work was significant as staff, students and parents displayed levels of anxiety from the impact of COVID.
- There was a noticeable behavioural impact on some students and we sought extra support and resourcing from the MoE
- A contact tree was set up for staff and staff wellbeing has been a main item on SLT and Team Leader meetings. Additional support was provided where required.
- Guidance from the MoE was shared with all staff, the board and acted upon when necessary.
- The school reopened on Wednesday 29 April at Alert Level 3.
- Contact tracing was planned for and recorded as required.
- A letter was sent to parents of children attending at Alert Level 3 providing an overview of how we would operate.
- Classroom teachers provided notes regarding the children attending to support staff supervising these children.
- The MoE provided additional supplies of hand sanitiser.
- All Senior Leadership members were on-site during school hours throughout Alert Level 3
- The school reopened for all students at Alert Level 2 on Monday 18 May.
- Teams planned for the focus in the first two weeks to be on settling back into school, wellbeing and catering for the range of experiences children will have had while in lockdown.
- An Alert Level 2 safety plan was developed.
- The school moved to Alert Level 1 on Tuesday 09 June, contact tracing registers ceased to be used at this point.

Notwithstanding the effects of COVID-19 on the School's programme, the School also managed to deliver a varied programme of EOTC activities. Kiwisport funding was used to provide transport to sports events and sports equipment as well as additional staffing to enhance the opportunities we provide for our children.

The Northland parents and wider community continue to provide support, resources and are actively involved in shaping our place. During the lockdown parents and teachers were keeping in touch to continue to build support for children and one another. The support of many is appreciated and we are grateful for the support from current and past families at Northland school.

There are a number of stakeholders that we need to acknowledge: Our children who keep us focused and give us purpose, our parent community for ongoing support and relationships, our Board of Trustees who give time and energy to ensure our school is governed well and children achieve, all members of staff who contribute in many ways to our positive and caring learning environment and our Team and Curriculum Leaders, Associate Principals and Principal for caring and leading us through a pandemic in a calm and measured manner.

Staff development

Staff development focussed on; teaching and learning in a shared Innovative Learning Environment (ILE) and learning how to be flexible with the ever changing building configuration. Developing staff confidence in the use of Te reo Maori and their understanding of Tikanga Maori as well as programmes to support and develop student agency and wellbeing all linked with the Kāhui Ako achievement challenges. Significant work on the local curriculum led by Jane Batchelor, Associate Principal, was completed to achieve a refreshed school vision and values. This involved community consultation and students had an important role in unpacking the values. This was a highlight of working closely with the community to guide the foundations for our learning and way of being at Northland school.

Kāhui Ako

2020 was the second full year in which Northland, Karori Normal School, Wellington College, Wellington Girls' College, Brooklyn and Kelburn Normal School worked together as founding members of Te Kāhui Ako o Te Whanganui a Tara. Working as part of the Kāhui Ako provides an exciting opportunity for us to work with other local schools to improve schooling for children not just in their time at Northland but as the transition to and through secondary school. The focus areas for the Kāhui Ako are:

1. Supporting the wellbeing of all students

2. Embracing languages, cultures and identities
3. Students being agents of their own Learning.

COVID had an impact on the momentum of the Kāhui Ako and there was a pause in the work during lockdown and Level 3 as the restrictions placed on schools made it difficult for mass gatherings, visiting other schools. The Principals supported the leaders to pause the work so they could focus on supporting their own school staff and students during the pandemic. Staffing stability continued to be a feature, this enabled us to build on previous professional development and look to maintain and sustain good practice. This stability and trust built up over many years was key to the partnership approach in evidence throughout the year as parents/caregivers and staff worked together to help children build resilience and cope with the challenges of lockdown.

Conclusion

We are extremely fortunate as a community to have such an engaged and supportive staff, community and student body which makes our School the special place that it is. We believe the School is well placed to take best advantage of its new facilities and continue to provide a wide range of opportunities for our learners. The Board and Senior Leadership Team are strongly focussed on continuing to strive for great heights, and to ensure the School lives its values in fostering a community of kind, curious, creative, confident, active learners

Andrew Royle - Chairperson and Andrea Peetz - Principal

NORTHLAND 2020 Annual Plan

The Charter and Annual plan was confirmed and all staff were involved in planning actions and timeframes towards our goals. Due to the pandemic and a country wide lockdown from 24th March we learnt how to be adaptive and flexible with what was realistic and manageable for us to achieve by the end of the year. The Highlighted actions were in the main achieved by the end of the year according to staff and the Board who were present throughout 2020.

Curriculum Objectives	
2020 Outcomes	
<p><i>All students achieve to high personal standards</i></p> <p><i>The school curriculum is comprehensive, reflects the New Zealand Curriculum and the Northland community, and gives priorities to literacy and numeracy</i></p> <p><i>All students work in collaborative supportive classroom environments.</i></p>	<p>Curriculum Development Goals</p> <ul style="list-style-type: none"> ● To review and redevelop data gathering and assessment practices that show student progress over time. ● To implement the digital technologies curriculum
<p>● To review and redevelop data gathering and assessment practices that show student progress over time.</p>	<ul style="list-style-type: none"> ● Te Kāhui Ako o Te Whanganui-a-Tara to develop shared/common approach to assessment procedures and data gathering. ● A review of reporting to parents began before lock down and a variety of approaches were considered. This was not completed and continues into 2021. ● Differentiated PATs were provided for more detailed information of individual student ability. Students adapted well to the option of completing these online or on paper. ● Professional development opportunities supported zoom, google meets and the various apps to support online learning during Lockdown.
<p>● To redevelop the Northland School curriculum to reflect the school's vision</p>	<p>The school's vision and values were successfully refreshed with the community in both Māori and English. The vision and values continue to be embedded.</p> <p>Tū mai Te Ahūmairangi, tū mai hoki tātou <i>As Te Ahūmairangi stands, we also reach for great heights</i></p> <p>A community of kind, curious, creative, confident, active learners</p> <ul style="list-style-type: none"> ● The Northland School curriculum focus was on effective teaching of maths, planning for collaborative learning spaces and developing team cultures. ● A whole school theme of Change for the year was implemented as a new way to approach inquiry. This was successful with adapting to COVID Levels, the new classrooms, changes in routines and the environment.
<p>● To enhance student wellbeing and facilitate student transition.</p>	<ul style="list-style-type: none"> ● Work closely with two secondary schools and five other primary schools involved in Te Kāhui Ako o Te Whanganui-a-Tara continued with a focus on student well-being and transition. ● The 2020 Student Wellbeing Survey was completed and staff were involved in looking at patterns and how to respond through planning for 2021. ● Initiatives were made to provide more information and introductions to school programmes at all Year levels. ● Stronger links with early childhood centres were made and an increase in before school visits and connecting with families at centres to smooth transition. ● Provided release time for Across School Lead Teacher and two Within School Lead Teachers to work closely with Northland School staff and other schools involved in the Kāhui Ako. ● Additional release time was provided for the Associate Principal - Pastoral to develop support programmes and respond to students presenting with anxiety and difficulty transitioning back to school during the COVID levels.

- “Navigating the Journey” programme in Term 4 was successful and parents were involved in an information evening.
- The ALIM programme provided professional development for two staff and had a positive impact on achievement for identified students involved in the programme.
- Two staff received professional development on behaviour management through the Incredible Years Programme. This will be offered in 2021 again due to its success in influencing teacher understanding and practise.

Quality Teaching and Learning Objectives Personnel Objective

Quality Teaching and Leadership

Capable and engaged staff who deliver the school curriculum in a collaborative approach.

Quality Teaching and Learning

2020 Outcomes

- Provide leadership opportunities for teaching staff.
- Provided staff with a refurbished staffroom, new classrooms and resource areas that include teacher work stations.
- Fund professional development to meet school annual plans and personal teacher goals through CORE and NZCER.
- Teachers with Cultural leadership roles across the Kāhui Ako worked with CORE Education to develop greater understanding of the history of Whanganui a Tara and protocols.
- A support programme was provided for a second year provisionally certified teacher to full registration and the successful applicant for a permanent position in 2021.
- Worked alongside facilitator from Core Education to provide professional development programmes that support collaborative planning and work practices
- Three Teacher only days provided professional development programmes.
- Staff completed their own professional development programme and appraisals were completed by the end of the year.
- Provided professional development opportunities for all support staff through RTLB, Speech Therapy and strategies for Diverse learners.
- Implemented recommendations from the 2018 staff Wellbeing at School survey.
- Discussed and implemented where possible suggestions on ways to address staff workload issues, less meetings and re prioritising the events in each term.
- Provide all staff with confidential access to counselling services (EAP)
- Monthly BOT report back to staff was important due to all the building works and the need for health and safety practises to be followed by everyone.
- Mid Year reports were not completed. The end of year report was altered to show curriculum level expectations instead of National Standards.
- The new Teaching Council requirements for performance were shared and discussed ready for implementation in 2021.

- To maintain and enhance a positive and collegial work environment so that staff continue to feel respected, supported and included in decision-making

Property and Finance Goals Property Resource Management Objective

Northland School grounds and facilities are safe, supportive of 21st century learning and welcoming to students, staff and members of the community

Property Goals

- To maintain an up-to-date schedule of property maintenance and improvement
- To commence Stage 2 of the new building project
- To construct a new playground
- To upgrade several school facilities.

2020 Outcomes

- The Board carried out a cycle of Health and Safety checks throughout the year.
- The Health and Safety Committee discussed issues and these were resolved.
- A maintenance schedule improved the completion of repairs in a timely manner.
- Effective communication with project managers, architects and the construction company to complete Stage 1 of the building project.
- Timelines were developed for the successful move into the new teaching block.
- The Staff and Board worked together to enhance and modernize existing classroom spaces by using additional building expenditure, this did not happen and will begin in 2021.
- Designs for a new playground that makes the most effective use of the space available links in with the building project began, however this was slowed down and will pick up in 2021.
- Maynard Marks Property and Building Consultants provided a Project manager to oversee modernisation projects through to completion into 2021.

Finance Goals

- To maintain sound financial management systems that support the school and future school communities.

2020 Outcomes

- School expenditure was managed well within budget.
- Maintenance of reserve funds (working capital) at a minimum of \$75,000 was achieved.

Review Goals Review Objective

Northland School uses self review systematically to improve its policies, practices and curriculum plans, Charter and education practices.

Review Goals

- To maintain an annual curriculum review programme over a four year cycle
 - The review of assessment procedures and reporting to parents requirements did not take place due to the lockdown.
 - The review of the classroom use of projection systems in the new classroom spaces resulted in TV's installed throughout the school instead of interactive whiteboards.
- To maintain a three year cycle of review of major policy areas of Board
 - The review of Health and Safety policies and procedures were updated before the end of the year.

Community Objective

Families, whānau and the community are actively engaged.

Community Goals

2020 Outcomes

- To provide regular opportunities for consultation with and involvement of the school community.
- Regular parent updates were provided on the construction of the new building project and significant milestones.
- The new classrooms were completed and staff and students moved in during October.
- Parent information evenings on literacy for parents with Year 1 children were not held due to lockdown.
- The profile of the Board of Trustees in the parent community and amongst staff was highlighted through the consultation process for the Recruitment for a new Principal.
- Consultation with the school community on reporting to family and whānau took place before lockdown.
- The school whānau group managed to meet each term and provided guidance on tikanga and protocol.
- Value and acknowledge the contributions by our volunteers from the school and wider community
- Support the work of the Home and School Committee with its community focused activities and fundraising events.
- The new building was blessed and opened in October by Te Atiawa.
- The school website was reviewed and a new website created and launched.
- A school contact directory was published and provided to parents who gave permission .
- Enhance communications with the school community by using various apps and software that enhances timely reporting on student progress did not take place due to lockdown.
- The place of student progress portfolios was reviewed however decisions were paused until 2021.
- To enhance communications and build relationships with and among the school and wider community.

Northland School – 2020 Analysis of Variance

Boards of Trustees are required to include an 'analysis of variance' in which the Board describes for the community how the school has addressed the school priorities outlined in the Charter, and shows how successful this approach has been.

Covid-19 had a major impact on the planned programmes for raising student achievement in the areas of writing and mathematics as priorities became focused on student wellbeing and support. As well, the school completed Stage 1 of a 10 classroom equivalent and library building programme. As a consequence professional development was targeted at collaboration and changes in teaching practice as staff prepared to move into new Innovative Learning Environments. The school also moved away from reporting on end of year cohort expectations to reporting on student achievement based on New Zealand Curriculum levels. Throughout 2020 all Teacher Judgements were made in relation to curriculum level expectations.

Focus:

To raise student achievement in writing and mathematics

<p>Strategic Aims:</p> <ul style="list-style-type: none"> i. To promote high standards of personal achievement for all students ii. To provide a comprehensive balanced curriculum which reflects the NZ Curriculum and gives priority to literacy and numeracy, science and ICT iii. To provide student progress reports that give clear, reliable and useful information to parents, families and whānau, teachers and the Board of Trustees
<p>Annual Aim One:</p> <ul style="list-style-type: none"> • To increase the number of students achieving at or above expected levels of achievement in writing
<p>Target:</p> <ul style="list-style-type: none"> • To raise the level of writing achievement and engagement for boys in Years 3, 4 and 7 • To provide additional extension writing opportunities in Year 7 and Year 8.
<p>Baseline data: Schoolwide writing data from December 2019 showed a number of students were not meeting end of year expectations. While 88% of students were meeting or exceeding expectations, 12% were not. Further analysis of the data showed that:</p> <ul style="list-style-type: none"> • Boys' achievement in writing was less than girls in Years 2, 3 and 6 (2019) – Years 3, 4 and 7 in 2020. • A large number of girls exceeded expectations in Year 6 (2019) – Year 7 (2020) and in Year 7 (2019) – Year 8 (2020).

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<ul style="list-style-type: none"> Reviewed 2019 end of year data, Lexia reports and end of year writing samples to identify students. Detailed student personal information was gathered to ascertain previous support that was successful. Initiated planning for a teaching programme to meet identified student learning needs with a focus on boys and their engagement and achievement in writing. Covid-19 and lockdown meant that priorities became focused on student wellbeing. Additional enrichment opportunities provided for Year 7 and 8 students. Analysed December achievement data to inform progress and planning for 2021. 	<ul style="list-style-type: none"> Achievement of target students was not measured or reported to the Board as first envisaged as other curriculum matters took precedence following lockdown and a new focus on student wellbeing. All teachers developed detailed plans of support for raising literacy levels. Boys achievement improved with most meeting or exceeding expectations for their Year level. 5 boys and 7 girls in Year 8 were achieving Early Level 5 at the end of the year. (16% were exceeding level 4 expectations). 9 girls and 6 boys in Year 7 were achieving Level 4 at the end of the year. (42% were exceeding early level 4 expectations). All target students received extra individual support. Some were involved in the Lexia programme. 5 boys in Year 3 were working below curriculum level 2 at the end of the year. (70% were meeting, 30% did not meet expectations.) 4 boys in Year 4 were working below the end of curriculum level 2 at the end of the year. (77% were meeting, 23% did not meet expectations). 8 boys in Year 7 were working below curriculum level 4 at the end of the year. (66% were meeting, 34% did not meet expectations). 	<ul style="list-style-type: none"> PaCT (Progress and Consistency Tool) Writing was not used by any teachers as originally envisaged. End of year progress was reported in curriculum levels not the end of Year cohort expectations. Teachers used school curriculum level indicators to report on student achievement. The use of e-asTTle for assessment purposes was not considered as the tool remains somewhat problematic as the prompts for writing need a refresh. They lack appeal to most boys. Staff were encouraged to see writing across the curriculum not just confined to “writing time”. 	<ul style="list-style-type: none"> Ongoing and regular monitoring of those children involved to ensure progress continues. Continue to offer classroom observations of other teachers of good practice in operation. Continue to design authentic contexts and relevance to engage students. Evaluation and review of the Lexia programme to determine if it is still meeting student needs. In class support will be trialled during 2021 as well as the Lexia programme for identified students. Sustain a print rich environment. Kāhui Ako focuses on student agency and will provide choice and further develop children’s understanding of why, what, and how they learn.
<p>Planning for 2021:</p> <ul style="list-style-type: none"> Regular and planned monitoring of 2020 target students in each term to assess continued progress. Review of assessment requirements for writing especially for target students. Share assessment and evidence gathering of writing characteristics, in an authentic context to make informed decisions as a staff on effective assessment practice for progress and achievement. Time to be set aside in Team meetings for regular discussion of student progress, assessment and monitoring A variety of in class support will be trialled during 2021 and flexible grouping in the hubs in the multi space. A focus on student agency will provide choice and further develop children’s understanding of why, what, and how they learn. Increase the feedback to students and provide the time for students to act on the feedback and see progress in their writing. Increase the positive conversations to affirm children’s enjoyment, engagement and progress in their writing Undertake a major review of assessment and reporting procedures to deliver timely information for both teachers, parents and students. 			

NORTHLAND SCHOOL

Annual Report - For the year ended 31 December 2020

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NORTHLAND SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number:	2931
Principal:	Andrea Peetz
School Address:	14 Harbour View Road, Northland
School Postal Address:	14 Harbour View Road, Northland, Wellington, 6012
School Phone:	04 475 7596
School Email:	office@northland.school.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires/ Expired
Geoff Davenport	Chairperson	Elected	Nov 2020
Jeremy Edwards	Principal	ex Officio	Resigned Dec 2020
Jeremy Seed	Parent Rep	Elected	Jun 2022
Trevor Just	Parent Rep	Elected	Nov 2022
Andrew Royle	Parent Rep	Elected	Nov 2022
Kate Jorgensen	Parent Rep	Elected	Nov 2022
John Locker	Parent Rep	Elected	Nov 2023
Justin Parker	Parent Rep	Elected	Nov 2023
Gillian Blythe	Parent Rep	Co-opted	Nov 2020
Emma Chapman	Staff Rep	Elected	Jun 2022

Accountant / Service Provider: Education Services Ltd

Northland School

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Andrew William Rose
Full Name of Board Chairperson

Andrea Elizabeth Peetz
Full Name of Principal


Signature of Board Chairperson


Signature of Principal

27/5/21
Date:

27/5/21
Date:

Northland School
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue				
Government Grants	2	2,388,808	2,014,584	2,168,158
Locally Raised Funds	3	155,194	111,170	190,091
Interest income		8,514	-	17,149
		<u>2,552,516</u>	<u>2,125,754</u>	<u>2,375,398</u>
Expenses				
Locally Raised Funds	3	14,347	45,620	97,102
Learning Resources	4	1,727,085	1,568,166	1,728,340
Administration	5	174,595	124,657	146,901
Finance		2,472	494	1,909
Property	6	571,660	333,744	400,184
Depreciation	7	68,373	65,832	66,642
Loss on Disposal of Property, Plant and Equipment		-	-	9,394
		<u>2,558,532</u>	<u>2,138,513</u>	<u>2,450,472</u>
Net Surplus / (Deficit) for the year		(6,016)	(12,759)	(75,074)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>(6,016)</u>	<u>(12,759)</u>	<u>(75,074)</u>

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

Northland School
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		651,800	581,951	626,874
Total comprehensive revenue and expense for the year		(6,016)	(12,759)	(75,074)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	100,000
Adjustment to Accumulated surplus/(deficit) from adoption of PBE IFRS 9		-	-	-
Equity at 31 December	22	645,784	569,192	651,800
Retained Earnings		645,784	569,192	651,800
Equity at 31 December		645,784	569,192	651,800

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.

Northland School
Statement of Financial Position
As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	8	71,032	148,750	58,350
Accounts Receivable	9	101,984	100,880	97,354
GST Receivable		21,773	1,662	7,062
Prepayments		9,206	5,840	6,007
Inventories	10	777	351	837
Investments	11	283,701	101,384	375,734
Funds owed for Capital Works Projects	16	1,701	-	660
		<u>490,174</u>	<u>358,867</u>	<u>546,004</u>
Current Liabilities				
Accounts Payable	13	127,834	125,291	114,088
Provision for Cyclical Maintenance	14	51,341	-	50,738
Finance Lease Liability - Current Portion	15	11,585	9,152	11,048
		<u>190,760</u>	<u>134,443</u>	<u>175,874</u>
Working Capital Surplus/(Deficit)		299,414	224,424	370,130
Non-current Assets				
Property, Plant and Equipment	12	361,430	349,171	295,995
		<u>361,430</u>	<u>349,171</u>	<u>295,995</u>
Non-current Liabilities				
Finance Lease Liability	15	15,060	4,403	14,325
		<u>15,060</u>	<u>4,403</u>	<u>14,325</u>
Net Assets		<u><u>645,784</u></u>	<u><u>569,192</u></u>	<u><u>651,800</u></u>
Equity		<u><u>645,784</u></u>	<u><u>569,192</u></u>	<u><u>651,800</u></u>

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

Northland School
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		495,039	430,513	462,690
Locally Raised Funds		154,955	111,170	189,937
Goods and Services Tax (net)		(14,711)	-	(5,400)
Payments to Employees		(294,137)	(215,741)	(289,080)
Payments to Suppliers		(297,084)	11,212	(354,346)
Cyclical Maintenance Payments in the year		-	(22,319)	-
Interest Paid		(2,472)	(494)	(1,909)
Interest Received		9,925	-	15,416
Net cash from/(to) Operating Activities		51,515	314,341	17,308
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		570	-	-
Purchase of Property Plant & Equipment (and Intangibles)		(121,827)	(171,000)	(93,345)
Purchase of Investments		(4,922)	-	(26,370)
Proceeds from Sale of Investments		96,955	-	56,423
Net cash from/(to) Investing Activities		(29,224)	(171,000)	(63,292)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	100,000
Finance Lease Payments		(8,568)	(6,474)	(7,845)
Funds Held for Capital Works Projects		(1,041)	-	296
Net cash from/(to) Financing Activities		(9,609)	(6,474)	92,451
Net increase/(decrease) in cash and cash equivalents		12,682	136,867	46,467
Cash and cash equivalents at the beginning of the year	8	58,350	11,883	11,883
Cash and cash equivalents at the end of the year	8	71,032	148,750	58,350

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

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

Northland School

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Northland School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

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

Useful lives of property, plant and equipment

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

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the 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) Inventories

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

j) 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.

k) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building Improvements	20 years
Furniture and Equipment	10 years
Information and Communication	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

I) Intangible Assets

Software costs

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

m) 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.

n) 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.

o) 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.

p) Revenue Received in Advance

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

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

q) 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.

r) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of School's control. These amounts 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.

s) 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).

t) Financial Instruments

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

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

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

u) Borrowings

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

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

v) 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.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	418,975	398,923	404,586
Teachers' Salaries Grants	1,415,057	1,362,247	1,457,688
Use of Land and Buildings Grants	469,422	221,824	249,438
Resource Teachers Learning and Behaviour Grants	1,841	-	1,859
Other MoE Grants	83,513	31,590	52,806
Other Government Grants	-	-	1,781
	<u>2,388,808</u>	<u>2,014,584</u>	<u>2,168,158</u>

The school is not entitled to the donations scheme for this year.

Other MOE Grants total includes additional COVID-19 funding totalling \$4,630 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	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Revenue			
Donations	119,603	66,000	68,593
Bequests & Grants	2,284	-	20,000
Activities	25,428	36,420	85,766
Trading	1,557	-	1,727
Fundraising	6,322	8,750	14,005
	<u>155,194</u>	<u>111,170</u>	<u>190,091</u>
Expenses			
Activities	8,179	45,620	82,949
Trading	2,601	-	3,080
Fundraising (Costs of Raising Funds)	3,567	-	11,073
	<u>14,347</u>	<u>45,620</u>	<u>97,102</u>
<i>Surplus for the year Locally raised funds</i>	<u>140,847</u>	<u>65,550</u>	<u>92,989</u>

4. Learning Resources

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	78,959	32,909	31,655
Library Resources	1,923	2,400	1,973
Employee Benefits - Salaries	1,636,056	1,513,457	1,680,222
Staff Development	10,147	19,400	14,490
	<u>1,727,085</u>	<u>1,568,166</u>	<u>1,728,340</u>

5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	5,846	5,846	5,676
Board of Trustees Fees	4,985	4,500	3,720
Board of Trustees Expenses	2,115	2,650	3,559
Communication	4,116	2,200	5,802
Consumables	19,624	23,000	25,969
Operating Lease	-	-	39
Other	62,011	21,230	35,128
Employee Benefits - Salaries	56,552	45,831	47,802
Insurance	6,506	6,500	6,366
Service Providers, Contractors and Consultancy	12,840	12,900	12,840
	<u>174,595</u>	<u>124,657</u>	<u>146,901</u>

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	9,822	10,700	11,033
Cyclical Maintenance Expense	1,953	3,500	34,796
Grounds	1,263	920	1,381
Heat, Light and Water	10,508	17,200	17,978
Rates	1,678	1,900	1,731
Repairs and Maintenance	13,680	16,500	19,393
Use of Land and Buildings	469,422	221,824	249,438
Security	3,751	3,500	3,841
Employee Benefits - Salaries	18,390	18,700	19,002
Contractor & Consultancy	41,193	39,000	41,591
	<u>571,660</u>	<u>333,744</u>	<u>400,184</u>

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

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements	15,181	13,994	14,166
Furniture and Equipment	16,607	18,330	18,556
Information and Communication Technology	21,691	24,393	24,693
Leased Assets	11,850	5,938	6,011
Library Resources	3,044	3,177	3,216
	<u>68,373</u>	<u>65,832</u>	<u>66,642</u>

8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	150	-	150
Bank Current Account	18,126	146,419	56,171
Bank Call Account	52,756	2,331	2,029
Cash and cash equivalents for Statement of Cash Flows	<u>71,032</u>	<u>148,750</u>	<u>58,350</u>

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

Of the \$71,032 Cash and Cash Equivalents \$24,078 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.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	393	-	154
Banking Staffing Underuse	-	6,960	-
Interest Receivable	322	-	1,733
Teacher Salaries Grant Receivable	101,269	93,920	95,467
	<u>101,984</u>	<u>100,880</u>	<u>97,354</u>
Receivables from Exchange Transactions	715	-	1,887
Receivables from Non-Exchange Transactions	101,269	100,880	95,467
	<u>101,984</u>	<u>100,880</u>	<u>97,354</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	777	351	837
	<u>777</u>	<u>351</u>	<u>837</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset Short-term Bank Deposits	283,701	101,384	375,734
Total Investments	<u>283,701</u>	<u>101,384</u>	<u>375,734</u>

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2020	\$	\$	\$	\$	\$	\$
Building Improvements	144,650	328	(570)	-	(15,181)	129,227
Furniture and Equipment	73,494	66,545	-	-	(16,607)	123,432
Information and Communication Tech	39,533	65,684	-	-	(21,691)	83,526
Leased Assets	27,801	-	(716)	-	(11,850)	15,235
Library Resources	10,517	2,537	-	-	(3,044)	10,010
Balance at 31 December 2020	295,995	135,094	(1,286)	-	(68,373)	361,430

The net carrying value of equipment held under a finance lease is \$15,235 (2019: \$27,801)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2020	\$	\$	\$
Building Improvements	303,141	(173,914)	129,227
Furniture and Equipment	349,043	(225,611)	123,432
Information and Communication	284,091	(200,565)	83,526
Leased Assets	26,126	(10,891)	15,235
Library Resources	61,972	(51,962)	10,010
Balance at 31 December 2020	1,024,373	(662,943)	361,430

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	95,314	68,732	(5,230)	-	(14,166)	144,650
Furniture and Equipment	82,452	13,762	(4,165)	-	(18,556)	73,494
Information and Communication Tech	55,276	8,949	-	-	(24,693)	39,533
Leased Assets	9,201	24,612	-	-	(6,011)	27,801
Library Resources	12,059	1,674	-	-	(3,216)	10,517
Balance at 31 December 2019	254,302	117,729	(9,395)	-	(66,642)	295,995

The net carrying value of equipment held under a finance lease is \$27,801 (2018: \$9,201)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	303,383	(158,733)	144,650
Furniture and Equipment	282,498	(209,004)	73,494
Information and Communication	218,408	(178,875)	39,533
Leased Assets	40,956	(13,155)	27,801
Library Resources	59,435	(48,918)	10,517
Balance at 31 December 2019	904,680	(608,685)	295,995

13. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating Creditors	11,335	19,832	8,937
Accruals	5,846	5,511	3,406
Employee Entitlements - Salaries	101,269	93,920	95,467
Employee Entitlements - Leave Accrual	9,384	6,028	6,278
	<u>127,834</u>	<u>125,291</u>	<u>114,088</u>
Payables for Exchange Transactions	127,834	125,291	114,088
	<u>127,834</u>	<u>125,291</u>	<u>114,088</u>

The carrying value of payables approximates their fair value.

14. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	50,738	(3,500)	15,942
Increase to the Provision During the Year	603	3,500	34,796
Provision at the End of the Year	<u>51,341</u>	<u>-</u>	<u>50,738</u>
Cyclical Maintenance - Current	51,341	-	50,738
Cyclical Maintenance - Term	-	-	-
	<u>51,341</u>	<u>-</u>	<u>50,738</u>

15. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	13,082	9,152	11,796
Later than One Year and no Later than Five Years	16,902	4,403	14,387
	<u>29,984</u>	<u>13,555</u>	<u>26,183</u>

16. Funds Owed (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	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
MOE Special Needs - Tate	<i>completed</i>	956	-	956	-	-
Middle Block Upgrade	<i>completed</i>	-	59,936	(59,936)	-	-
Replacing Stormwater Drain Lining	<i>completed</i>	(296)	(296)	-	-	-
Roof Repairs-Junior Block	<i>in progress</i>	-	-	(11,991)	-	11,991
Fire and Security	<i>in progress</i>	-	21,668	(22,242)	-	574
Asphalt-Lower Playground	<i>in progress</i>	-	31,500	(7,422)	-	(24,078)
Staff Room Redesign	<i>in progress</i>	-	602	(13,816)	-	13,214
Totals		660	113,410	(114,451)	-	1,701

Represented by:

Funds Held on Behalf of the Ministry of Education	(24,078)
Funds Due from the Ministry of Education	25,779
	1,701

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M)	Closing Balances \$
MOE Special Needs - Tate	<i>in progress</i>	956	-	-	-	956
Replacing Stormwater Drain Lining	<i>in progress</i>	-	24,656	(24,360)	-	(296)
Replacement of Stairs	<i>completed</i>	-	7,134	(7,134)	-	-
Totals		956	31,790	(31,494)	-	660

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,985	3,720
Full-time equivalent members	0.20	0.47
<i>Leadership Team</i>		
Remuneration	379,495	293,411
Full-time equivalent members	3.07	3.00
Total key management personnel remuneration	384,480	297,131
Total full-time equivalent personnel	3.27	3.47

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	140 - 150	140 - 150
Benefits and Other Emoluments	20 - 25	19 - 20
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	0.00	0.00
110 - 120	1.00	1.00
	1.00	1.00

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

19. Compensation and Other Benefits Upon Leaving

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

	2020 Actual	2019 Actual
Total	-	-
Number of People	-	-

20. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

21. Commitments

(a) Capital Commitments

There are no capital commitments as at 31 December 2020 (Capital commitments at 31 December 2019: nil).

(b) Operating Commitments

There are no operating commitments as at 31 December 2020 (Operating commitments at 31 December 2019: nil).

22. Managing Capital

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

23. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	71,032	148,750	58,350
Receivables	101,984	100,880	97,354
Investments - Term Deposits	283,701	101,384	375,734
Total Financial assets measured at amortised cost	<u>456,717</u>	<u>351,014</u>	<u>531,438</u>

Financial liabilities measured at amortised cost

Payables	127,834	125,291	114,088
Borrowings - Loans	-	-	-
Finance Leases	26,645	13,555	25,373
Painting Contract Liability	-	-	-
Total Financial Liabilities Measured at Amortised Cost	<u>154,479</u>	<u>138,846</u>	<u>139,461</u>

24. Events After Balance Date

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

25. Comparatives

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

Northland School

Kiwisport

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total Kiwisport funding of \$4,311 (excluding GST). The funding was spent on sporting endeavours.



Tū mai Te Ahūmairangi, tū mai hoki tātou
As Te Ahūmairangi stands, we also reach for great heights

Silvio Bruinsma
Deloitte Limited
Chartered Accountants
PO Box 1990
WELLINGTON 6011

REPRESENTATION LETTER FOR THE YEAR ENDED 31 DECEMBER 2020

This representation letter is provided in connection with your audit, carried out on behalf of the Auditor-General, of the financial statements of Northland School (the School) for the year ended 31 December 2020 for the purpose of expressing an independent opinion about whether the financial statements:

- present fairly, in all material respects:
 - the financial position as at 31 December 2020; and
 - the 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.

We understand that your audit was carried out in accordance with the Auditing Standards issued by the Auditor-General, which incorporate the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board.

General representations

To the best of our knowledge and belief:

- the resources, activities, under our control have been operating effectively and efficiently;
- we have complied with our statutory obligations including laws, regulations and contractual requirements;
- we have carried out our decisions and actions with due regard to minimising waste;
- we have met Parliament's and the public's expectations of appropriate standards of behaviour in the public sector (that is we have carried out our decisions and actions with due regard to probity); and
- any decisions or actions have been taken with due regard to financial prudence.

We also acknowledge that we have responsibility for designing, implementing, and maintaining internal control (to the extent that is reasonably practical given the size of the School) to prevent and detect fraud or error, and which enables the preparation of the financial statements that are free from material misstatement whether due to fraud or error (*a requirement of paragraph NZ40.1(a) in ISA (NZ) 240*).

Representations for the financial statements

We confirm that all transactions have been recorded in the accounting records and are reflected in the financial statements, and that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have fulfilled our responsibilities for preparing and presenting the financial statements as required by section 87 of the Education Act 1989 and, in particular, that the financial statements:
 - present fairly, in all material respects:
 - the financial position as at 31 December 2020; and
 - the 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.
- we believe the significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable;



Northland School 14 Harbour View Road Northland Wellington 6012

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- we have appropriately accounted for and disclosed the related party relationships and transactions in the financial statements;
- we have adjusted or disclosed all events subsequent to the date of the financial statements that require adjustment or disclosure; and
- we believe the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole.
- we have disclosed all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements. Where applicable, such litigation and claims have been accounted for and disclosed in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Representations about the provision of information

We confirm that, to the best of our knowledge and belief, having made such enquiries as we considered necessary for the purpose of appropriately informing ourselves:

- we have provided you with:
 - all information, such as records and documentation, and other matters that are relevant to preparing and presenting the financial statements; and
 - unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence;
- we have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud;
- we have disclosed to you all information in relation to fraud or suspected fraud that we are aware of and that affects the entity and involves:
 - management;
 - employees who have significant roles in internal control; or
 - others where the fraud could have a material effect on the financial statements;
- we have disclosed to you all information in relation to allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, analysts, regulators, or others;
- we have disclosed to you all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing financial statements;
- we have disclosed the identity of the related parties, all of their relationships, and all of their transactions of which we are aware; and
- we have provided you with all the other documents ("other information") which will accompany the financial statements which are consistent with one another, and the other information does not contain any material misstatements.

Going concern basis of accounting

We confirm that, to the best of our knowledge and belief, the School has adequate resources to continue operations at its current level for the foreseeable future. For this reason, the Board of Trustees continues to adopt the going concern basis of accounting in preparing the financial statements for the year ended 31 December 2020. We have reached this conclusion after making enquiries and having regard to circumstances that we consider likely to affect the School during the period of one year from the date of signing the financial statements, and to circumstances that we know will occur after that date which could affect the validity of the going concern basis of accounting.

We consider that the financial statements adequately disclose the circumstances, and any uncertainties, surrounding the adoption of the going concern basis of accounting by the School.

Publication of the financial statements and related audit report on a website

We confirm that we are responsible for the electronic presentation of the audited financial statements, and:

- that the electronic version of the audited financial statements and the related audit report presented on the website are the same as the final signed version of the audited financial statements and audit report.
- that the audited and unaudited information on the website has been clearly differentiated and we understand the risk of potential misrepresentation without appropriate controls.

that we have assessed the security controls over audited financial information and the related audit report and are satisfied that procedures are adequate to ensure the integrity of the information provided.

- that the full financial statements have been provided on the website.

The representations in this letter are made at your request, and to supplement information obtained by you from the records of the School and to confirm information given to you orally.



Northland
School
Te Kura o Orangi Kaupapa

Tū mai Te Ahūmairangi, tū mai hoki tātou
As Te Ahūmairangi stands, we also reach for great heights

Yours faithfully

Andrew Boyle

27/5/2021

Chairperson

Andrea Peetz

Principal

27/5/2021





INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NORTHLAND SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Northland School (the School). The Auditor-General has appointed me, Silvio Bruinsma, using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 2 to 21, 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 27 May 2021. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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



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

The Board'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 of Trustees.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board of Trustees and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. Other Information has not been received by the auditor at the date the audit report is signed. Other information 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.



Silvio Bruinsma
Deloitte Limited
On behalf of the Auditor-General
Wellington, New Zealand

Deloitte.



Northland School

Report to the Board of Trustees
for the year ended 31 December 2020

28 May 2021

The Board of Trustees
Northland School
14 Harbour View Road
Northland
Wellington, 6012

Dear Trustees

In accordance with our normal practice, we include in the attached report all matters arising from our audit of the School's financial statements for the year ended 31 December 2020 which we consider appropriate for the attention of the Board of Trustees ("the Board"). These matters have been discussed with management and their comments have been included, where appropriate.

We look forward to the opportunity to discuss these at a Board meeting should you wish to discuss this report. In the interim should you require clarification on any matter in this report please do not hesitate to contact us.

This report is intended for the Board only and should not be distributed further.

We would like to take this opportunity to extend our appreciation to management and Education Services for their assistance and cooperation during the course of our audit.

If you would like to discuss any matters raised in this report, please do not hesitate to contact us.

Yours faithfully
DELOITTE LIMITED



Silvio Bruinsma
Appointed Auditor

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1. Purpose of report and responsibility statement

This report has been prepared for the Board and is part of our ongoing discussions as auditor in accordance with our engagement letter and master terms of business and as required by the Office of the Auditor General requirements, which include New Zealand auditing standards.

This report is intended for the Board and should not be distributed further. We do not accept any responsibility for reliance that a third party might place on this report should they obtain a copy without our consent.

This report includes only those matters that have come to our attention as a result of performing our audit procedures and which we believe are appropriate to communicate to the Board. The ultimate responsibility for the preparation of the financial statements' rests with the Board.

We are responsible for conducting an audit of the School for the year ended 31 December 2020 in accordance with New Zealand auditing standards issued by the New Zealand Auditing and Assurance Standards Board. Our audit is performed pursuant to the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989, with the objective of forming and expressing an opinion on the financial statements that have been prepared by management with the oversight of the Board. The audit of the financial statements does not relieve management nor the Board of their responsibilities.

Our audit is not designed to provide assurance as to the overall effectiveness of the School's controls, but we will provide you with any recommendations on controls that we might have identified during the course of our audit work.

2. Status of the audit and areas of focus

Our audit of the financial statements is substantially complete, subject to the completion of the following matters:

Items outstanding

- Appropriate procedures relating to subsequent events up to the date of our audit opinion;
- Receipt of the signed management representation letter; and
- Adoption of the financial statements and signing of the financial statements by the Board.

We understand that these will be approved by the Board under delegation to specified Trustees.

Areas of focus	
Matter Identified	Audit Response
<p>1.1 Provision for Cyclical Maintenance</p> <p>The provision for cyclical maintenance balance requires a significant level of management judgement, and the balance is often material to the financial statements.</p> <p>These judgements are made through the 10 year property plan (10YPP). To audit the provision for cyclical maintenance, the Board should:</p> <ul style="list-style-type: none"> • Ensure that your 10YPP has been professionally reviewed in the past three years, or more recently if there has been changes in the properties since the last review; and • Ensure that the 10YPP aligns with your provision for cyclical maintenance calculation. 	<p>We have examined the school 10YPP and calculation of the cyclical maintenance provision and confirmed that:</p> <ul style="list-style-type: none"> • the 10YPP has been subject to necessary levels of professional review; • the calculation of the cyclical maintenance provision is reasonable and accurate; and • disclosures included in the financial statements are materially in line with the underlying calculation and with financial reporting requirements. <p>You are reminded that it is important to ensure sufficient funds can be set aside each year to manage the impact these costs will have on the School's cashflow during the period where works are undertaken.</p> <p>No specific concerns or findings were noted.</p>
<p>1.2 Office of the Auditor-General ("OAG") audit brief matters</p> <p>As you are aware our audit is completed under contract from the OAG and annually we are asked to specifically consider certain potential matters of interest.</p> <p>Schools are required to publish its Annual Report online. We have been asked to remind you of this requirement.</p> <p>These areas of focus remain similar to previous years including:</p> <ul style="list-style-type: none"> • classification of associated entities such as fundraising trusts; • overseas travel; • sensitive expenditure; • financial difficulty risk factors; and • legislative compliance. 	<p>Our audit procedures considered these matters as relevant and in accordance with OAG expectations.</p> <p>No specific concerns or findings were noted.</p>

3. Assessment of internal controls

Our audit requires us to obtain an undertaking of the School's internal controls, sufficient to identify and assess the risks of material misstatement in the financial statements.

We remind you that our audit is not designed to express an opinion on the effectiveness of the controls operating within the School, although we have reported to management any recommendations on controls that we identified during the course of our audit work. Any of our recommendations for improvement should be assessed by you for their full commercial implications before they are implemented.

We have not identified any significant deficiencies in internal controls which would impact upon our ability to provide our opinion.

3.1 Segregation of duties

As is the case for most schools, the number of people involved in the administration and accounting functions is very limited, meaning that there is an increased inherent risk that errors and omissions may occur and go undetected.

The number of people involved in the school's administration and accounting functions also imposes limitations on the controls and processes schools have in place to monitor and approve changes made to information technology ("IT") systems responsible for processing transactions. These systems include but are not limited to the Novopay and Edpay systems and creditor processes and bank payment systems. The absence of controls to monitor and approve changes within these systems increases the risk of assets being misappropriated.

It is important that you are aware of these risks as it is your responsibility to ensure the School's internal controls operate effectively and that the resultant financial statements are accurate. You should ensure that sufficient financial oversight is exercised by the Board or a delegated nominee on a regular basis in order to reduce the likelihood of error or omission to a level that the Board is comfortable with.

This oversight should include consideration of payment approval and bank authorisation monitoring. As a simple example, we encourage all Boards to specifically review the electronic banking system authorities and levels as part of their consideration of the delegated authority considerations. Our experience is that the frauds being perpetrated are often arising from changes to bank account details after invoice approval. The historical lack of oversight in this area should be specifically considered by the Board as part of its regular financial monitoring.

3.2 Update on matters raised in the prior year

We have made enquiries and observations about the remedial action taken on last year's management letter observations and report as follows:

Issue raised in the prior year	Current year update
Provision for Cyclical Maintenance	There is a current 10 Year Property Plan that has been put in place.
All Credit Card Expenditure should be approved, with supporting documentation received and retained by the School	This has been re-raised in the current period.

4. Accounting matters arising

4.1 Inappropriate authorisation over the Principal's Credit Card

Observation

During our planning visit Deloitte reviewed a sample of credit card transactions. We noted that there was an instance where there had been no review or authorisation by the Board of the Principal's expenditure. This meant that the Principal had approved his own expenditure.

Implication

There is a risk that inappropriate expenses could be claimed, if expenditure solely relating to the Principal is not approved for payment by someone other than the claimant.

Recommendation

Deloitte recommends that all Principal expenditure should be retrospectively approved for payment by the Chairperson of the Board.

5. Summary of financial statement matters arising

In performing our audit for the year ended 31 December 2020 we have not identified any uncorrected misstatements or omitted disclosures that management believe could, either individually or in aggregate, have a material effect on the financial statements for the year ended 31 December 2020.

6. Other professional communications

The following matters relevant to our audit for the year ended 31 December 2020 are communicated in accordance with the requirements of New Zealand auditing standards.

Matter to be communicated	Response
Written representations	A copy of the representation letter to be signed on behalf of the Board has been circulated separately.
Non-compliance with applicable laws and regulations	We did not become aware of any non-compliance with applicable laws and regulations that may have an impact on the determination of material amounts and disclosures in the financial statements.
Fraud	No matters relating to fraud, concerning either employees or management have been advised or came to our attention.
Accounting policies and financial reporting	<p>There were no changes in the accounting policies during the year ended 31 December 2020.</p> <p>We have not become aware of any significant qualitative aspects of the School's accounting practices, including judgements about accounting policies, accounting estimates and financial statement disclosures that need to be communicated to the Board, other than those already communicated in this report.</p>
Related parties	No significant related party matters other than those reflected in the financial statements came to our attention that, in our professional judgement, needs to be communicated to the Board.

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