



Northern Health School

ANNUAL REPORT AND FINANCIAL STATEMENTS 2019



School	Northern Health School
Institution number	1210
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OUR SCHOOL

Northern Health School is one of three special state schools set up by the Ministry of Education to provide education support for students with high health needs. Our geographic region stretches from Ohakune to North Cape, including New Plymouth and Gisborne and areas to the south of both cities.

OUR SERVICE

Once a student is admitted to our roll, our teachers develop an ILP (Individual Learning Plan) in consultation with the student, the student's regular teacher, parents, medical personnel and any other relevant people.

Students remain on the roll of their regular school while receiving assistance from NHS personnel. In most cases we also assist students with transition back to school as their medical situation improves.

We work with students in hospital, in their homes and in our own student support centres based at our various units. During the student's transition back to school process, we will sometimes work with them in their regular classroom for short periods in association with their class teacher.

ELIGIBILITY

Students from years 1–13 who have been, or are expected to be, away from their regular school because of serious illness can receive support from Northern Health School teachers. If a student is not in hospital, application for admission must be supported by a medical certificate from a registered medical practitioner.

ENQUIRIES

Our Auckland office can be contacted by telephone on 09 520 3531 or, if you are out of Auckland, on freephone 0800 153 002.

Our postal address is Private Bag 99907, Newmarket, Auckland 1149. Our email address is admin@nhs.school.nz. Each of our units can be contacted by telephone as listed below.

LOCATION

Our administrative base is located at University of Otago House, 385 Queen Street (Level 6), Auckland City and our principal and deputy principal work from this office. Our school extends across 18 locations, with two units based in major hospitals, some on the sites of local schools and others in commercial premises leased by the Ministry of Education. Most of our units include a student support centre where teachers can work with individuals or groups.

We have staff located at:

Auckland	University of Otago House, 385 Queen Street	(09) 520 3531 or 0800 153 002
Auckland	Auckland North Unit, Rosedale	(09) 520 7750
Auckland	Auckland Central Unit, Queen Street	(09) 520 3531 or 0800 153 002
Auckland	Auckland South Unit, Takanini	(09) 250 4567
Auckland	Child & Family Unit, Auckland Hospital	(09) 307 4949 ext 22515
Auckland	Ronald McDonald House, Auckland Hospital	(09) 303 1365 ext 866
Auckland	Starship, Auckland Hospital	(09) 309 7869
Auckland	Wilson Centre, Devonport	(09) 489 6526
Gisborne	c/o Kaiti School, Kaiti	(06) 868 9754
Northland	Rathbone Street, Whangarei	(09) 459 6068
Northland	c/o Kaitaia Intermediate, Kaitaia	(09) 520 7709
Rotorua	Hinemoa Street	(07) 343 9921
Taranaki	Bonithon Avenue, New Plymouth	(06) 757 9245
Taupo	c/o Mountview School	(07) 378 5395
Tauranga	Fraser Street	(07) 578 2635
Thames	Mackay Street	(09) 520 3531
Waikato	King Street, Frankton, Hamilton	(07) 839 0516
Whakatane	c/o Apanui School	(07) 308 2526
Te Awa	Church Street, Penrose, Auckland	(09) 520 7706



CHAIRPERSON'S REPORT

2019 saw an extended term for the 2016-19 Board of Trustees as the Minister of Education did not appoint the new Board until late September. Our thanks and appreciation to outgoing Board members Michael Stowers, Polly Smith, Rosemary Gormack and Rachael Mason. The new Board met in October with both Margi Watson and Raj Keshaw being successful with a new term; Margi Watson was elected Chairperson.

The new Board are very appreciative of the sound governance decisions made by the last Board, as evidenced by the stable and secure leadership, management, teaching, administration and support staff that continue to deliver positive outcomes for our students.

The 2019 school roll started at around 600 and closed for the year at 1200. The total number of students who attended the school throughout the year was just over 2100. The number of students increased by 8% from 2018 and has had an average compounding growth rate of 6% since 2015. The growth in student numbers has predominantly been mental health-related, with compounding growth of 14% per annum since 2015. The number of students with oncology and other health conditions has remained relatively constant.

At the November meeting the Board reviewed the strategic challenges of the school and compared these with the knowledge and skills of the new Board members. The school's significant strategic challenges are around growth, mental health and adequately supporting Māori and Pasifika. Further governance capability will be co-opted to the Board early 2020 to assist with Māori and Pasifika matters. The outcomes of the strategic review were used to update the school's strategic plan.

Members of the previous Board attended the New Zealand School Trustees Association conference in July 2019 to share ideas, build knowledge and bring learnings back to improve the service offered by the school.

Several staff attended the international 2019 Health, Educators, Learners, Parents (HELP) Conference in Brisbane in August. The valuable learnings they have brought back will be fed into the school's planning over the next few years. Confidence is gained from comparing the school's robust and holistic way of working with overseas contemporaries.

The Board's continuing commitment to mitigating climate change effects by reducing our dependence on fossil fuels is demonstrated by our ongoing conversion of the vehicle fleet to hybrid vehicles.

It was disappointing that the late appointment of the new Board meant that the School was unable to host the Combined Health School's Board Annual Conference as planned. This has now been deferred until later in 2020 given the current Covid-19 travel restrictions.

On behalf of the Board I extend thanks and appreciation to Richard Winder, his deputy, Kerry Watkins, the Business Manager and Board Secretary, Jan Carlson, and the entire Northern Health School teaching, administration, and support staff. Their dedication, passion, and engagement in creating a place for the school's learners to grow and thrive is demonstrated by the successful learning outcomes of our students.



MARTIN SMITH
Chairperson

MARTIN SMITH

Chairperson

April 2020

PRINCIPAL'S REPORT

For the Northern Health School, 2019 has been both positive and challenging with a range of things happening, including an ERO review and the various reviews undertaken by the Ministry of Education across the sector. Despite continued growth in student numbers, we have continued to live within our means in terms of the budget and staffing.

STAFFING, ROLLS, WELLBEING AND LEADERSHIP

Our roll has continued its trend of increasing overall and doubling between February and December. Mental health continues to drive this growth and this is reflected in the number of senior secondary students across the school.

This year the teacher shortage, especially in Auckland, has continued to make recruitment a challenge, particularly later in the year. Planning and preparation for roll growth is a challenge in an environment such as this and we expect that this trend will continue for some time.

We are continuing to make changes to our leadership team and this year saw the establishment of a Leader of Learning position. This role has allowed the school to have a stronger and more directed approach to curriculum development. We have also continued to appoint deputy leaders in larger units. This system is making it easier to lead larger teams, some of which can have 25–30 staff at the end of the year.

A strong focus for the school has been staff wellbeing. This year we have run a trial peer support model of wellbeing support and this has worked very well. Staff involved in the trial have reported positive outcomes and we intend to develop the trial into a school-wide programme in 2020.

The school has also made changes to the way we deal with immunisation. We have updated our systems to include evidence, rather than self-reporting for both staff and students. All new staff are now required to provide evidence of immunity and the Board have agreed to pay for both testing and immunisation where this is required. Our staff are to be congratulated on the professional way they have approached this development. The measles outbreak has provided a catalyst for this change and our staff are collectively better equipped to keep students safe in this way.

2019 has seen the retirement of several long-serving staff, some of whom were foundation employees when the school was established in 2000. It was great to be able to farewell these staff in person and to thank them for their contributions to both the school and the students they have supported over such an extended period of time.

STUDENT PROGRESS

One measure of the effectiveness of the school is to compare the achievement of our students with the national average for NCEA. This year the results again show that despite being unwell, our students achieve at the same or usually a higher rate than their peers. Changes to our school database have made it possible to import NZQA data to allow deeper analysis and a better understanding of our students' progress.

INFRASTRUCTURE

Our online systems approach has become embedded in what we do as a school. The development of our Teams system has been hugely positive and means that we have moved to an almost completely cloud-based system. This has of course been a huge benefit to the school with the current pandemic. The groundwork completed during 2019 has prepared the school for a world we were not expecting.

The school also has a new website. The look of the site is greatly improved and it also offers some structural improvements such as better integration with our Facebook page and online application processes.

PROFESSIONAL DEVELOPMENT

The school's professional development programme, which has included Ministry of Education professional development contracts, has been ably led again by Kerry Watkins. We have continued to use a combination of our own skills and outside facilitators working with staff across the school. The challenge for NHS is to meet the needs of the staff across differing locations. With some travel and plenty of good will, the contracts have worked well.

Our in-house professional development programme has continued with all staff coming to Auckland for a comprehensive programme early in the year and a series of regional programmes later in the year.



RICHARD WINDER
NHS Principal

REVIEWS

2019 has been the year of the review. The school has taken an active part in several of the Ministry of Education reviews, including Tomorrow's Schools, NCEA and Specialist Education. These reviews have been opportunities to look above the parapet and debate the way structural changes might affect our student cohort. It has been interesting to see the changes that have been agreed and the way the original suggestions have become the new landscape in which we work.

The school has also undergone an external review from the ERO team. My thanks to the staff for the professional way they took part in this review. The positive review comments are a testament to the hard work of our team.

PROPERTY

Developments with property have seen some progress at last. Tauranga and Whangarei are now housed in lovely new premises, which are a contrast to the overcrowded conditions they had before. Whakatane and Kaitia continue to progress very slowly and the Board and I would like to thank the staff in these teams for their perseverance and patience.

KIWISPORT

This year the school received \$19,414.20. The school does not have a sports programme, due to the health issues our students face. \$1650 was spent on sports-related activities.

TE AWA

This year the Te Kahu Toi (renamed Te Awa) unit has continued to change and improve. This development has seen more students being referred to the unit and some excellent results for the young people in terms of personal growth and returning to school.

COLLABORATION

The three health schools continue to work closely together, but unfortunately our annual combined Boards conference did not occur due to the Ministry of Education's long delays in appointing the new Boards. We look forward to meeting later in 2020, once such gatherings become possible again.

Our new Board has hit the ground running. My grateful thanks to the Board for your support and to the staff for the professional way the team works to provide education support for our students.

RICHARD WINDER

Principal

April 2020

BOARD AND STAFF

BOARD OF TRUSTEES 2019

POSITION	NAME OF TRUSTEE	STATUS	TERM EXPIRES	OCCUPATION
Chairperson	Michael Stowers	Ministerial appointment	Ocober 2019	Chartered Accountant
BOT member	Richard Winder	Principal	Ongoing	Northern Health School
BOT member	Polly Smith	Co-opted	May 2019	Tertiary Student
BOT member	Rachael Mason	Ministerial appointment	May 2019	Director of Human Resources
BOT member	Rosemary Gormack	Staff appointee	May 2019	Teacher
BOT member	Agnes Wong	Ministerial appointment	May 2022	Public Health Promoter/Advisor
BOT member	Joanne Walker	Ministerial appointment	May 2022	Senior Research Fellow & School Facilitator
BOT member	Margi Watson	Ministerial appointment	May 2022	Local Body Councillor
BOT member	Martin Smith	Ministerial appointment	May 2022	Civil Engineer
BOT member	Raj Kershaw	Ministerial appointment	May 2022	Chartered Accountant
BOT member	Tracy Grieve	Staff appointee	May 2022	Administrator



MICHAEL STOWERS
Chairperson



RICHARD WINDER
Principal



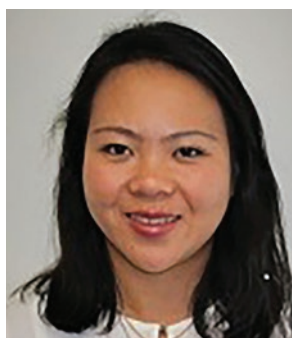
POLLY SMITH
Trustee



RACHAEL MASON
Trustee



ROSEMARY GORMACK
Staff Trustee



AGNES WONG
Trustee



JOANNE WALKER
Trustee



MARGI WATSON
Trustee



MARTIN SMITH
Trustee



RAJ KERSHAW
Trustee



TRACY GRIEVE
Trustee

STAFF MEMBERS 2018

NAME	POSITION	LOCATION/UNIT
Richard Winder	Principal	Queen Street
Kerry Watkins	Deputy Principal	Queen Street
SUPPORT STAFF		
Jan Carlson	Business Manager	Queen Street
Francis Kerrigan	Administration support	Queen Street
Tracy Grieve	Administration support	Queen Street
Christine MacKenzie	Administration support	Queen Street
Lynda Lindsay	Administration support	Queen Street
Lucy Wongso	Administration support	Queen Street
Maria Kim	Administration support	Queen Street
Alison Wells	Teacher aide / administration support	Auckland Central
Theresa Boyd	Teacher aide / administration support	Auckland Central
Lin Song	Teacher aide / administration support	Auckland Central
Rachel Brabant	Teacher aide / administration support	Auckland North
Sharon Henaghan	Teacher aide / administration support	Child & Family
Kylie Taylor	Teacher aide / administration support	Gisborne
Rose Irwin	Teacher aide / administration support	Kaitia
Louise O'Hagan	Teacher aide / administration support	Northland
Maylene Robbie	Teacher aide / administration support	Northland
Darragh Mulligan	Teacher aide / administration support	IDSS
Jocelyn Eaddy	Teacher aide / administration support	RMH
Janene Arden	Teacher aide / administration support	Rotorua
Mary O'Carroll	Teacher aide / administration support	SAU
Tracie Male	Teacher aide / administration support	SAU
Karen Brumfit	Teacher aide / administration support	Starship
Susan O'Brien	Teacher aide / administration support	Starship
April Leng	Teacher aide / administration support	Taranaki
Carla McKenna	Teacher aide / administration support	Taupo
Heather Spalding	Teacher aide / administration support	Tauranga
Janine Henderson	Teacher aide / administration support	Tauranga
Jocelyn Coppins	Teacher aide / administration support	Te Awa
Lindsay MacGilvray	Teacher aide / administration support	Te Awa
Rachel Bourgaize	Teacher aide / administration support	Te Awa
Sonny Morunga	Teacher aide / administration support	Thames
Stephanie Hinson	Teacher aide / administration support	Thames
Carmel Jesney	Teacher aide / administration support	Waikato
Elizabeth Allan	Teacher aide / administration support	Waikato
Jennifer Parry	Teacher aide / administration support	Waikato
Bronwyn Kamphorst	Teacher aide / administration support	Whakatane
Lara Ross	Teacher aide / administration support	Wilson

NAME	POSITION	
AUCKLAND CENTRAL		
Jane Marsden	Associate Principal	
Fiona McKinlay	Deputy Leader	
Natalie Paltridge	Deputy Leader	
Alison Bowden	Teacher	
Ann Tucker	Teacher	
Bernadette Phillips	Teacher	
David Storey	Teacher	
Elaine Costello	Teacher	
Felicity Timings	Teacher	
Gillian Holdcroft	Teacher	
Hannah Macfarlane	Teacher	
Ian Hunter	Teacher	
Joanna Hilario	Teacher	
John Brunton	Teacher	
Nicola Maddox	Teacher	
Phyllis Walker	Teacher	
Piali Dasgupta	Teacher	
Sharon Holderness	Teacher	
Shelley Scarlett	Teacher	
Stephanie Todman	Teacher	
Stuart Frost	Teacher	
AUCKLAND NORTH		
Joanne Anderson	Associate Principal	
Craig Halonen	Deputy Leader	
Anna Benton-Guy	Teacher	
Cathryn Redgwell	Teacher	
Chrissy Marshall	Teacher	
Erin Norris	Teacher	
Haley Harvey	Teacher	
Hannah Terstappen	Teacher	
Jody Grasby	Teacher	
Katherine (Kate) Silby	Teacher	
Katrina Jagersma	Teacher	
Kendal Collins	Teacher	
Kiri Fitt	Teacher	
Maia Freeman	Teacher	
Raewyn Quist	Teacher	
Sally-ann Tait	Teacher	
CHILD & FAMILY		
Gaynor Brown	Senior Teacher	
Stuart Frost	Teacher	
GISBORNE		
Rebecca Cowper	Teacher – Unit Leader	
INTELLECTUAL DISABILITY SECURE SERVICES		
Marie Hickey	Teacher	
KAITIA		
Ann Reina Cabrera	Teacher – Unit Leader	
Fiona McBain-May	Teacher	
Jordan Wills	Teacher	

NAME	POSITION	
NORTHLAND		
Karen Abel	Associate Principal	
Kelly Middleton	Deputy Leader	
Tasma Skinner	Deputy Leader	
Carolyn Scott-Petersen	Teacher	
Debby Young	Teacher	
Guy Muller	Teacher	
Jenny Sergeant	Teacher	
Jo Reddy	Teacher	
Joanna Mandeno	Teacher	
Kelly Smith	Teacher	
Linda Nash	Teacher	
Lynette Cohen	Teacher	
Mary-Lynne Steel	Teacher	
Monique Burke	Teacher	
Robyn Bint	Teacher	
Terri Duff	Teacher	
Valarie Carter	Teacher	
RONALD MCDONALD HOUSE		
Catherine Vetelino	Senior Teacher	
Marion Nevin	Teacher	
ROTORUA		
Karen Gillespie	Senior Teacher	
Jenny Lee	Teacher	
Jo van der Maas	Teacher	
Karen Archer	Teacher	
Larissa Fullard	Teacher	
Mary Carroll-Jones	Teacher	
Sandy Macdonald	Teacher	
Vicki Whibley	Teacher	
SOUTH AUCKLAND		
Estelle Hunter	Associate Principal	
Alison Reeve	Teacher	
Briar Palmer	Teacher	
Esther Williams	Teacher	
Hinemoa McCawe	Teacher	
Lilian Nathan	Teacher	
Patricia Loulanting	Teacher	
Samoa Meyer	Teacher	
STARSHIP		
Jan Melbourne	Associate Principal	
Emma Hopner	Teacher	
Jennifer (Jenny) O'Leary	Teacher	
Joanna Shanks	Teacher	
Marianne Senn	Teacher	
Rosemary Gormack	Teacher	

NAME	POSITION	
TARANAKI		
Viv Clark	Senior Teacher	
Kathleen Saso	Teacher	
Kumari King	Teacher	
Lauren Vazey	Teacher	
Rachel Roberts	Teacher	
Tracey Cocker	Teacher	
TAUPO		
Maaieke Clapcott	Team Leader	
Clare Webber	Teacher	
Holly Rose	Teacher	
Kate (Virginia) Fowler	Teacher	
TAURANGA		
Robyn Meikle	Associate Principal	
Abbey Honey	Deputy Leader	
Sharlene Petersen	Deputy Leader	
Shona Woodhead	Senior Leadership	
Andrea Evetts-Jones	Teacher	
Bronwyn Waterhouse	Teacher	
Christine Mason	Teacher	
Eve Treggerthan	Teacher	
Karla Revel	Teacher	
Kylah Drake	Teacher	
Linda Woodrow	Teacher	
Rebecca Sisson	Teacher	
Ruth Kaniuk	Teacher	
Tanya Gray	Teacher	
Tui Hambrook	Teacher	
Wendy Hamilton	Teacher	
THAMES		
Megan Smith	Team Leader	
Cushla Brown	Teacher	
Elizabeth Meredith	Teacher	
Geralyn Allen	Teacher	
Ian Drury	Teacher	
Jessica Phillips	Teacher	
Yvonne Tingle	Teacher	
WAIKATO		
Michelle Hamilton	Associate Principal	
Alison Hepburn	Teacher	
Cheryll Robertson	Teacher	
Heather-anne Lang	Teacher	
Hillary Paalvast	Teacher	
Janie Meyer	Teacher	
Jenna van Rijen	Teacher	
Jenny Macdonald	Teacher	
Lee Palmer	Teacher	
Meika King	Teacher	
Melissa Donaldson Seath	Teacher	
Miriam Deuschle	Teacher	

NAME	POSITION	
WAIKATO continued		
Naomi Burge	Teacher	
Nicola Lumsden	Teacher	
Patricia Waters	Teacher	
Rosemary Skelton	Teacher	
Steven Hughes	Teacher	
Sue McLeish	Teacher	
Tracey Bourke	Teacher	
WHAKATANE		
Beth Radcliffe	Team Leader	
Christine Hennessy-Prinz	Teacher	
Rochelle Salt	Teacher	
Ruth Vullings	Teacher	
Trudie John	Teacher	
WILSON		
Robyn Brownlee	Team Leader	
Annette Mitchell	Teacher	
Lynn Godfrey	Teacher	
TE AWA		
Mia Dabbous	Senior Leadership	
Andrew Lindsay	Deputy Leader	
Cassandra Taylor	Facilitator	
Karena Koria	Facilitator	
Mary Kate Daley	Facilitator	
Edward Tuipoloa	Mentor	
Puriri Koria	Mentor	
Ashwin Mathur	Psychologist	
Deborah Saxon	Psychologist	
Pineio Diamanti	Psychologist	
Rosie Curwen	Psychologist	
Lara Morton	Psychologist – Intern	
Rose Down	Teacher	

GOOD EMPLOYER REPORT

The Board's employment policy and procedures have been followed with all appointments made during the year. Staff have been selected with a view to the best person to meet the needs of the unit and the students. All units have started the year with a minimum of 80% permanent teaching staff and this has been reviewed and positions advertised and filled as per the policy. The Board's EEO procedures have been followed and a fair and transparent process has been used for all appointments.



Northern Health School

CHARTER GOALS AND TARGETS

2019

including Analysis of Variance

MISSION STATEMENT

Te Puna Whakatipu – A place to grow and thrive

VALUES

COMMITMENT to learning and the learner

COMPASSION inherent in all that we do

ACHIEVEMENT through setting and achieving learner-centred goals

RESPECT for culture, diversity and each other

EQUITY of opportunity for all learners

PURPOSE

The learner is the reason and the focus of all we do.

Every learner receives an education, no matter what their illness, where they live, or what path they want to follow.

The learners' voices and choices are central to everything.

High quality staff deliver consistency and cohesiveness across the school.

SPECIAL CHARACTER STATEMENT

Northern Health School (NHS) is governed by a Ministerially appointed Board of Trustees and provides education for school-aged learners unable to attend their school of enrolment due to serious illness. Learners are admitted to NHS while remaining enrolled at their School of Enrolment (SE).

The school also has responsibility for learners in the care of Oranga Tamariki and with behavioural challenges, through the Te Awa initiative in Auckland.

NHS teachers provide learning programmes from years 1–13 in homes, hospitals, support centres and other suitable environments. An individual learning plan (ILP) is developed in association with the learner's regular school, medical teams, caregivers and other interested parties. Full curriculum coverage is not always appropriate due to the effects of illness. The focus is on the learner's education progress and transition to school, employment or tertiary study, while taking into account relevant health factors.

Reporting on progress to learners, parents and the regular school, is through the ILP, while aggregated information is prepared for the Northern Health School Board of Trustees. As health conditions and time on the roll vary greatly, it is not possible for NHS to report on progress in relation to a school-wide age or year level cohort. NHS measures student progress against the achievement of their individual ILP curriculum and transition goals and national norms and averages.

NHS EMBRACES THE PRINCIPLES OF THE TREATY OF WAITANGI

The Northern Health School aims to provide programmes that reflect and include Te Reo Māori and Tikanga Māori, and which include reference to New Zealand's unique cultural heritage and diversity. The Northern Health School aims to accommodate students who are enrolled in bilingual classroom situations and full immersion Kura Kaupapa.

Where students have been instructed in Te Reo Māori at their school of enrolment, NHS staff will take all reasonable steps to facilitate this. These steps may include the use of programmes provided by Te Kura (the Correspondence School), the student's school of enrolment and our own staff and learning resources.

School community consultation is undertaken at an individual family level, alongside the ILP process. Individual goals and programmes that meet the needs of the student educationally, culturally and in terms of their illness are agreed.

NHS staff participate in professional development, including the Ka Hikitia strategy. NHS employs staff with specific responsibility for this area, to increase staff awareness and skill in making programmes of work and their delivery culturally appropriate.

VARIANCE REPORT

Strategic Area 1: PEDAGOGY, LEARNING AND THE CURRICULUM				
KEY STRATEGIC THREE YEAR GOAL: The Board supports the staff in the provision of high quality learning outcomes for all students.				
LONG TERM GOAL 1				
All programmes are learner-focused.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Develop staff skills in project-based learning.	SMT	Reported Dec 2019	Term 1: All staff have PBL goals in their appraisals. Most units are providing PBL sessions in their support centres. Term 2: PBL presented to HELP Association teachers.	The two lead staff are confident that they can leave this area of change to units to manage after two years of school-wide development. There has been uptake from all units.
Further develop staff skills in use of Learning Progressions Framework with year 1-10 students.	Pedagogical Leader		Feb: Pedagogical leader appointed and developing a programme for the year. May: Report of 2018 maths progressions prepared for the Board.	All staff have worked to develop their understanding of and skills in using the maths learning progressions through a lesson study process.
Identify ways to improve students' participation in transition goal-setting.	Principal	Term 3.	Term 2: Student satisfaction survey results show that 50% of students feel they have at least 50% input into these goals.	Students' involvement in goal-setting has increased in transition and personal goal areas but a slight decline in the curriculum area. Students generally feel they have agency in goal-setting.
Coordinate professional development to support learner-focused programmes.	DP	Reported Dec 2019	Term 1: PD focus in learner-focused programmes.	School-wide teacher development programmes, including LPF development, NCEA support and Transition goal-setting have included a focus on the learner as the centre.
OPERATIONAL TARGETS				
Targets 2019	Student data shows they perceive themselves having more than 60% input into programme planning.			The target has been met, although there is some variation between the three different planning areas. Curriculum goal-setting input is rated lower than transition and personal goal-setting by students.
	There is programme consistency across the school.			
The staff have worked hard to develop programmes that meet the needs of learners. Project-based learning has been implemented in all units across the school and the teachers supporting it have concluded that no further input is needed from them. The amount of learner input into the planning of such programmes varies from unit to unit and staff are working to increase student involvement where they can. Use of the Learning Progressions Framework in maths has been a focus for the school this year and there is now a good data set from which to analyse student learning. Staff are more confident in the use of the progressions and this work will progress into 2020.				

LONG TERM GOAL 2				
Innovation is encouraged and best practice shared.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Increase staff capability in the use of online learning tools.	Specific MU holders	Reported Dec 2019	Term 2: MU holder identifying staff who need support in the use of Teams and other programmes. Providing individual tuition.	Teams, Te Kura online resources and Google Classroom are being used confidently by staff to provide quality programmes for students. The school also offered digital external exams as an option in English this year with supervising staff trained in digital supervision. MU holder has led the introduction and use of Education Perfect site across the school.
Develop an online best practice guide.	SMT	Reported Dec 2019	Term 1: MU holder surveying staff to add to the guide. Term 2: Survey under way with staff. Term 4: Guide in the final stage of editing.	Final best practice guide submitted term 4 2019 for review by senior staff.
Identify best practice nationally and internationally and share with all staff.	Senior staff	Reported Dec 2019	Term 1: DP planning and running international video streaming sessions. The first one was very successful. Term 2: Second HELP sharing session completed. NHS staff led the session. HELP conference attendance and associated reporting back to the school through Teams.	Information from the HELP conference has been shared with the staff and Board and will be used in developing our 2020 Charter. Staff have contributed to the online Journal and in editing and proofreading materials.
LONG TERM GOAL 3				
Pedagogical understanding informs learning programmes.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Deepen teacher understanding of culturally responsive pedagogy, in relation to work on the Learning Progressions Framework and project-based learning, and over various teaching situations (home, hospital, student support centre, online etc).	Principal, DP	Reported Dec 2019	Term 1: Whole school PD session with Anne Milne, looking at the way the system treats Māori.	Curriculum and LPF development have focused on identifying the learners' individual needs and staff report that they are more confident in this area.
LONG TERM GOAL 4				
Learning systems are enhanced and expanded, improving student opportunities for digital learning.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Improve staff skill and confidence in the use of LPF to report student progress.	MU holder	Reported Dec 2019		Staff are generally confident in their use of the LPF and data has been recorded that can be used to track student progress. The school is nearing the target of 70% of year 0-10 students having LPF information entered.

LONG TERM GOAL 4 continued				
Monitor and respond to changes in Te Kura online learning programmes.	SMT and MU holders	Reported Dec 2019		Staff are confident in the use of Te Kura online programmes and have responded to changes in this area. Te Kura have shared their plans for ongoing changes in this area.
Develop school-wide systems using Teams.	SMT and Unit holders	Reported Dec 2019	Feb: MU staff encouraged to use Teams to communicate and store resources. Term 1: Most school-wide communication conducted in Teams. Term 2: Staff collaborating in Teams on discussions related to education sector proposed changes. Term 3: Teams used for supporting the team attending HELP. All major announcements and communication now made in Teams. Matauranga curriculum team established and curriculum support information added.	Teams has become the collaboration and communication hub for the school. Almost all school-wide communication is now undertaken in Teams. Teams have been established centrally and by small groups of staff for specific purposes. Learning materials and school resources have been moved to Teams and are being accessed by all staff.
Develop more effective assessment and recording systems for NHS context.	SMT and Unit holders	Reported Dec 2019	Term 1: Transition goals reporting shared with staff and the need for more consistency identified. Term 2: Starship team working on inpatient transition goals which include student agency. All units working on consistent transition goals. Term 3: Etap coach support in looking at ways of better using this resource. Facility for recording staff immunisation status in place.	Transition goal-setting is now more consistent across the school and there is a transition goal reporting mechanism in place.
CURRICULUM TARGETS (NHS curriculum targets only apply to students well enough or on the roll long enough to be assessed.)				
Targets 2019	All teaching staff able to use Teams.			Target met.
	80% of year 1-8 students show progress greater than their increase in age on standardised assessments in English and Maths.			Target met.
	NCEA results are equal to or better than the national average for the subject.			Target met.
	Maori and Pasifika NCEA results are better than the national average and equal to European students' achievement.			Target met.
Teams has become a key part of the school's systems and communication. All staff make use of it and it has become a valued place to discuss issues and share information. As Teams is improved and developed, its functionality is being used in more useful ways. Results have again been positive in terms of NCEA, with a richer data set now available with integration of eTAP and NZQA. We have been able to analyse this data more easily and get a better picture of those students whose entries are handled by their school of enrolment than was the case previously. There is more work to do in this area and the integration of eTAP and NZQA has not been without its challenges. The result has been a much better set of data and should lead to less admin work in dealing with entries.				

Strategic Area 2: CULTURAL				
KEY STRATEGIC THREE YEAR GOAL: Maori and Pasifika achievement is at least as high as achievement from other ethnic groups. <i>Ministry of Education Priority One: Improving education outcomes for Maori and Pasifika students.</i>				
LONG TERM GOAL 1				
Maori and Pasifika staff recruited.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Recruit staff with appropriate cultural capability.	Principal	Reported Dec 2019		Staff recruitment has focused on cultural capability and this has resulted in the permanent appointment of staff with these capabilities.
LONG TERM GOAL 2				
A balance of Board members maintained.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Review the balance of ethnicity, gender, regional representation and skills and co-opt as necessary.	Board	Term 1	Term 1: Skills for the new Board identified and emailed to the Ministry. Term 2: Ministry announces that the Board appointment process will be delayed by three months. Term 3: Board election process started. Term 4: New Board appointment process completed. Board agenda item to review the balance and needs in November.	The Board have identified areas of skill and representation for possible co-option.
OPERATIONAL TARGETS				
Targets 2019	There is a balance of ethnicity within the Board.			Target met.
	There is a gender balance within the Board.			Target met.
	The Board contains a range of experience and skill.			Target met.
Despite the challenges inherent in the Auckland region in terms of staff availability, the school has been fully staffed for the year. Advertising has included skills and experience identified for the team concerned. The Board have reviewed the composition and skills balance of members and have provided the Ministry with areas for consideration during the 2019 appointment process. Following advice from STA and the Ministry, it was decided not to co-opt any further members during the year as this would not meet the requirements of the Act.				
LONG TERM GOAL 3				
Learning needs for each student are met in a culturally appropriate manner.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Develop staff capability through both individual and school-wide PD, highlighting culturally responsive pedagogy.	Principal and DP	Reported Dec 2019	Term 1: Several staff have led professional development across the school, both at whole school PD and in individual teams.	All staff have set and worked towards goals in this area within their respective units, as part of their professional development and appraisal.

LONG TERM GOAL 3 continued				
Embed cultural practice in the way the school operates.	SMT and Unit Holder	Reported Dec 2019	Term 1: Te Awa name launch opening led by one of the team, following protocol. Planning for a sod-turning ceremony under way. Identification of a suitable Kaumatua undertaken by the Tauranga team. Term 2: Tauranga blessing and first sod-turning ceremony led by local Kaumatua.	Basic opening, blessing and closing protocols are followed across the school. This is led by the SMT, who set the example through their meetings and in the running of their units.
Make resources for staff working with Maori and Pasifika students available through Teams	MU holder	Reported Dec 2019	Term 2: Resources made available through Teams.	Teams is now the place for staff to find the school's existing Maori and Pasifika resources. Maori and Pasifika and other language/cultural days are recognised and resources shared to Teams. Unit activities are shown on the school's Facebook page.
<p>The 2019 NHS Board has reviewed its membership and maintained a balance of skills, ethnicity and gender. Information has been sent to the Ministry regarding the new Board and what skills would be useful. Following the appointment of the new Board, a further review has been undertaken and a programme of co-option is under way.</p> <p>Staff recruitment has been challenging with the teacher shortage affecting many of the units within the school. Where possible recruitment has been focused on broadening the range and increasing the balance of ethnicity in each unit.</p> <p>Staff development has focused on meeting the needs of learners in culturally confident and capable ways. This has been through personal and whole school development opportunities and is reflected in the appraisal processes used across the school.</p>				

Strategic Area 3: PEOPLE AND PROPERTY

KEY STRATEGIC THREE YEAR GOAL:

High quality staff, leadership and infrastructure provide for the cultural and achievement needs of learners.

LONG TERM GOAL 1

National and international relationships maintained and extended.

PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Continue professional development and dialogue nationally and internationally.	Principal and DP	Reported Dec 2019	Feb: Contact from Ukraine and UK. Manchester senior manager hosted by the school. May: Head of paediatrics from Monash Melbourne visited the school and the two education systems were compared.	NHS has a high profile both nationally and internationally and has been sought out by professionals for collaboration and support.
Identified staff participate in the HELP conference September 2019.	SMT	Term 3	Feb: Four abstracts submitted to HELP conference. April: Three abstracts accepted. September: HELP team attend the conference.	The HELP conference was attended by a number of NHS staff, many of whom presented papers to this forum. The Board and staff have been presented with feedback from the conference and findings are woven into the strategic planning for 2020.
Principal, DP participate in HOPE conference.	Principal and DP	April 2020		
Participate in the development of an academic journal to publish research in the field of education of students with illness.	Principal and DP	Term 3	Feb: Journal now available online. March: Tutorial on how to get published shared with staff. September: Presentation at HELP to support Journal getting published. Staff who have done school-based research encouraged to submit to the Journal.	Several staff have submitted papers to the Journal and the school has been involved in peer reviewing and copy editing submissions.
Develop and maintain positive relationships with MoE, Te Kura and Te Awa partners.	Principal, EMT	Reported Dec 2019	Term 2: Meeting with new Ministry head of property to develop a long term property plan. Term 3: Advised that the Minister wants to meet with the three Boards at our next conference. Senior MoE staff to meet with principals and senior staff to look at ways we can fit into the wider specialist education network. Term 4: Meeting with Te Kura senior management to look at future directions and collaboration.	Relationships have been actively managed and care taken to expect high standards, but not to jeopardise the overall relationship. Key staff have responsibilities in this area and feedback has been positive.

LONG TERM GOAL 2				
The school is staffed in a flexible and effective way.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Review and maintain the balance of permanent staff at each unit in relation to changes in roll numbers.	Principal and DP	Term 1	Term 3: Initial review of permanent staffing provision for 2020 undertaken. Plan for staffing to the Board.	Term 1: All units started the year with 80% or more permanent staffing in place.
Recruit permanent staff where necessary to bring the base staffing for all units to a minimum of 80%.	Principal and DP	Term 1	Feb: Permanent staffing in all units at or above 80%. Term 3: Staff recruited to meet the 80% minimum for 2020 start-of-year.	The start-of-year staffing for 2020 is in place and all units have 80% or more permanent staffing in place.
NHS units prepared to staff roll growth in advance.	SMT	Reported Dec 2019	May: Advertising for fixed term staff in Auckland to meet roll growth. Term 2: Advertising in several locations for extra staff. Challenging climate for teacher recruitment in Auckland.	Larger than normal growth in some units meant that preparation for growth was not always sufficient. The teacher shortage made responding in some areas challenging. Most units were able to respond to changes in their rolls effectively.
OPERATIONAL TARGETS				
Targets 2019	The school is flexibly staffed.			Target met.
	The school operates within its staffing entitlement.			Target met.
LONG TERM GOAL 3				
Staff have the specific knowledge and skill required to meet learners' needs.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Identify curriculum needs in units prior to recruitment of new staff.	Principal and DP	As appointments are required	Term 1: RMH and Wilson teaching roles advertised with curriculum and inter-personal skills identified. Term 2: New staff advertising identifies curriculum needs in the units concerned.	Term 1: New staff appointed to Wilson and RMH units. Term 3: Curriculum needs identified in units where staff are being recruited for 2020.
Share subject expertise across the three Health Schools using Teams.	Principal, DP and MU holders	Reported Dec 2019	Term 2: The three health schools are sharing PD opportunities so staff can attend if they are suitable.	Opportunities have been provided and discussed but not taken-up due to timing of the schools' PD and similarity of content.
Provide staff development opportunities for understanding the effects of illness on learning.	Principal, DP and MU holders		Term 3: HELP conference attendance across the various sessions, reports put on teams.	Professional development including whole school PD, HELP conference attendance and personal PD has included the effects of illness. Mental health has been identified as a key area for further development.
Staff identify an area of culturally responsive pedagogy to improve through the appraisal process.	Principal and DP	Reported Dec 2019	Term 1: All staff have appraisal goals related to cultural responsiveness.	All staff have set goals and worked primarily within their units to improve their understanding and capability in this area.
Standardise the induction process across the school.	SMT	Reported Dec 2019	September: Senior staff discussion around induction process.	Current practices have been reviewed and updated. Key staff are identified in each unit with this responsibility. School-wide support provided by the admin team in this area adds to standardisation.

LONG TERM GOAL 3 continued				
Extend the OneNote based appraisal system to include support staff.	MU Holders	Reported Dec 2019	Term 2: Progress in developing the support staff system. Also feedback from ERO used to improve the teacher appraisal system.	Term 2: Accord signed between teacher unions and Ministry that agrees to remove the legislative requirements for appraisal.
LONG TERM GOAL 4				
Leadership within the school is effective.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Develop leadership skills through MoE-funded PLD programme.	Team Solutions, Principal and DP	Reported Dec 2019	Term 3: Technology Curriculum PLD planning well-advanced for 2020.	Due to the very small number of hours left over from the previous year's contract it was decided not to proceed.
As units grow in size, review allocated leadership is sufficient to provide support.			Term 3: Additional deputy leaders allocated to those units with high levels of growth.	The school has responded to roll growth in individual teams with the addition of extra deputy leaders. A review of the needs in each unit has been undertaken and additional leadership roles identified for 2020.
Provide opportunities for staff to present ideas, research and innovations to the Board and across the school.			Term 1: Several staff presented at whole school PD. Three have had abstracts accepted for HELP and one has presented to the Board.	Several staff have presented their research and innovations through the school, to the Board and also at the HELP conference and to HELP members through online presentations.
LONG TERM GOAL 5				
Welfare of staff and students is a high priority.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Develop a system of peer support for staff.	Principal and DP	Term 2	Term 1: Psychologist from Te Awa working in Auckland North unit trialling peer support. Term 3: Peer support trial under way in Auckland North. Term 4: Peer support programme being evaluated.	The programme has been designed, trialled and an evaluation completed.
<p>Both national and international collaboration has been a focus for the school. Involvement in the creation and publishing of an international scientific journal has been a highlight here and some NHS staff have submitted research.</p> <p>Flexibility of staffing has been a challenge, with the teacher shortage affecting Auckland and also some out-of-Auckland areas. The amount of roll growth has meant that plans for flexible staffing have had to include recruitment of teaching staff later in the year and at times this has been difficult.</p> <p>Teams has been used to share information and to give curriculum support to staff across the school. The creation of a Leader of Learning position in the school has enhanced this area and created a leadership opportunity of a different kind. The school has also been able to respond to growth with the establishment of temporary deputy leader roles within the schools for the second half of the year, as a way of responding to the challenges of more students in each unit.</p> <p>The area of staff welfare has seen a trial of a peer mentoring system and the investigation of external support, which the Board have agreed to implement for 2020. This is an important area and the Board are focused on making sure staff are able to access the support they need.</p>				

Strategic Area 4: ORGANISATION AND SUSTAINABILITY				
KEY STRATEGIC THREE YEAR GOAL: The school is organised and structured for sustainability and effectiveness.				
LONG TERM GOAL 1				
The school's carbon footprint is reduced.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Include carbon emissions in vehicle purchase decisions.	Board and Principal	Reported Dec 2019	Term 2: Planned replacement of larger school vehicle to also be a hybrid.	All school vehicles, with the exception of the 13-seater van are hybrid vehicles.
Consider the viability of purchasing at least one all-electric vehicle as a trial.	Principal	Reported Dec 2019		Price and availability still make fully electric vehicles uneconomic for the school.
Reduce the km per student travelled through the use of online technologies.		Reported Dec 2019	Term 1: 2018 data shared with staff. 16% reduction for the year.	
OPERATIONAL TARGETS				
Targets 2019	Fuel use is reduced on a per student basis by 10%.			Target met.
The school fleet is now made up of hybrid vehicles, with the exception of a diesel van at Te Awa. This, coupled with a focus on rationalising travel in eachunit and the provision of online and remote support centres, has led to a further reduction in the travel per student undertaken this year.				
LONG TERM GOAL 2				
Systems and processes enable the effective governance of the school and meet legislative requirement.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Review the school's strategic direction and goals with input from major stakeholders.	Board and Principal	Nov 2019	Term 3: Unit meetings identifying areas of strategic direction with staff and students. Term 4: Staff feedback shared with all staff online for discussion and presented to the Board.	The Board have received input from staff and through the satisfaction survey from parents, students and schools of enrolment.
Develop unit-based annual plans from the school-wide plan.	Principal and SMT	Term 1	Term 1: All units working on their own goals from the school's strategic plan. June: All unit goals in place and reviewed during the Principal's visit.	All units have developed annual planning goals and worked towards these.
Continue to refine a Board meeting programme that focuses more on strategic planning and review.	Board and Principal	Term 1	Term 2: Draft self-review/workplan prepared for the Board and agreed.	Self-review/workplan agreed by the Board.
OPERATIONAL TARGETS				
Targets 20189	2019 Annual Plan targets are met.			Target met.
The school has a strategic planning system that includes input from a variety of stakeholders. This has been extended to include units planning goals which relate to the Charter goals for the school. These goals have been developed in each unit and progress monitored through the year. The Board have a programme of work in place to spread the workload across the year.				

LONG TERM GOAL 3				
Learning outcomes are reported to the Board.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Update eTAP to export data directly to NZQA.	EMT	Term 2	Term 1: Final test upload successful and the system is now able to communicate with NZQA.	NZQA data now uploaded directly to eTAP and reporting of 2018 NCEA data completed using eTAP.
Develop a “dashboard” report from eTAP that provides basic admission, transition and demographic information.	SMT	Term 2	Term 1: Dashboard report in place and included in April Board report.	eTAP dashboard reporting included in all monthly reports.
Develop a recording and reporting mechanism around learning progressions.	Unit holders and SMT	Term 2	Term 1: Systems in eTAP finalised and refined. Basic report of 2018 data prepared and submitted.	eTAP report in place for final 2019 data reporting.
Provide support to staff in complex student admission, enrolment and transition meetings.	SMT	Reported Dec 2019	Term 2: Several meetings across the school have included the Principal or DP supporting NHS staff.	Senior staff have provided support in a number of complex admission and transition meetings. This has been through phone, email and face-to-face support where necessary.
LONG TERM GOAL 4				
Parent/student/school of enrolment survey result satisfaction levels are high.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Community Satisfaction survey conducted.	Principal	2019	June: Report of 2018 satisfaction surveys presented to the Board.	2019 survey results have been collected and a summative report presented December 2019.
Review, update and deliver a leadership effectiveness measure.	Principal	Term 2	Term 2: Board agree to look at NZCER tool for school surveying. Details of the tools available for September Board meeting.	NZCER survey tool is not available after term 3. Survey to be conducted in 2020.
Staff Satisfaction survey conducted.	Principal	2019	NZCER survey information made available to the Board.	NZCER survey tool is not available after term 3. Survey to be conducted in 2020.
OPERATIONAL TARGETS				
Targets 2019	Satisfaction ratings are above 90%			Target met.
The Community Satisfaction results have again been positive and reflect a school parent and learner population that is largely satisfied with the service provided. The Board have reviewed options for surveying staff and leadership functions within the school and have decided to make use of NZCER online tools. Unfortunately this tool is not available to be used in the latter part of the year, so the first use of these will be in 2020.				
LONG TERM GOAL 5				
Strategies and systems support the school in case of a disaster.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Review and update the school's risk management plans.	EMT	Term 3	Term 3: Senior staff updating the details of the plan. Plan reviewed by the Board.	The school's risk management plan updated.
Finish migration of systems to the cloud to improve the school's data backup and safety.	EMT	Term 3	Term 2: Personal, staff and most admin data now stored in Teams.	Minimal data is now stored on school-based systems and this is backed-up to offsite storage systems.

LONG TERM GOAL 6				
Suitable and safe environments are provided for staff and students.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Identify and report risks in each unit.	SMT	Each term	Term 1: H&S review in each unit undertaken.	Each term the Principal has facilitated discussions in each team and reports have been presented to the Board.
Investigate options for staff wellbeing training and support.	SMT	Term 2	Term 1: Peer support programme under development and trial.	Peer support and workplace mentoring options have been investigated, including workplace mentoring.
OPERATIONAL TARGETS				
Targets 2019	Staff in all units have awareness of NHS safety procedures.			Target met.
Each unit within the school records and reports on health and safety issues on a regular basis. This includes looking at ways to make the workplace and workplace practices safer, as well as recording issues that have arisen and what has been done to mitigate those risks. The school's disaster response system has also been updated. The measles outbreak has led to changes in the school's infection control and the collection of evidence of immunity from staff and learners.				
LONG TERM GOAL 7				
Property provision is consistent and of high quality.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Monitor roll growth across the school and identify trends.	EMT	Ongoing; reported Dec 2019	Term 2: Ministry have approved an increase in the school's Notional Roll.	Trends reported to the Board and information used in setting initial 2020 staffing and in planning for growth.
Establish a new unit in Kaitia.	EMT	Term 3	Feb: Unit moved into Kaitia Intermediate property. Term 2: Funding approved for Kaitia fit-out.	The unit is established and staff are now based in Kaitia Intermediate School with an MoU in place. Plans are under way to refurbish the space to meet the needs of the team.
Manage the development of new units to best meet the needs of the students and staff.	SMT	Dec 2019	Feb: Discussions with MoE regarding new school buildings in north and west Auckland. May: Data provided following request by MoE related to new Wainui school build. Term 3: Plan to meet with MoE senior manager property to establish a long-term property plan for health schools.	Auckland West and North new school builds are progressing well. The school has been involved in setting the parameters for these projects.
Plan and implement relocation of Tauranga and Northland staff to new premises.	EMT	Reported Dec 2019	Term 2: Sod-turning ceremony in Tauranga. Architects and project manager appointed to the Whangarei unit project. Term 3: Tauranga roof on and projected build programme for January 2020 completion. Northland projected fit out January 2020.	Both projects are progressing. Tauranga will relocate over the Christmas period and Whangarei during term 1, 2020.

LONG TERM GOAL 7 continued				
Encourage and enable staff input into building projects across the school.	EMT, SMT	Reported Dec 2019	Term 1 and 2: Whangarei team produced bubble map plans for the fit-out. Given to the architects. Term 3: Tauranga, Kaitaia and Whangarei teams involved in planning the respective fit-outs.	Unit staff have been involved in the planning of these projects, including the layout of the premises as well as the details such as selection of furniture and fittings.
Provide all units with technology to enhance collaboration using Teams and Skype.	EMT	Term 3		Sufficient equipment is in place for the needs of each unit.
OPERATIONAL TARGETS				
Targets 2019	There is a plan for future property development across the school.			Ministry have agreed to create a plan in 2020.
	New units are established within budget and on time.			Tauranga and Whangarei units established.
	Staff input into design is evident.			Target met.
Property continues to be an issue for the school. Timely decision-making and the continued lack of a national strategy have contributed to situations where the school's property provision has been precarious. It is hoped that the plan to prepare a long term plan for each Health School will improve this situation.				

GLOSSARY

DP: Deputy Principal

MU: Management Unit

EMT: Executive Management Team, consisting of Principal, Deputy Principal, Business Manager.

SMT: Senior Management Team, consisting of Principal, Deputy Principal, Business Manager, Associate Principals, Te Awa Manager, Senior Teachers.



Northern Health School

ANNUAL ACCOUNTS

2019

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF NORTHERN HEALTH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Northern Health School (the School). The Auditor-General has appointed me, Melissa Youngson, 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 34 to 49, that comprise the statement of financial position as at 31 December 2019, 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 2019; 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 29 May 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below and we draw your attention to other matters. 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.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 22 on page 49 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information including List of Board of Trustees, Statement of Responsibility, Analysis of Variance Report and KiwiSport Report, but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

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

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



Melissa Youngson
Partner
for Deloitte Limited
On behalf of the Auditor-General
Hamilton, New Zealand

STATEMENT OF RESPONSIBILITY

For the year ended 31 December 2019

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 2019 fairly reflect the financial position and operations of the school.

The school's 2019 financial statements are authorised for issue by the Board.

Martin Heatley Smith

Full Name of Board Chairperson

Richard Henry Winder

Full Name of Principal

29 May 2020

Date

29 May 2020

Date

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

For the year ended 31 December 2019

	NOTE	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Revenue				
Government Grants	2	13,996,414	11,400,782	12,336,868
Locally Raised Funds	3	42,434	33,000	89,526
Interest Earned		149,991	65,000	108,151
Gain on Sale of Property, Plant and Equipment		–	–	17,734
		14,188,839	11,498,782	12,552,279
Expenses				
Locally Raised Funds	3	18,280	13,700	17,663
Learning Resources	4	10,863,216	9,975,477	9,354,910
Administration	5	670,725	697,000	542,248
Finance		6,448	–	6,027
Property	6	1,254,234	173,000	1,115,733
Depreciation	7	420,124	575,000	377,152
Loss on Disposal of Property, Plant and Equipment		12,899	–	–
		13,245,926	11,434,177	11,413,733
Net Surplus (Deficit) for the year		942,913	64,605	1,138,546
Other Comprehensive Revenue and Expenses		–	–	–
Total Comprehensive Revenue and Expense for the year		942,913	64,605	1,138,546

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

STATEMENT OF CHANGES IN NET ASSETS/EQUITY

For the year ended 31 December 2019

	NOTE	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Balance at 1 January		5,629,248	5,629,248	4,490,702
Total comprehensive revenue and expense for the year		942,913	64,605	1,138,546
Equity at 31 December	20	6,572,161	5,693,853	5,629,248
Retained Earnings		6,572,161	5,693,853	5,629,248
Equity at 31 December		6,572,161	5,693,853	5,629,248

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.

STATEMENT OF FINANCIAL POSITION

As at 31 December 2019

	NOTE	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Current Assets				
Cash and Cash Equivalents	8	718,173	330,767	539,193
Accounts Receivable	9	484,604	449,300	646,541
GST Receivable		55,199	-	-
Investments	10	4,787,625	4,350,000	4,100,000
		6,045,601	5,130,067	5,285,734
Current Liabilities				
GST Payable		-	60,000	56,988
Accounts Payable	12	568,620	528,000	531,564
Revenue Received in Advance	13	34,957	-	125,558
Finance Lease Liability – Current Portion	14	35,339	25,155	39,162
		638,916	613,155	753,272
Working Capital Surplus/(Deficit)		5,406,685	4,516,912	4,532,462
Non-current Assets				
Property, Plant and Equipment	11	1,191,018	1,186,601	1,131,601
		1,191,018	1,186,601	1,131,601
Non-current Liabilities				
Finance Lease Liability	14	25,542	9,660	34,815
		25,542	9,660	34,815
Net Assets		6,572,161	5,693,853	5,629,248
Equity	20	6,572,161	5,693,853	5,629,248

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

NORTHERN HEALTH SCHOOL

STATEMENT OF CASH FLOWS

For the year ended 31 December 2019

	NOTE	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Cash Flows from Operating Activities				
Government Grants		3,999,258	3,794,661	3,685,029
Locally Raised Funds		23,109	33,000	88,736
Goods and Services Tax (net)		(112,187)	3,012	71,238
Payments to Employees		(1,151,924)	(1,290,947)	(872,403)
Payments to Suppliers		(1,555,204)	(1,893,957)	(1,430,333)
Interest Paid		(6,448)	-	(6,027)
Interest Received		147,058	64,967	119,598
Net Cash from/(to) Operating Activities		1,343,662	710,736	1,655,838
Cash Flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		18,261	(516,743)	126,087
Purchase of PPE (and Intangibles)		(478,855)	(244,934)	(441,154)
Purchase of Investments		(687,625)	(250,000)	(1,472,137)
Net Cash from Investing Activities		(1,148,219)	(1,011,677)	(1,787,204)
Cash Flows from Financing Activities				
Finance Lease Payments		(16,463)	92,515	(12,223)
Net Cash from/(to) Financing Activities		(16,463)	92,515	(12,223)
Net increase/(decrease) in cash and cash equivalents		178,980	(208,426)	(143,589)
Cash and cash equivalents at the beginning of the year	8	539,193	539,193	682,782
Cash and cash equivalents at the end of the year	8	718,173	330,767	539,193

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.

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 31 December 2019

1 STATEMENT OF ACCOUNTING POLICIES

REPORTING ENTITY

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

BASIS OF PREPARATION

Reporting Period

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the school, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying 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".

Standard Early Adopted

In line with the Financial Statements of the Government, the school has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 22.

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 judgments, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

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

Useful Lives of Property, Plant and Equipment

The school reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The school believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at Note 11.

Critical Judgments in Applying Accounting Policies

Management has exercised the following critical judgments 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.

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 is 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.

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.

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.

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 represents fair value.

ACCOUNTS RECEIVABLE

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written-off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

Prior Year Policy

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

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.

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.

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards. Share investments are recognised initially by the school at fair value plus transaction costs. At balance date the school has assessed whether there is any evidence that an investment is impaired. Any impairment, gains or losses are recognised in the Statement of Comprehensive Revenue and Expense.

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

The school has met the requirements under Schedule 6 Section 28 of the Education Act 1989 in relation to the acquisition of investment securities.

PROPERTY, PLANT AND EQUIPMENT

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

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

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

Property, plant and equipment acquired with individual values under \$300 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Furniture and equipment	3-9 years
Information and communication technology	3 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% diminishing value

IMPAIRMENT OF PROPERTY, PLANT, AND EQUIPMENT

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 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.

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.

EMPLOYEE ENTITLEMENTS

Short-term employee entitlements

Employees 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 annual leave earned to, but not yet taken, at balance date.

FINANCIAL ASSETS AND LIABILITIES

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

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

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

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 Statement of Cash Flows.

Commitments and contingencies are disclosed exclusive of GST.

BUDGET FIGURES

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

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

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Operational Grants	2,389,219	2,599,512	2,447,724
Teachers' Salaries Grants	8,866,567	7,678,500	7,706,247
Use of Land and Buildings Grants	1,134,671	–	1,009,581
Te Awa Grant	1,195,384	1,087,181	1,138,233
Other MoE Grants	402,188	35,589	35,083
Other Government Grants	8,385	–	–
	13,996,414	11,400,782	12,336,868

3 LOCALLY RAISED FUNDS

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Local funds raised within the school's community are made up of:			
Revenue			
Donations	1,150	1,000	1,790
Activities	41,284	32,000	87,736
	42,434	33,000	89,526
Expenses			
Activities	18,280	13,700	17,663
	18,280	13,700	17,663
Surplus/(Deficit) for the year Locally Raised Funds	24,154	19,300	71,863

4 LEARNING RESOURCES

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Curricular	114,359	152,500	101,128
Te Awa Expenditure	849,932	885,380	792,226
Information and Communication Technology	89,053	130,000	92,204
Extra-curricular Activities	48,220	82,910	35,458
Library Resources	–	12,000	–
Employee Benefits – Salaries	9,611,137	8,548,587	8,244,430
Staff Development	123,629	164,100	84,115
Overseas Travel	26,886	–	5,349
	10,863,216	9,975,477	9,354,910

The Principal, DP and 12 staff attended the HELP Conference, which is for educators, practitioners and families of learners who are ill and provides an opportunity to learn, share and network with others in the same area. Findings are used to improve teaching practice, benchmark practice internationally and are shared with the Board and staff. Such opportunities are not readily available in New Zealand, due to the specialist nature of the school and the travel fits with the Board's goals as expressed in the Charter. Travel costs are budgeted for and funded from school resources.

5 ADMINISTRATION

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Audit Fee	5,692	5,000	5,802
Board of Trustees Fees	26,727	30,000	26,883
Board of Trustees Expenses	20,627	40,200	20,775
Communication	56,888	73,200	48,571
Consumables	75,710	63,000	43,629
Legal Fees	1,134	3,000	–
Other	27,479	25,000	19,747
Employee Benefits – Salaries	407,783	416,000	334,918
Insurance	41,849	33,600	34,531
Service Providers, Contractors and Consultancy	6,836	8,000	7,392
	670,725	697,000	542,248

6 PROPERTY

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Caretaking and Cleaning Consumables	49,680	50,000	48,789
Consultancy and Contract Services	27,618	75,000	14,841
Heat, Light and Water	40,860	45,000	40,827
Use of Land and Buildings	1,134,671	–	1,009,581
Security	1,405	3,000	1,695
	1,254,234	173,000	1,115,733

The Use of Land and Buildings figure represents 8% of the school's total property value. Property values are established as part of the nationwide revaluation exercise that is conducted every 30 June for the Ministry of Education's year end reporting purposes.

7 DEPRECIATION

	2018 ACTUAL \$	2018 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Furniture and Equipment	87,011	166,410	72,980
Information and Communication Technology	105,741	154,560	106,255
Motor Vehicles	179,068	208,440	155,755
Leased Assets	42,439	39,260	36,308
Library Resources	5,865	6,330	5,854
	420,124	575,000	377,152

8 CASH AND CASH EQUIVALENTS

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Cash on Hand	3,850	3,850	3,650
Bank Current Account	608,244	126,917	140,782
Bank Call Account	106,079	200,000	144,761
Short-term Bank Deposits	–	–	250,000
Cash and Cash Equivalents for Statement of Cash Flows	718,173	330,767	539,193

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

9 ACCOUNTS RECEIVABLE

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Receivables	19,175	–	–
Interest Receivable	10,200	7,300	7,267
Bank Staffing Under-use	74,925	–	197,937
Teacher Salaries Grant Receivable	380,304	442,000	441,337
	484,604	449,300	646,541
Receivables from Exchange Transactions	29,375	7,300	7,267
Receivables from Non-Exchange Transactions	455,229	442,000	639,274
	484,604	449,300	646,541

10 INVESTMENTS

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
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The school's investment activities are classified as follows:

Current Assets

Short-term Bank Deposits	4,787,625	4,350,000	4,100,000
	4,787,625	4,350,000	4,100,000

11 PROPERTY, PLANT AND EQUIPMENT

	OPENING BALANCE (NBV)	ADDITIONS	DISPOSALS	IMPAIRMENT	DEPRECIATION	TOTAL (NBV)
2019	\$	\$	\$	\$	\$	\$
Furniture and Equipment	317,126	196,221	(35)	-	(87,011)	426,301
Information and Communication Technology	188,785	95,875	-	-	(105,741)	178,919
Motor Vehicles	515,011	177,388	(27,546)	-	(179,068)	485,785
Leased Assets	69,703	31,696	-	-	(42,439)	58,960
Library Resources	40,976	9,521	(3,579)	-	(5,865)	41,053
Balance at 31 December 2019	1,131,601	510,701	(31,160)	-	(420,124)	1,191,018

	COST OR VALUATION	ACCUMULATED DEPRECIATION	NET BOOK VALUE
2019	\$	\$	\$
Furniture and Equipment	891,179	(464,878)	426,301
Information and Communication Technology	741,931	(563,012)	178,919
Motor Vehicles	962,687	(476,902)	485,785
Leased Assets	163,373	(104,413)	58,960
Library Resources	128,311	(87,258)	41,053
Balance at 31 December 2019	2,887,481	(1,696,463)	1,191,018

The net carrying value of equipment held under a finance lease is \$58,960 (2018: \$69,703).

The net carrying value of motor vehicles held under a finance lease is \$485,785 (2018: \$515,011).

	OPENING BALANCE (NBV)	ADDITIONS	DISPOSALS	IMPAIRMENT	DEPRECIATION	TOTAL (NBV)
2018	\$	\$	\$	\$	\$	\$
Furniture and Equipment	326,360	63,746	-	-	(72,980)	317,126
Information and Communication Technology	136,890	158,150	-	-	(106,255)	188,785
Motor Vehicles	565,186	212,950	(107,370)	-	(155,755)	515,011
Leased Assets	55,383	50,628	-	-	(36,308)	69,703
Library Resources	40,715	7,098	(983)	-	(5,854)	40,976
Balance at 31 December 2018	1,124,534	492,572	(108,353)	-	(377,152)	1,131,601

	COST OR VALUATION	ACCUMULATED DEPRECIATION	NET BOOK VALUE
2018	\$	\$	\$
Furniture and Equipment	728,687	(411,561)	317,126
Information and Communication Technology	646,056	(457,271)	188,785
Motor Vehicles	823,314	(308,303)	515,011
Leased Assets	131,677	(61,974)	69,703
Library Resources	130,158	(89,182)	40,976
Balance at 31 December 2018	2,459,892	(1,328,291)	1,131,601

12 ACCOUNTS PAYABLE

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Operating Creditors	134,335	37,000	36,565
Accruals	5,692	6,000	5,802
Employee Entitlements – Salaries	385,697	442,000	446,301
Employee Entitlements – Leave Accrual	42,896	43,000	42,896
	568,620	528,000	531,564
Payables for Exchange Transactions	568,620	528,000	531,564
	568,620	528,000	531,564

The carrying value of payables approximates their fair value.

13 REVENUE RECEIVED IN ADVANCE

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Grants in Advance – Ministry of Education	34,957	–	125,558
	34,957	–	125,558

14 FINANCE LEASE LIABILITY

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
The school has entered into 3 finance lease agreements for TELA Laptops. Minimum lease payments payable (includes interest portion):			
No later than one year	39,270	25,155	44,105
Later than one year and no later than five years	27,030	9,660	37,192
	66,300	34,815	81,297

15 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 are undertaken on the normal terms and conditions for such transactions.

16 REMUNERATION

Key Management Personnel Compensation

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

	2019 ACTUAL \$	2018 ACTUAL \$
Board Members		
Remuneration	26,727	26,883
Full-time Equivalent Members	0.22	0.24
Leadership Team		
Remuneration	730,094	666,018
Full-time Equivalent Members	5.00	5.00
Total Key Management Personnel Remuneration	756,821	692,901
Total Full-time Equivalent Personnel	5.22	5.24

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:

	2019 ACTUAL \$000	2018 ACTUAL \$000
Salaries and Other Short-Term Employee Benefits:		
Salary and Other Payments	200-250	180-190
Benefits and Other Emoluments	5-10	5-6
Termination Benefits	-	-

Other Employees

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

REMUNERATION \$000	2019 FTE NUMBER	2018 FTE NUMBER
140-150	1	-
130-140	1	-
120-130	2	-
110-120	2	1
100-110	5	4
	11	5

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

17 COMPENSATION AND OTHER BENEFITS UPON LEAVING

There were no compensation or other benefits paid or payable to persons upon leaving.

18 CONTINGENCIES

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

(Contingent liabilities and assets as at 31 December 2018: nil.)

Holidays Act Compliance – Schools Payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003.

The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for teacher and support staff entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

19 COMMITMENTS

Capital Commitments

As at 31 December 2019 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2018: nil)

20 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.

21 FINANCIAL INSTRUMENTS

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

Financial Assets Measured at Amortised Cost (2018: Loans and Receivables)

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Cash and Cash Equivalents	718,173	330,767	539,193
Receivables	484,604	449,300	646,541
Investments – Term Deposits	4,787,625	4,350,000	4,100,000
Total Financial Assets Measured at Amortised Cost	5,990,402	5,130,067	5,285,734

Financial Liabilities Measured at Amortised Cost

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2018 ACTUAL \$
Payables	568,620	528,000	531,564
Finance Leases	60,881	34,815	73,977
Total Financial Liabilities Measured at Amortised Cost	629,501	562,815	605,541

22 EVENTS AFTER BALANCE DATE

On 11 March 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) pandemic. Two weeks later, on 26 March, New Zealand increased its COVID-19 alert level to Level 4 and a nationwide lockdown commenced. As part of this lockdown, all schools were closed. Subsequently all schools and kura reopened on 18 May 2020.

At the date of issuing the Financial Statements, the school has been able to absorb the majority of the impact from the nationwide lockdown, as it was decided to start the annual Easter school holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

23 ADOPTION OF PBE IFRS 9 FINANCIAL INSTRUMENTS

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9.

The main updates are:

- **Note 9 Receivables:** This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- **Note 10 Investments – Term Deposits:** This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these Financial Statements.

