



# Northern Health School

## ANNUAL REPORT AND FINANCIAL STATEMENTS 2020



School	<b>Northern Health School</b>
Institution number	1210
Address	University of Otago House, Level 6 385 Queen Street, Auckland 1010
Postal Address	Private Bag 99907, Newmarket, Auckland 1149
Phone	09 520 3531 / 0800 153 002
Email	admin@nhs.school.nz

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# OUR SCHOOL

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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 1-14 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](mailto: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
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	Walton 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	220 Seventeenth Avenue	(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



# PRESIDING BOARD MEMBER'S REPORT

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2020 was a year unlike any other and the Board appreciates and thanks the entire school teaching, administration and support staff for the agile, professional, and positive way in which they have consistently and cohesively responded to the changing circumstances within which the school has continued to ensure that each of our learners has received an education.

We have all improved our skills during the year in how to communicate and meet effectively online. It's not easy some of the time, particularly when dealing with difficult matters, and I think I will always prefer he kanohi ki te kanohi, face-to-face, however online is an efficient use of our time and it has certainly meant we have been able to largely continue on with our day-to-day lives.

The year started with two much-anticipated Northern Health School building openings: the Tauranga premises in January and Whangarei in February. At each opening the Kaumatua led us in and blessed the building. I thoroughly enjoyed being able to attend and meet staff and other persons, such as regional DHB psychologists who work with the school.

At our March 2020 meeting Lorraine Taogaga joined the Board as a co-opted member. Her extensive experience in teaching, along with her knowledge and abilities in te ao Māori, te reo and tikanga Māori, are assisting the Board to better represent the school's diverse learner and stakeholder communities.

Throughout the year the Board reviewed its obligations as a Crown entity under Te Tiriti o Waitangi and was pleased to approve the school's Te Tiriti o Waitangi Policy in October 2020. This policy emphasises the Board's desire to instil in our students an appreciation of Te Tiriti o Waitangi and te reo Māori me ona tikanga in an educational environment that honours Te Tiriti and supports a Māori and Crown relationship.

Late in 2020 we were all saddened by the passing of our Board member, Raj Kershaw. His inciteful contributions were always valued and his presence is missed. Our thoughts continue to be with his family.

The school continues to grow in numbers year on year. We also continue to look at the barriers that may be limiting the ability of students with high health needs to access the school throughout our region, from Ohakune in the south to North Cape, and New Plymouth to the west and Gisborne to the east.

At the Northern Health School: In seeking our goals we strive and persevere, only bowing down to insurmountable obstacles.



**MARTIN SMITH**  
Presiding Board Member

**Whāia te iti kahurangi, ki te tuohu koe, me he maunga teitei.**

**Seek the treasure of your heart, if you bow down, let it be to a lofty mountain.**

**MARTIN SMITH**

**Presiding Board Member**

May 2021

# PRINCIPAL'S REPORT

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2020 has been the most challenging year the school has faced for some time and the Covid-19 pandemic has overshadowed everything the school has done during the year. It seems a long time ago that we were standing in the Queen Street classroom listening to the announcement of our first lockdown, but in fact it was just over 12 months ago and a lot has happened since then.

The school responded quickly and we were able to deploy a number of laptops as well as paper resources to students. Staff adapted quickly to working in an online environment and it is fair to say that for many, this was the nudge that helped develop their online teaching skills.

We are all far more adept at meeting and teaching online and while this may not be our preferred meeting style, it has become very common for teaching, staff, professional and Board meetings. Much of the school's professional development has also gone online.

I would like to express my thanks for the way both staff and the Board have embraced the new normal in which we have found ourselves.



**RICHARD WINDER**  
NHS Principal

## STAFFING, ROLLS, WELLBEING AND LEADERSHIP

While our roll continued its trend of increasing overall and doubling between February and December, the pattern was very different this year. For the first six months the roll stayed at the same level, with lockdown and restrictions meaning students found it harder to access health services and could not return to school as easily as usual. In the third term that changed and the roll increased dramatically until the end of the year, putting huge pressure on admin and teaching staff alike.

Mental health continues to drive roll growth and it looks as though Covid-19 is driving an increase in this area on top of the increases already noted.

A strong focus for the school has been staff wellbeing. This year we have extended the peer support model trialled in Auckland North last year. This model of wellbeing support seems to be working well and staff have reported positive outcomes. We are continuing the roll out into 2021.

The changes we made to the way we deal with immunisation in 2019 have been updated and refined as we head into a new world of Covid-19 vaccines. We believe we have systems and policies fit for purpose in this area. The measles outbreaks of previous years provided a model for this change and our staff are collectively better equipped to keep students safe.

The pandemic has also made us think about working flexibly and what that means for the school. After a lot of online consultation and debate we have a new set of procedures in this area, following a high trust model, which seems to be working well.

## STUDENT PROGRESS

This year we have been able to start reporting against the Learning Progressions Framework for students who are not involved in NCEA and this has been very positive. The data is only available in maths at this stage but we are working on expanding that into Writing and then Reading as well.

## INFRASTRUCTURE

Covid-19 has seen our online systems approach become even more embedded in what we do and how we do it. The development of our Teams system has been a huge help and set us up well with administration, teaching and professional learning systems all now cloud-based.

## PROFESSIONAL DEVELOPMENT

The school's professional development programme has been very challenging this year with many opportunities cancelled, postponed or moved online. This has created a large amount of work for admin staff, rebooking and then cancelling and rebooking accommodation, flights and so on.



## PROPERTY

Property has seen some progress, both at a national and a school level. Through the first lockdown the three schools worked with a Ministry-funded consultant to look at property needs and this has resulted in a report that the Ministry are hopefully basing their future Health School property plans upon.

The Tauranga and Whangarei units have been blessed and opened and both have lovely new premises, which are a far cry from 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 \$20,322. The school does not have a sports programme, due to the health issues our students face. \$1,860 was spent on sports-related activities.

## TE AWA

This year we employed a new manager for the Te Awa unit, who had the distinction of starting her role during lockdown, leading a team she had not met, from her home. The unit has continued to change and improve and was within a couple of students of reaching its target for enrolments for the year. A lot of work has been done building sector awareness of the service and this is reflected in the increasing number of referrals.

## COLLABORATION

The three health schools continue to work closely together, but for the second year in a row our annual combined Boards conference did not occur, this time due to Covid-19. We look forward to meeting in 2021. Cancelled conferences have been a feature of 2020, with both national and international events postponed and then cancelled.

Our new Board and staff have worked hard to provide education support for students in a quickly changing world, both in terms of policy and the practicalities. My grateful thanks to everyone for your support and the professional way everyone has worked together and supported each other.

## RICHARD WINDER

**Principal**

May 2021

# BOARD AND STAFF

## BOARD OF TRUSTEES 2020

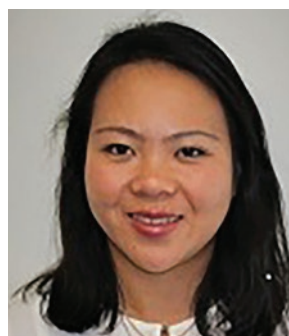
POSITION	NAME OF TRUSTEE	STATUS	TERM EXPIRES	OCCUPATION
Presiding Board Member	Martin Smith	Ministerial appointment	May 2022	Civil Engineer
BOT member	Richard Winder	Principal	Ongoing	Northern Health School
BOT member	Agnes Wong	Ministerial appointment	May 2022	Public Health Promoter/Advisor
BOT member	Joanne Walker	Ministerial appointment	May 2022	Senior Research Fellow & School Facilitator
BOT member	Lorraine Taogaga	Co-opted	May 2022	Teacher, Laidlaw College
BOT member	Margi Watson	Ministerial appointment	May 2022	Local Body Councillor
BOT member	Raj Kershaw	Ministerial appointment	November 2021	Chartered Accountant
BOT member	Tracy Grieve	Staff appointee	May 2022	Administrator



**MARTIN SMITH**  
Presiding Board Member



**RICHARD WINDER**  
Principal



**AGNES WONG**  
Trustee



**JOANNE WALKER**  
Trustee



**LORRAINE TAOGAGA**  
Trustee



**MARGI WATSON**  
Deputy Chair



**RAJ KERSHAW**  
Trustee



**TRACY GRIEVE**  
Trustee



## STAFF MEMBERS 2020

NAME	POSITION	LOCATION/UNIT
Richard Winder	Principal	Queen Street
Kerry Watkins	Deputy Principal	Queen Street
<b>SUPPORT STAFF</b>		
Jan Carlson	Business Manager	Queen Street
Christine MacKenzie	Administration support	Queen Street
Debbie Jeremic	Administration support	Queen Street
Francis Kerrigan	Administration support	Queen Street
Lynda Lindsay	Administration support	Queen Street
Lucy Wongso	Administration support	Queen Street
Maria Kim	Administration support	Queen Street
Tracy Grieve	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
Alice Hansen	Teacher aide / administration support	CFU
Kylie Taylor	Teacher aide / administration support	Gisborne
Rose Irwin	Teacher aide / administration support	Kaitia
Joshua Crocombe	Teacher aide / administration support	Pohutukawa
Louise O'Hagan	Teacher aide / administration support	Northland
Maylene Robbie	Teacher aide / administration support	Northland
Jocelyn Eaddy	Teacher aide / administration support	RMH
Janene Ardern	Teacher aide / administration support	Rotorua
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
Jé-nae Freel	Administration support	Te Awa
Lindsay MacGilvray	Teacher aide / administration support	Te Awa
Rachel Bourgaize	Teacher aide / administration support	Te Awa
Grace Cullen	Teacher aide / administration support	Thames
Sonny Morunga	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	
<b>AUCKLAND CENTRAL</b>		
Jane Marsden	Associate Principal	
Fiona McKinlay	Deputy Leader	
Natalie Paltridge	Deputy Leader	
Alison Bowden	Teacher	
Ann Tucker	Teacher	
Bernadette Phillips	Teacher	
Cate Campbell	Teacher	
Elaine Costello	Teacher	
Felicity Timings	Teacher	
Gillian Holdcroft	Teacher	
Hannah Macfarlane	Teacher	
Kate Todd	Teacher	
Kirsten Ngan	Teacher	
Nicola Maddox	Teacher	
Phyllis Walker	Teacher	
Samantha Hart	Teacher	
Sharon Holderness	Teacher	
Shelley Scarlett	Teacher	
Stephanie Todman	Teacher	
Stuart Frost	Teacher	
Tim Stewart	Teacher	
<b>AUCKLAND NORTH</b>		
Joanne Anderson	Associate Principal	
Craig Halonen	Deputy Leader	
Erin Norris	Deputy Leader	
Amber Reyneke	Teacher	
Anna Benton-Guy	Teacher	
Chrissy Marshall	Teacher	
Haley Harvey	Teacher	
Hannah Terstappen	Teacher	
Jody Grasby	Teacher	
Katherine (Kate) Silby	Teacher	
Katrina Jagersma	Teacher	
Kendal Collins	Teacher	
Kiri Fitt	Teacher	
Marion Nevin	Teacher	
Raewyn Quist	Teacher	
Sally-ann Tait	Teacher	
Sonya Davis-Brooking	Teacher	
<b>CHILD &amp; FAMILY</b>		
Gaynor Brown	Senior Teacher	
Cushla Brown	Teacher	
<b>GISBORNE</b>		
Rebecca Cowper	Teacher – Unit Leader	
<b>KAITIA</b>		
Ann Reina Cabrera	Teacher – Unit Leader	
Fiona McBain-May	Teacher	

NAME	POSITION	
<b>NORTHLAND</b>		
Karen Abel	Associate Principal	
Kelly Middleton	Deputy Leader	
Tasma Skinner	Deputy Leader	
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 Anderson	Teacher	
Monique Burke	Teacher	
Robyn Bint	Teacher	
Terri Duff	Teacher	
Valarie Carter	Teacher	
Vera Unka	Teacher	
<b>POHUTUKAWA</b>		
Marie Hickey	Teacher	
<b>RONALD MCDONALD HOUSE</b>		
Catherine Vetelino	Senior Teacher	
Marion Nevin	Teacher	
<b>ROTORUA</b>		
Karen Gillespie	Senior Teacher	
Karen Archer	Deputy Leader	
Jo van der Maas	Teacher	
Larissa Fullard	Teacher	
Mary Carroll-Jones	Teacher	
Rachael Buller	Teacher	
Sandy Macdonald	Teacher	
Vicki Whibley	Teacher	
<b>SOUTH AUCKLAND</b>		
Estelle Hunter	Associate Principal	
Hinemoa McCawe	Deputy Leader	
Alison Reeve	Teacher	
Briar Palmer	Teacher	
Elizabeth Brown	Teacher	
Piali Dasgupta	Teacher	
Samoa Meyer	Teacher	
Tangiatua Faireka	Teacher	
<b>STARSHIP</b>		
Jan Melbourne	Associate Principal	
Emma Hopner	Teacher	
Jennifer (Jenny) O'Leary	Teacher	
Joanna Shanks	Teacher	
Marianne Senn	Teacher	
Rosemary Gormack	Teacher	

NAME	POSITION	
<b>TARANAKI</b>		
Viv Clark	Senior Teacher	
Tracey Cocker	Senior Teacher	
Abbey Howard	Teacher	
Jennifer Sherif	Teacher	
Kathleen Saso	Teacher	
Lauren Vazey	Teacher	
Nicola Coates	Teacher	
<b>TAUPO</b>		
Maaike Clapcott	Team Leader	
Clare Webber	Teacher	
Colleen Green	Teacher	
Holly Rose	Teacher	
Kate (Virginia) Fowler	Teacher	
<b>TAURANGA</b>		
Robyn Meikle	Associate Principal	
Abbey Honey	Deputy Leader	
Sharlene Petersen	Deputy Leader	
Alice Wohlers	Teacher	
Andrea Evetts-Jones	Teacher	
Bronwyn Waterhouse	Teacher	
Christine Mason	Teacher	
Eve Treggerthan	Teacher	
Karla Revel	Teacher	
Kylah Drake	Teacher	
Kylie Willock	Teacher	
Linda Woodrow	Teacher	
Rebecca Sisson	Teacher	
Robin Sweeney	Teacher	
Ruth Kaniuk	Teacher	
Sandra Gillies	Teacher	
Sherie Harrison	Teacher	
Shona Woodhead	Teacher	
Sonia Bernard	Teacher	
Tanya Gray	Teacher	
Tui Hambrook	Teacher	
Wendy Hamilton	Teacher	
<b>THAMES</b>		
Megan Smith	Team Leader	
Bronwyn Dyer	Teacher	
Cushla Brown	Teacher	
Elizabeth Meredith	Teacher	
Geralyn Allen	Teacher	
Ian Drury	Teacher	
Jessica Phillips	Teacher	
Peter Casey	Teacher	
Yvonne Tingle	Teacher	

NAME	POSITION	
<b>WAIKATO</b>		
Michelle Hamilton	Associate Principal	
Cheryll Robertson	Deputy Leader	
Nicola Lumsden	Deputy Leader	
Alison Hepburn	Teacher	
Elliott Jones	Teacher	
Heather-anne Lang	Teacher	
Hillary Paalvast	Teacher	
Janie Meyer	Teacher	
Jenna van Rijen	Teacher	
Jenny Macdonald	Teacher	
Lee Palmer	Teacher	
Logannathan Narayanaswamy	Teacher	
Meika King	Teacher	
Melissa Donaldson Seath	Teacher	
Miriam Deuschle	Teacher	
Naomi Burge	Teacher	
Rosana Harrison	Teacher	
Rosemary Skelton	Teacher	
Steven Hughes	Teacher	
Sue McLeish	Teacher	
Toby Burge	Teacher	
Tracey Bourke	Teacher	
Troy Smith	Teacher	
<b>WHAKATANE</b>		
Beth Radcliffe	Team Leader	
Christine Hennessy-Prinz	Teacher	
Rochelle Salt	Teacher	
Ruth Vullings	Teacher	
Trudie John	Teacher	
<b>WILSON</b>		
Robyn Brownlee	Team Leader	
Annette Mitchell	Teacher	
<b>TE AWA</b>		
Mia Dabbous	Manager	
Amber Ryan	Manager	
Andrew Lindsay	Deputy Leader	
Aupiu Pritchard	Facilitator	
Cassandra Taylor	Facilitator	
Mary Kate Daley	Facilitator	
Edward Tuipoloa	Mentor	
Puriri Koria	Mentor	
Ebonee Hodder	Psychologist	
Pineio Diamanti	Psychologist	
Rosie Curwen	Psychologist	
Lara Morton	Psychologist – Intern	
Stephan Lim	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**

**2020**

including Analysis of Variance

# MISSION STATEMENT

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**Te Puna Whakatipu – A place to grow and thrive**

## VALUES

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**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

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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

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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 1-14 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 Maori and tikanga Maori, 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 Maori 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.

# ANALYSIS OF VARIANCE

Strategic Area 1: <b>A FOCUS ON LEARNING</b>				
<b>KEY STRATEGIC THREE YEAR GOAL:</b> 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
Deepen teacher understanding of culturally responsive learning.	Principal, Deputy Principal (DP) and Leader of Learning	Reported Dec 2020	<p>Mar: Whole school professional development (PD) session on Teaching Te Tiriti taken by the National Library.</p> <p>Mar: Curriculum Lead Team discussion around how to support culturally responsive (CR) learning in their curriculum area. Goal to embed this in their leadership.</p> <p>May: Jan Melbourne joined Curriculum Lead team and shared ideas around CR teaching and learning. Team identified some ideas to help them to lead their curriculum area in a culturally responsive way, Natalie Paltridge to invite staff members to share matrix of CR capabilities with the team to help to identify next steps.</p> <p>Jun: Natalie shared the CR matrix of capabilities with the curriculum lead team.</p> <p>Discussion around how we might use this matrix to support our work.</p> <p>Jul: Jan Melbourne (MU Maori and Pasifika) and Kerry Watkins (DP) two full days with MOE Auckland PD/Training 'Beyond Diversity' with view to 2021 NHS PD – will need to be two groups.</p> <p>Sep: Members of the Cultural Competency Staff Planning (CCSP) team met to discuss and offer feedback to the BOT regarding the Tiriti o Waitangi Policy.</p>	<p>Staff reported very favourably on WSPD session and provided feedback to National Library presenters. The areas of Te Tiriti, responsive leadership and curriculum have also been explored.</p> <p>Two leaders of Cultural Competency have been appointed to lead staff in understanding culturally responsive learning in 2021.</p> <p>'Beyond Diversity' training has been undertaken by selected senior staff and following their feedback senior staff have agreed to implement this across the school in 2021.</p>
Further improve student learning outcomes in writing and mathematics through the ongoing development of teacher's content and pedagogical knowledge.	Leader of Learning	Reported Dec 2020	<p>Feb: 2020 Information channel created in the Inquiry MS Teams. This included an overview of the lesson study procedure for 2020 in both writing and maths and for new staff. As well as mentor texts (articles/websites to be used to guide learning).</p> <p>Mar: WSPD session introducing the lesson study structure for 2020.</p> <p>Mar: Prior to the Covid-19 Level 4 lockdown two groups had uploaded lesson study guidelines outlining their protocols for learning about writing (Taupo, Waikato) and four groups had done the same for maths (Waikato, Rotorua, Taranaki and Starship).</p>	

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**LONG TERM GOAL 1** *continued*

			<p>May: Lesson study has been suspended during Covid-19. Curriculum team have met and are beginning work on a document aimed at identifying specific actions to assist teachers to develop content and pedagogical knowledge. During Covid-19, teachers focused on developing their understanding of teaching and learning remotely. The ability to use a range of online tools was supported by Sharlene and the Ninjas team.</p> <p>Aug: Lesson study has been restarted in term 3. There are 13 groups of teachers learning about math content and pedagogy and 12 groups of teachers learning about writing content and pedagogy. There are two units which have yet to report their focus. The curriculum lead team has started to consider and discuss what lesson study has taught us about content and pedagogy so far. This will be used to help us to develop our NHS curriculum with a focus on highlighting the specific actions we know support learning and achievement for NHS students. This is an opportunity to also identify and include those teaching practices that are CR. September in an effort to support teacher wellbeing following on from the stressors caused by Covid-19, Lesson study reports have been made an optional feature of the lesson study inquiry process in 2020.</p>	<p>Seven lesson study reports have been submitted detailing teachers learning about how to best support student learning and progress in mathematics. 24 teachers were involved in writing these reports.</p> <p>Seven lesson study reports have been submitted detailing teachers learning about how to best support student learning and progress in writing. 28 teachers were involved in writing these reports.</p> <p>A summary of findings will be included in the curriculum leaders end-of-year report.</p>
Coordinate professional development to support learner focused programmes.	Principal, DP and Leader of Learning	Reported Dec 2020	<p>Term 1: Several units and individuals had booked providers or followed up themselves regarding PD.</p> <p>As the school enters Covid-19 Level 3 restrictions, NHS Technology MU holder co-ordinating Digital Technology PLD for NHS staff with Using Technology Better (UTB) – Whole School Profession Development (WSPD) provider.</p> <p>Staff surveyed according to need for personal development.</p> <p>May: UTB online PD plan presented to unit leaders. Staff to have two options available at two session times per week over five weeks. Initial delivery concentrating on two most requested areas of coding and Google suite.</p> <p>Aug: Progressed to next sessions – on Microsoft suite ‘Starting out’ and ‘Going further’. Staff access online and via recordings stored on MS Teams.</p> <p>Staff increasingly accessed various PD online.</p> <p>Leaders of NHS Appraisal Cycle (now Professional Growth Cycle) met with SMT to support a shared understanding of the changes involved in the shift from an appraisal cycle to a PGC.</p>	<p>A number of sessions which were cancelled or postponed are now being ‘caught up’.</p> <p>However many providers have moved their sessions online and this form of PD delivery has worked well.</p> <p>UTB training has been much appreciated by staff and proved highly valuable.</p> <p>Staff commented that their confidence in meeting and teaching students online during Covid-19 period has increased greatly.</p>

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LONG TERM GOAL 1 <i>continued</i>				
OPERATIONAL TARGETS				
Targets 2020	Maths Learning Progressions Framework (LPF) data is recorded and analysed for all students who meet the criterion for two assessments.		Target met.	
LPF maths data is being recorded for most students who meet the criterion for this data. Work is ongoing to increase the numbers of students with more than one entry so that comparative data is more comprehensive. There has been some staff reluctance to get to grips with the LPF and although a lot of work has been done in this area, there is more to do. Professional development has continued through the pandemic with many providers going online for delivery options. This may well have a positive impact on the opportunities for our staff, should this trend continue.				
LONG TERM GOAL 2				
The voices of learners are sought and included in learning programmes.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Identify ways to improve students' participation in transition goal setting.	Principal, DP and Leader of Learning	Reported Dec 2020	With Covid-19 restrictions limiting access to student support centres and schools, and requiring a different way to teach and learn, we are interested to see if both admissions and transition to school are affected. May: A different form of transition occurred as a result of Covid-19. Initial transition to working from home for all staff and students, followed by transition back to face-to-face teaching. Aug: Curriculum leader met with the Careers and Transition Curriculum MU holder. Discussion on how to highlight the resources she has developed to assist teachers to support the transition of school leavers. Resources include a OneNote with comprehensive information about tertiary providers. Agreement to develop a termly focus that is shared with unit leaders via short screencasts.	With the effects of the pandemic have come a change in transition opportunities for many students and staff have been working hard to adjust their and the students' expectations around transition. Principal surveyed teachers' perceptions of working and teaching online and this included comments from staff around transition. Working online and from home for extended periods of time has reduced opportunities for students to work alongside other students and in some cases this seems to have been detrimental to their transition goal setting.
Use student voice to support the evaluation of NHS mathematics and writing programmes by gathering initial and concluding data.	Principal, DP and Leader of Learning	Reported Dec 2020	Feb: Spreadsheets have been sent to unit leaders and deputies. Units are recoding initial data relating to the disposition of their students in either maths or English, depending on the focus of their lesson study. Results will be analysed and reported in November.	Mathematics: 107 students provided initial and concluding data. Students' self-assessment of their disposition towards mathematics is positive with 90% of students reporting the same or higher levels of confidence. In their concluding data, 67 of these students reported a specific way that maths is useful in their lives which was different from their initial data. Writing: Student confidence was also high in writing, with 95% of students reporting the same or higher levels of confidence. In their concluding data, 42 of these students reported a specific way that writing is useful in their lives which was different from their initial data. Unit-specific data has been shared with the appropriate leaders along with the prompts.



LONG TERM GOAL 3				
Student achievement is central to all programmes.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Further develop staff skills in use of Learning Progressions Framework with year 1-10 students.	Principal, DP and Leader of Learning	Reported Dec 2020	<p>Mar: All staff working on LPF goals for their appraisal.</p> <p>Assessment Training MS Teams for teachers new to the NHS has been developed. This Includes a series of tasks supporting teachers to understand the NHS protocols of formative assessment, acceleration, and noticing and naming as well as mapping student strengths to the LPF.</p> <p>May: Teachers approaching the curriculum leader for assistance on a case-by-case basis.</p> <p>Curriculum leader has connected with the Whakatane unit to share developing understanding of the writing LPF with a view to future collaboration.</p> <p>Jun: Feedback from curriculum leader shared with senior staff around progress in data collection.</p> <p>Mathematics MU holders have been given access to eTap LPF data allowing them to read and understand the data recorded. This provides an opportunity for them to target precise support to units as needed.</p> <p>Curriculum leader (with support) has aligned two of the LPF writing aspects to the NZC and shared these in the schoolwide English OneNote and with specific units that are learning about writing this year.</p> <p>Nov: The three Writing Meaningful Texts aspects of the LPF writing framework have been aligned to the NZC and added to the NHS schoolwide English MSONe Note.</p> <p>Nov: LPF data has been checked via One Plan Mark Book and feedback has been shared with unit leaders.</p> <p>Nov: English/maths curriculum leaders have been given access to schoolwide LPF data.</p>	<p>Analyses of data in One Plan Mark Book show that the majority of teachers understand how to use the mathematics LPF to as a framework from which to uncover students' strengths and to map these to the LPF using a best fit model.</p> <p>Many teachers are using the LPF as a framework from which to notice student thinking and have used this understanding to move from using tests that show what a student knows, to using the LPF to assess what they understand.</p> <p>Some units will benefit from deepening their understanding of how the LPF can be used to accelerate student progress in the area of mathematics.</p> <p>Many teachers are using the mathematics LPF to help them to identify students next learning steps.</p> <p>Some units will benefit from exploring areas of mathematics beyond number and the interconnectedness of mathematics across the strands.</p> <p>The use of the writing LPF was optional on a trial basis this year and therefore further analyses is not useful at this time.</p>
Improve staff skill and confidence in the use of LPF to report student progress.	Principal, DP and Leader of Learning	Reported Dec 2020	<p>Mar: Recommendations made that teachers continue to focus their learning within mathematics before moving onto learning about writing.</p> <p>May: Whole school LPF Data Maths:141 initial sets of data entered to individual learning plans (ILP) and 15 final sets of data (some students have more than one set). The aspects with the greatest focus are additive and multiplicative.</p> <p>Writing (trial year): 30 initial sets of data entered to ILP's and 10 final sets (some students have more than one set). Aspect with the greatest focus is encoding.</p>	<p>Most teachers are now including correct comments in the correct data boxes via One Plan Mark Book.</p> <p>Almost all mathematics-related comments are strength based, drawing on student's prior knowledge and understanding and noting what they can do.</p> <p>Most mathematics comments show that student thinking has been gauged using rich learning tasks that allow opportunities for students to show their thinking and understanding.</p>

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LONG TERM GOAL 3 <i>continued</i>				
			<p>Aug: LPF comments show teachers developing understanding of formative assessment practises (assessment for learning) and of accelerating student progress by identifying strengths and leveraging these to progress in learning and achievement.</p> <p>Nov: Comments related to LPF in ILP's have been checked and feedback provided to unit leaders.</p>	<p>Many teachers are precisely reporting on the further thinking that their students need to develop (next learning steps). Some teachers will benefit from continuing to explore the relationship between reporting strengths in mathematical thinking using the LPF, using this information to inform the setting and evaluation of Learning Intentions and then reporting on further thinking to develop in the LPF.</p> <p>Some teachers will benefit from developing their ability to report on how a student is showing their mathematical thinking. For example, are they using concrete materials or pictorial representations?</p>
Develop more effective assessment and recording systems for NHS context.	Principal, DP and Leader of Learning	Reported Dec 2020	<p>Feb: LPF mathematics plans adapted with minor wording changes. Students between years 0-10 working on a maths programme must have LPF data entered for maths.</p> <p>LPF writing plans have been added to etap. These are for use on a trial basis for 2020 for those teachers learning about writing.</p> <p>Mar: Curriculum leader met with eTap coach and explored ways to view and understand LPF data. ETap have added LPF plans to Show Group data.</p> <p>Aug: Second period of lockdown entered. Staff and student transitioned more easily. At this stage remains to be seen if practice exams via SE and particularly Te Kura are affected.</p>	<p>Most teachers are now assessing student progress efficiently in mathematics for years 0 to 10. Teachers of students in years 9 and 10 who are enrolled in a TK maths/English programme must remember to map thinking to the LPF.</p> <p>The SMT have suggested some possible improvements to how this data is shared via student ILP's.</p>
Strengthen collaboration between curriculum leaders to support staff.	Principal, DP and Leader of Learning	Reported Dec 2020	<p>Curriculum leader MS Team established. Term 1 meeting focused on discussion of how leaders can support relevant goals within the strategic plan and how these relate to their MU descriptions. Curriculum leaders are each planning a webinar to deliver to NHS teachers later in the year.</p> <p>May: Additional curriculum leaders meeting held. The MS Team has been a useful place to share material that supports leaders to understand and work towards meeting the goals of the team.</p> <p>Jul: Curriculum leader team discussed what evidence we have that informs us of teachers understanding of curriculum across the NHS. Senior MU maths shared insights into NCEA standards often/seldom taught in maths at NHS.</p>	<p>The curriculum team have worked well together and it has been clear that there is a more co-ordinated approach to curriculum support than in previous years. The focus has been on developing a consistent approach and the addition of the navigators team has added to this.</p> <p>The curriculum team are meeting regularly to discuss schoolwide curriculum support. The team plan to use the school-wide curriculum survey results from 2020 to develop an operational goal as well as a pedagogical goal to guide our work in 2021.</p>

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LONG TERM GOAL 3 <i>continued</i>				
			<p>Jul: The navigators MS Team has been established. This comprises eight volunteers who are interested in supporting cohesive teaching practice in maths across the school (focusing within their units). This is an opportunity for maths MU holders and curriculum leader to influence mathematical understanding across the NHS, initial discussion around teachers' understanding of the pedagogy of acceleration and barriers to implementing this.</p> <p>Aug: Junior maths MU holder planned and delivered a presentation to staff focusing on the pedagogy of making mathematics visual.</p> <p>Sep: The navigators and the maths leaders worked on uncovering common pedagogies reported in 2019 LS reports that were proven to support student progress in mathematics in an NHS context. These have been added to a draft NHS local curriculum document.</p> <p>Oct: The curriculum team surveyed teachers to ascertain what curriculum support they have found useful and what suggestions may guide the team in 2021. A SWOT analysis was undertaken from the information provided by the 64 respondents.</p> <p>Oct: The curriculum team reviewed the curriculum MU description and minor changes were made for 2021.</p>	
LONG TERM GOAL 4				
Learning systems are provided in an inclusive and equitable way.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Develop school-wide systems using Teams.	Principal, DP and MU holder	Reported Dec 2020	<p>Apr: Teams is being used by all staff in the context of Level 4. This includes regular Teams meetings for units as well as senior staff.</p> <p>May: New teams have been created in response to the pandemic and used to support leaders across the school.</p> <p>Aug: Digitec channels used for UTB presentations and storing recordings of PD sessions.</p> <p>Nov: NHS Admin PD day traditionally held onsite at Regional House was successfully held online via Teams.</p>	<p>Teams continues to change as new services and functionality is added. This has been accelerated under Covid-19 and we are now making more use of Teams accordingly.</p> <p>The development of different structures such as the unit leaders channel has made the transitions between Covid-19 levels much more manageable and has enabled more regular meeting and discussion as well as offline discussion around issues such as transporting students and lockdown levels.</p> <p>At Board level, Teams has played an important role in sharing, updating and collaborating on documentation as well as meeting online.</p>

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LONG TERM GOAL 4 <i>continued</i>				
				The use of MS Teams has increased access of all teachers to quality curriculum resources schoolwide, resulting in increasing equity of educational programmes for students regardless of their geographical location.
Develop the consistent use of MS Teams as the primary form of communication and collaboration at the NHS.	Principal, DP and MU holder	Reported Dec 2020	Mar: Teams as the primary system for Covid-19 news. Covid-19 situation has increased/improved use of Teams meetings for all unit leaders who in turn are using these more frequently with staff. Curriculum leaders encouraged to follow MS Teams protocols when posting or sharing information. Jun: Teams is being used for a range of school-wide discussions such as the pandemic response, use of school vehicles and flexible working possibilities. Aug: Teams also used for external collaboration, inviting participants from other organisations to Teams meetings.	Leadership survey responses commended MS Teams for NHS ability to post communications, meet and to discuss particularly during the Covid-19 period.
CURRICULUM TARGETS				
Targets 2020	All staff use Teams confidently for school-wide communication.			Target met.
	Student data shows accelerated progress against LPF levels.			Target met.
	NCEA results are equal to or better than the national average for the subject.			Pending NCEA results.
	Maori and Pasifika NCEA results are better than the national average and equal to European students' achievement.			Pending NCEA results.
Staff are using Teams effectively and especially following Covid-19 and the lockdowns, this has become more of an imperative and has driven increasing levels of confidence and effectiveness. Teams is being used for data and communication and in 2021 the school's phone system will move to Teams with the discontinuation of Skype for Business. LPF data shows accelerated progress and is giving more data than previous data collection programmes. For 2021 the school will be moving to develop English LPF recording and to continue to improve maths records.				

## Strategic Area 2: **PEDAGOGY**

### KEY STRATEGIC THREE YEAR GOAL:

The school accesses, shares and provides best practice tools and resources.

### LONG TERM GOAL 1

The school is well positioned to respond to changes in NCEA and Te Kura.

PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Actively provide responses and information to the NCEA change process.	Principal and DP	As required	Jun: None required so far and some delays expected due to the pandemic. Aug: One of the two NCEA training days has been cancelled due to pandemic. As for Long Term Goal 3: At this stage it remains to be seen if practice exams via SE and particularly Te Kura are affected.	NHS NCEA training day has been identified for 7 December. Resources received from MOE will be viewed and discussed in individual units and entries sent to NHS principal nominee via Teams. Te Kura practice exams have been unaffected.
Monitor and respond to changes in Te Kura online learning programmes.	Principal and DP	Reported Dec 2020	Mar: Senior leaders meet Te Kura to review their new Onboarding tool. Aug: Discussions planned with Te Kura around dual enrolment of full time Te Kura students in health schools. Sep: Initial discussions with Te Kura and MoE held. Agreement to develop some guidelines around this and who would meet the threshold for this type of admission.	The Te Kura online programmes have not changed significantly this year. Most of the change has been incremental and part of their strategy to provide all coursework online.

### LONG TERM GOAL 2

Staff have access to tools, understanding and skills that assist in working with mental illness.

PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Provide staff development opportunities for understanding the effects of mental illness on learning.	Principal and DP	Reported Dec 2020	Concentrated sharing of mental health effects on staff and students of learning, teaching and managing in Covid-19 learning environment (online).	NZIWR Wellbeing PD provided to NHS unit leaders meeting during Covid-19 period. Two unit leaders provided same PD to their staff and another unit provided via Farsight Global, Farsight Global Wellbeing PD provided to Admin support staff PD day. A general increase noted in staff personal PD applications for PD targeting student mental health conditions and effects.

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LONG TERM GOAL 2 <i>continued</i>				
Provide opportunities for staff to present ideas, research and innovations to the Board and across the school.	Principal, DP and Leader of Learning	Reported Dec 2020	Mar: NCEA report to the Board. Term 1: Leader of MS Teams presented to the BOT an overview of the development of MS Teams across the school and how this supported teachers to move to online teaching and learning during the Covid-19 lockdown. Jul: BOT ethics committee discuss ethics for current research projects. Some may choose to defer to 2021. Sep: All except one staff member have chosen to postpone the data collection until 2021.	Research across the school has been postponed until 2021, so while some has been shared with the Board and the wider school, there has been less of this in evidence than in previous years. It is expected that there will be many more things to share and the developments in Teams give us more opportunities to share in different ways.
OPERATIONAL TARGETS				
Targets 2020	Research is presented to the Board.		Target met.	
	The school responds to Ministry consultation opportunities.		Target met.	
<p>A number of reports and research papers have been presented to the Board. The research programme for 2020 has been put on hold due to the effects of Covid-19. The staff undertaking this work will continue into 2021 and aim to have their work completed by the end of the year.</p> <p>The school has provided timely information to the Ministry and external contractors in the area of property. This has been incorporated into a property report which is now with the Ministry and also into individual property-related projects.</p> <p>The school has also provided feedback and information in terms of the Covid-19 lockdowns, attendance and to the Ministry review of Alternative Education. Unfortunately, this last report did not make the cut for the budget and so it is hoped it is on hold until funding is available.</p>				



Strategic Area 3: LEADERSHIP				
KEY STRATEGIC THREE YEAR GOAL: Leadership within the school is valued, promoted and responsive to the changing education environment.				
LONG TERM GOAL 1				
The school is well positioned to respond to roll growth.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Review allocated leadership to be sure there is sufficient to provide support as units grow in size.	Principal and DP	Reported Dec 2020	Mar: Deputy leaders in place following allocation at the end of 2019. Sep: Senior staff discussions related to relative workload, especially for deputy leaders.	Extra deputy leaders have been allocated for 2021 and offered to the four largest units following a review of leadership needs. This has also resulted in the decision to appoint a second deputy principal to increase the leadership capacity of the school.
LONG TERM GOAL 2				
Leadership within the school is promoted.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Deliver the NZCER leadership effectiveness tool.	Principal	Term 2	Aug: The tool has been delivered to the teaching staff.	Results are generally positive and show some areas for improvement, especially in terms of community and cultural responsiveness and consulting with staff over important decisions. The response rate was relatively low, but the results fit well with the leadership report undertaken by our outside appraisal contractor.
Provide access to leadership support and development to leaders across the school.	Principal and DP	Reported Dec 2020	Unit leaders channel created for all leaders to meet regularly via Teams throughout Covid-19 selected 'Leadership in Covid-19 situation' posts shared to Teams. May: Through the pandemic all leaders have been meeting twice weekly to share ideas and support each other. Oct: External review of leadership effectiveness presented to the Board.	As above. Wellbeing PD provided to NHS unit leaders meeting during Covid-19 period.
OPERATIONAL TARGETS				
Targets 2020	NZCER leadership tool results in 80% or better satisfaction rating.			Target met.
This data has been useful, especially when put alongside the Principal appraisal work undertaken by the school's external provider. It has given some areas for improvement as well as a positive picture of satisfaction across the school.				
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 2020		As above. Teaching Te Tiriti National Library presentation at WSPD. Some personal PD applications received in culturally responsive category. Some staff participating in personal PD in te reo.

Strategic Area 4: <b>RELATIONSHIPS AND PARTNERSHIPS</b>				
<b>KEY STRATEGIC THREE YEAR GOAL:</b> Positive and effective relationships and partnerships provide for the cultural and achievement needs of learners.				
LONG TERM GOAL 1				
The school delivers on its Te Tiriti commitments.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Recruit staff with appropriate cultural capability.	Principal and DP	Reported Dec 2020	Oct: EEO report presented to the Board.	The EEO report showed the current balance of staff and highlighted the relatively large number of staff who have not shared their ethnicity. Cultural capability has been part of the criterion for selection of staff and people with skill and confidence have been given priority.
Embed cultural practice in the way the school operates.	Principal and DP	Reported Dec 2020	Term 1: Site blessings and whole school PD conducted following appropriate protocols. May: Ministry of Education and several DHBs asked for key Pasifika contacts for supporting the school and the Board. Principal and DP attended meeting and discussion between NHS staff with a SAU area health provider – emphasis on Pasifika Starship/SAU student with lengthy school absence identified. SAU staff with Pasifika language background assisted MOE/Police Blue Light worker in school enrolment.	Most units include a range of cultural practices in their day to day operations, including karakia and waiata around meetings and gatherings. Several staff have taken te reo courses and anything that is school-wide in nature includes these basic cultural practices.
Ensure Board includes Trustee/s that can provide a te ao Maori lens to our governance.	Board	Term 1	May: Development of a NHS Te Tiriti policy agreed by the Board. Jul: Board Tiriti workshop completed. Sep: Draft Te Tiriti policy to the Board.	Mar: Board co-option process completed and one trustee appointed. Oct: Te Tiriti policy adopted by the Board.
Increasing use of te reo and tikanga across the school.	Principal, DP and MU holder	Reported Dec 2020		Units have increased their use of te reo in karakia for unit and school meetings. As above, there has been some personal PD in te reo.
LONG TERM GOAL 2				
Links to Maori and Pasifika communities are maintained and strengthened.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Units identify key local community leaders, able to work with and support the school.	Principal, DP and MU holder	Reported Dec 2020	Northland unit and Tauranga unit blessings and openings supported by local community leaders As above, Principal and DP attended meeting and discussion between NHS staff with a SAU area health provider – emphasis on Pasifika.	The school has continued its tradition of inviting local Maori community involvement and leadership in areas such as blessings and openings. This sort of activity has been reduced due to Covid-19, as has the Board's plan to visit units and meet with the local community.

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LONG TERM GOAL 2 <i>continued</i>				
Review the Board's balance of ethnicity, gender, regional representation and skills and co-opt as necessary.	Board	Term 1		Mar: Board co-option process completed.
OPERATIONAL TARGETS				
Targets 2020	All units have links in place to their local Maori community.		Progress made.	
	Board membership includes te ao Maori capability.		Target met.	
<p>The Board have co-opted a member with specific skills in the area of te ao Maori and this has been of great value leading to, among other things, the development of a Tiriti policy and Board training. Finding links to local Iwi has been more challenging, especially with the Covid-19 lockdowns and difficulty meeting face-to-face with people. This target and object have been included in the 2021 Charter.</p> <p>Staff, however, have been able to continue their work in this area. Several staff have enrolled in te reo courses and there has been a lot of personal professional development undertaken. The school has also agreed to invest in school-wide external PD in this area for 2021 and planning for this is well advanced.</p>				
LONG TERM GOAL 3				
National and international links and partnerships are maintained and extended.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Identify best practice nationally and internationally and share with all staff.	Principal and DP	Reported Dec 2020	Term 1: RHS Principals meeting shared WSPD topic and presenter information. Visits to MOE and Te Kura to discuss guidelines and Te Kura tool, MOE guidelines and practice. Term 2: Through the pandemic staff have innovated, shared ideas and looked for inspiration beyond the school, in order to support student learning remotely. Term 3: Post-Covid-19 strategies shared and discussed in each unit.	The school has worked closely with the other health schools to coordinate responses to Covid-19 and to share practice and innovation with working online. We have had discussions with community organisations such as the Patience Project, looking at maintaining student connections with their peers. We have also been involved in critique of articles for the Journal of Continuity in Education and made this resource available to staff.
Principal and DP participate in HOPE Conference 2020.	Principal and DP	Term 2	Mar: Attendance at HOPE reviewed in the light of Covid-19.	HOPE Congress postponed due to Covid-19.
Continue professional development and dialogue nationally and internationally.	Principal and DP	Reported Dec 2020	Mar: Several articles now available in the online Journal.	DP and Principal copy-edited and critiqued articles for Journal as requested by editor.
Identified staff participate in the HELP conference 2021.	Principal and DP			Online staff/PD support meetings for HELP organisation lapsed due to varying Covid-19 conditions in Australian states.
Co-ordinate annual Board conference for all three health schools.	Principal, DP and Board	Term 1	Mar: Preparation for the conference completed. Postponed due to Covid-19. Jul: Confirmed for September date and speakers confirmed. Minister sent her apologies.	Sep: Boards agree to postpone until 2021.

LONG TERM GOAL 4				
Relationships and links with partner organisations are maintained and strengthened.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Develop and maintain positive relationships with MoE, Te Kura and Te Awa partners.	Principal and DP	Reported Dec 2020	<p>Mar: Ministry input into appointment of a new Te Awa Manager.</p> <p>New Manager appointed, starting in May.</p> <p>May: Discussions with MoE regarding Te Awa operation under Level 3.</p> <p>Aug: Te Awa steering committee meeting reviewed the way Te Awa has performed and changed and our future plans for improvements.</p> <p>Sep: Discussions related to dual enrolment with Te Kura. Agreement to progress this area and develop guidelines and criteria.</p>	The school has good positive relationships with the Ministry, including our senior advisers based in Wellington and Auckland. The Te Awa contract has been a catalyst for increased Ministry contact and we have a good relationship with them as well as with property and leasing. The relationship with Te Kura has always been strong and we have sought ways to collaborate and share ideas, visiting the senior team there this year. The question of dual enrolment has been challenging and we have been able to get the Ministry to take the lead here, reducing possible areas of conflict.
<p>Links to other organisations have been maintained and strengthened. The three health schools worked closely over the lockdowns during the pandemic and actively shared information and tools. International collaboration has been hampered by the cancellation of the HOPE congress this year. It is hoped that the 2021 event will go ahead in some form to allow continuation of international collaboration.</p> <p>Along with the HOPE congress, the health schools combined Board conference was also cancelled. This was a shame as the Minister was intending to participate and successive Boards have found these events positive and useful. It is hoped that we will be able to meet in 2021.</p> <p>The Ministry decision that full time Te Kura students are eligible for dual health school enrolment, has been a surprise and could see large increases in the roll. The three schools are working collaboratively with MoE and Te Kura to clarify this area and following several discussions, the Ministry have agreed to develop policy in this area.</p>				

Strategic Area 5: <b>OPTIMISING ORGANISATION AND PERFORMANCE</b>				
<b>KEY STRATEGIC THREE YEAR GOAL:</b> 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.	Principal and Business Manager	Reported Dec 2020		Aug: Replacement vehicles purchased are Toyota hybrids, which offer the best cost for economy option.
Develop and implement a sustainability plan for the school.	Principal	Term 2	Term 3: Unit meetings include discussions around sustainability and developing a plan.	Sustainability planning deferred to 2021.
Reduce km per student travelled through the use of online technologies.	Principal and DP	Reported Dec 2020	Mar: Covid-19 has seen minimal travel and a high uptake of online technologies.	The admin team have been working on a more effective system for tracking vehicle mileage and this will be in place for the start of 2021. The pandemic has decreased vehicle usage across the school and we expect that comparative data will show a sharp decline in mileage. There has also been a great increase in working online, as reflected in the results of the staff and student surveys post-lockdown.
OPERATIONAL TARGETS				
Targets 2020	Fuel use is reduced on a per student basis by 10%.			Target met.
The target of reducing mileage has been met, partly due to the pandemic. Staff report that they have more confidence and skills in working online. This has been a side effect of the pandemic and staff in general are better at using the tools available with students. The pandemic also highlighted the disparity between those students who have internet access and devices and those who do not. The school has moved to provide more student hardware to meet this need.				
LONG TERM GOAL 2				
Wellbeing is at the core of the school's systems and processes.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Implement staff wellbeing support contract.	Principal and DP	Term 2	Mar: Southern Health School withdraw from a similar programme, following a review with staff.	We made the decision not to take up this contract and to focus on our peer support programme.
Actively promote staff wellbeing across the school and provide opportunities to improve personal wellbeing and provide a supportive work culture.	Principal and DP and MU holder	Reported Dec 2020	Mar: Key senior staff identified to work on peer mentoring programme for the school. May: Institute of Wellbeing and Resilience (NZIWR) online presentation to unit leaders and offered to individual units. Jun: Peer support model delivered to senior staff and school-wide implementation plans under way.	There have been a number of initiatives this year at personal, unit and school level to provide support and training. A number of staff have undertaken personal training and the peer support programme has been taken up by more units this year. Each team has taken a slightly different approach, depending on size and location to including wellbeing in their meetings and systems. Senior staff have reported that in general their teams are managing well despite the pandemic.

Continued on next page

LONG TERM GOAL 2 <i>continued</i>				
			Term 3: Several units trialling the peer support programme as trialled in Auckland North. Aug: NZIWR presentation to senior staff. Farsight Global Wellbeing PD provided to admin support staff PD day. A general increase noted in staff personal PD applications for PD targeting student mental health conditions and effects.	
Deliver the Wellbeing@School survey.	Principal and DP	Term 3		Postponed until 2021.
OPERATIONAL TARGETS				
Targets 2020	Results from the Wellbeing survey are included in decisions around support for staff.			Postponed until 2021.
The school undertook a pandemic-related survey, the results of which were very positive and included confidence in working online with students. The trials for our peer support programme are continuing into 2021, as some units dropped out due to pandemic effects. It is hoped that continued uptake of this programme will give the school a robust tool for delivering on staff wellbeing.				
LONG TERM GOAL 3				
The school operates in a financially prudent manner.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Investigate the possibility of changing accounts package.	Principal and Business Manager	Reported Dec 2020	May: Decision made to move to Xero and implementation under way.	The school accounts have been moved to Xero and we have been running Xero alongside the older Musac system this year. Reports are now generated from Zero and the school is on track to make the transition final.
Review which financial information is presented to the Board and its format.	Principal and Business Manager	Term 2	Mar: Proposal and initial changes presented to the Board.	The school's monthly reports have been reviewed and changes made to the information presented.
The school accounts have been moved to Xero following a review of packaged available to schools. The move to Xero has been a lot of work for the admin team but has been successful. Keeping both systems operating was a challenge but once finalised, the move looks like it will make the school's accounting both more robust and resilient. The school has also been able to make some changes to the way accounts are presented.				
LONG TERM GOAL 4				
Optimal use is made of school assets.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Identify curriculum needs in units prior to recruitment of new staff.	Principal and DP	Reported Dec 2020	Ongoing. This is a key factor in all new appointments. Sep: Discussions with senior staff about curriculum needs for 2021. Oct: 2021 jobs advertised and include curriculum needs.	All new staff application processes have included identification of needs from the unit. Senior staff are taking more responsibility for this area and we have well developed resources to support this.

*Continued on next page*



LONG TERM GOAL 4 <i>continued</i>				
NHS units prepared to staff roll growth in advance.	Principal	Term 1	<p>May: The roll has not grown as quickly as usual under Covid-19 restrictions, obviating the need for a lot of extra staff.</p> <p>Jun: Extra staffing has been deployed in expectation of a sudden rise in admissions post-Covid-19.</p> <p>Aug: The roll has spiked upwards and extra staffing has been deployed to meet the expected growth.</p> <p>Oct: Sudden growth post-Covid-19 lockdowns has been met with sufficient staffing.</p>	The annual growth pattern for the school has been quite different with little growth in the middle of the year and a sudden rise towards the end. Growth planning has worked well in most places, but a few have struggled to find suitable applicants when their own resources have been deployed. This seems to have been offset by the availability of teachers returning from overseas and possibly due to students leaving regular schools early through the pandemic.
<p>Roll patterns for 2020 have been quite different from previous years due to the pandemic. This has led to a steeper than usual increase later in the year. Units have in most cases been able to find staff to fill the gaps but it has been challenging. The previous teacher shortage does not seem to have been as much of an issue this year. Further work will be done in 2021 in making sure the school and each of its units can meet the challenges of roll fluctuation.</p> <p>The Ministry have also flagged that they will not be able to increase staffing entitlements in the future due to the way these are enacted through orders in council. This is an area that we will be progressing with the Ministry in 2021, as it has a big impact on the school and its staffing model.</p>				
LONG TERM GOAL 5				
Property needs are planned for in a strategic manner.				
PLANNED ACTIONS	LED BY	TIMEFRAME	PROGRESS	RESULT ACHIEVED
Provide information to inform Ministry review of property needs.	Principal and Business Manager	As required	Mar: Meeting with a Ministry consultant scheduled for this term to develop a national property plan.	A property plan agreed with the Ministry but has not been signed off as yet. Information has been provided to this process as well as to individual projects such as Whakatane and the new Auckland building projects in Auckland North and West.
Determine best use of \$200,000 Property Infrastructure Grant.	Principal and Business Manager	Term 2	<p>Mar: Proposal provided to the Board.</p> <p>Sep: Kaitaia garage plan with the host school for approval.</p> <p>Oct: Garage in Kaitaia agreed by all parties. Work on Taupo garage progressing slowly.</p> <p>Nov: Contract let for Kaitaia garage and refit projects.</p>	Applications for SIP funding projects approved by Ministry and the first to be actioned will be the garage in Kaitaia. Other garage projects have been more challenging, especially in Taupo, where the Ministry has decided the site is too small.
Actively seek solutions to property issues through the Ministry.	Principal	Reported Dec 2020	<p>Mar: External consultant working with the three schools to review the way we work and propose processes and systems for the future.</p> <p>Sep: Lease discussions with MoE and agreement that some short-term leasing may be a possibility, especially for Whakatane.</p>	The external review has been a positive way forward and has identified some possible pathways forward. The three schools have collaborated in this area and we look forward to seeing the fruits of these labours. More recently we have identified the need for shorter term space in places such as Whakatane and are working with the Ministry to progress this.

*Continued on next page*

**LONG TERM GOAL 5** *continued*

Property progress has been slow, partly due to Ministry delays and partly due to issues with host schools. The infrastructure grant funding has been applied to our project in Kaitia but the Taupo project has stalled. It is hoped that continued lobbying will restart that particular project. The property review has been completed and sits with the Ministry at present. This year we have been able to progress projects which were already under way, but no new projects; however this has not stopped us so far. We have a better idea of timelines for the Auckland new school building projects and expect that as we were already included in these, they will progress as planned.

**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.	Principal	Monthly, Reported Dec 2020	Covid-19 risk analysis and procedures developed for each of the response levels as they have changed. Aug: Covid-19 risk management reviewed again as we move back to Level 3 in Auckland and Level 2 everywhere else.	We have managed the pandemic risks very carefully, using a conservative approach. Reports are generated each term for the Board and these identify risks and mitigations.
Review and update the school's risk management policy and plans.	Principal	Term 1	Apr: Risk management policy and procedures under way. Final decisions postponed until the May meeting. Sep: Draft risk management planning matrix shared with EMT and refining process under way. Oct: Risk management matrix reviewed and prepared for November meeting.	The risk management system for the school has been revamped and approved by the Board. This has in part led to changes in the way we transport students, as well as a focus on keeping our staff and students safe in a wide variety of places and situations.

The school has continued to improve and refine its health and safety reporting. The Board have also reviewed areas such as staff transporting students and the risks involved. The decision to cease such activity should lead to a lower risk in this area, although the process did highlight issues for communities with high levels of deprivation. The school will work on this area in 2021, with a view to providing resources while Ministry provision is examined.

The school's risk management system has also been updated and we now have a more robust system for analysing and identifying risks across the school. The next step will be to update the school's crisis and emergency planning.

**GLOSSARY**

CCSP	Cultural Competency Staff Planning	PD	Professional Development
CR	Culturally Responsive	SMT	Senior Management Team, consisting of Principal, Deputy Principal, Business Manager, Associate Principals, Te Awa Manager, Senior Teachers
DP	Deputy Principal	UTB	Using Technology Better
EMT	Executive Management Team, consisting of Principal, Deputy Principal, Business Manager	WSPD	Whole School Professional Development
ILP	Individual Learning Plan		
LPF	Learning Progressions Framework		
MU	Management Unit		



# Northern Health School

ANNUAL ACCOUNTS

2020

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF NORTHERN HEALTH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

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 38 to 52, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

#### Basis for our opinion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Our responsibilities 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

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For the year ended 31 December 2020

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

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

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

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

Martin Heatley Smith

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Full Name of Presiding Board Member

Richard Henry Winder

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Full Name of Principal

31 May 2021

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Date

31 May 2021

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Date

## STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSE

For the year ended 31 December 2020

	NOTE	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
<b>Revenue</b>				
Government Grants	2	15,881,813	13,220,161	13,996,414
Locally Raised Funds	3	(2,442)	1,000	42,434
Interest Earned		114,761	100,000	149,991
Gain on Sale of Property, Plant and Equipment		52,191	–	–
		<b>16,046,323</b>	<b>13,321,161</b>	<b>14,188,839</b>
<b>Expenses</b>				
Locally Raised Funds	3	8,497	14,900	18,280
Learning Resources	4	12,161,972	11,850,166	10,363,216
Administration	5	760,228	866,968	670,725
Finance		1,439	–	6,448
Property	6	1,569,855	149,000	1,254,234
Depreciation	7	438,634	570,000	420,124
Loss on Disposal of Property, Plant and Equipment		3,516	–	12,899
		<b>14,944,141</b>	<b>13,451,034</b>	<b>13,245,926</b>
<b>Net Surplus (Deficit) for the year</b>		<b>1,102,182</b>	<b>(129,873)</b>	<b>942,913</b>
Other Comprehensive Revenue and Expenses		–	–	–
<b>Total Comprehensive Revenue and Expense for the year</b>		<b>1,102,182</b>	<b>(129,873)</b>	<b>942,913</b>

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 2020

	NOTE	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Balance at 1 January		6,572,161	6,572,161	5,629,248
Total comprehensive revenue and expense for the year		1,102,182	(129,873)	942,913
Capital contributions from the Ministry of Education – Furniture and Equipment Grant		8,686		
<b>Equity at 31 December</b>	20	<b>7,683,029</b>	<b>6,442,288</b>	<b>6,572,161</b>
Retained Earnings		7,683,029	6,442,288	6,572,161
<b>Equity at 31 December</b>		<b>7,683,029</b>	<b>6,442,288</b>	<b>6,572,161</b>

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 2020

	NOTE	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	948,244	790,102	718,173
Accounts Receivable	9	774,484	515,000	484,604
GST Receivable		24,880	27,000	55,199
Prepayments		5,504		
Investments	10	5,344,048	4,500,000	4,787,625
		<b>7,097,160</b>	<b>5,832,102</b>	<b>6,045,601</b>
<b>Current Liabilities</b>				
Accounts Payable	12	774,362	551,700	568,620
Revenue Received in Advance	13	8,305	30,000	34,957
Finance Lease Liability – Current Portion	14	38,029	31,452	35,339
		<b>820,696</b>	<b>613,152</b>	<b>638,916</b>
<b>Working Capital Surplus/(Deficit)</b>		<b>6,276,464</b>	<b>5,218,950</b>	<b>5,406,685</b>
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	1,434,053	1,245,518	1,191,018
		<b>1,434,053</b>	<b>1,245,518</b>	<b>1,191,018</b>
<b>Non-current Liabilities</b>				
Finance Lease Liability	14	27,488	22,180	25,542
		<b>27,488</b>	<b>22,180</b>	<b>25,542</b>
<b>Net Assets</b>		<b>7,683,029</b>	<b>6,442,288</b>	<b>6,572,161</b>
<b>Equity</b>	20	<b>7,683,029</b>	<b>6,442,288</b>	<b>6,572,161</b>

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 2020

	NOTE	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
<b>Cash Flows from Operating Activities</b>				
Government Grants		4,403,713	4,210,129	3,999,258
Locally Raised Funds		12,015	5,175	23,109
Goods and Services Tax (net)		30,319	28,199	(112,187}
Payments to Employees		(1,269,909)	(1,619,289)	(1,151,924)
Payments to Suppliers		(1,886,376)	(2,308,361)	(1,555,204)
Interest Paid		(1,439)		(6,448)
Interest Received		117,843	100,200	147,058
Net Cash from/(to) Operating Activities		<b>1,406,166</b>	<b>416,053</b>	<b>1,343,662</b>
<b>Cash Flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		(155,911)	(729,302}	18,261
Purchase of PPE (and Intangibles)		(462,256)	(58,571)	(478,855)
Purchase of Investments		(556,423)	–	(687,625)
Proceeds from Sale of Investments			287,625	
Net Cash from Investing Activities		<b>(1,174,590)</b>	<b>(500,248)</b>	<b>(1,148,219)</b>
<b>Cash Flows from Financing Activities</b>				
Furniture and Equipment Grant		8,686		
Finance Lease Payments		(10,191)	156,124	(16,463)
Net Cash from/(to) Financing Activities		<b>(1,505}</b>	<b>156,124</b>	<b>(16,463)</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>230,071</b>	<b>71,929</b>	<b>178,980</b>
Cash and cash equivalents at the beginning of the year	8	718,173	718,173	539,193
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>948,244</b>	<b>790,102</b>	<b>718,173</b>

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

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For the year ended 31 December 2020

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

### BASIS OF PREPARATION

#### Reporting Period

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

#### Basis of Preparation

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

#### Financial Reporting Standards Applied

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

#### PBE Accounting Standards Reduced Disclosure Regime

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

#### Measurement Base

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

#### Presentation Currency

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

#### Specific Accounting Policies

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

#### Critical Accounting Estimates and Assumptions

The preparation of financial statements requires management to make 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 (uncollectable debts). The school's receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short term receivables are written off when there is no reasonable expectation of recovery.

## 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.

## PROPERTY, PLANT AND EQUIPMENT

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

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

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

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

### Finance Leases

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

### Depreciation

Property, plant and equipment, 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	5–9 years
Information and communication technology	3 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	5 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 by non teaching staff, to, but not yet taken, at balance date.

### Long-term employee entitlements

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

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

## REVENUE RECEIVED IN ADVANCE

Revenue received in advance relates to fees received for 2020 Wrap Around Funding where there are unfulfilled obligations for the school to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The school holds sufficient funds to enable the refund of unearned fees in relation to this revenue received in advance, should the school be unable to provide the services to which they relate.

## FINANCIAL INSTRUMENTS

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

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

The school's financial liabilities comprise accounts payable 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.

## SERVICES RECEIVED IN-KIND

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

## 2 GOVERNMENT GRANTS

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Operational Grants	2,569,249	2,911,519	2,389,219
Teachers' Salaries Grants	9,979,050	9,000,000	8,866,567
Use of Land and Buildings Grants	1,451,130	–	1,134,671
Te Kahu Toi Grant	1,334,651	1,262,180	1,195,384
Other MoE Grants	514,509	46,462	402,188
Other Government Grants	33,224	–	8,385
	<b>15,881,813</b>	<b>13,220,161</b>	<b>13,996,414</b>

Other MOE Grants total includes additional COVID-19 funding totalling \$25,308 for the year ended 31 December 2020.

## 3 LOCALLY RAISED FUNDS

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Local funds raised within the school's community are made up of:			
<b>Revenue</b>			
Donations	6,280	1,000	1,150
Activities	(8,722)	–	41,284
	<b>(2,442)</b>	<b>1,000</b>	<b>42,434</b>
<b>Expenses</b>			
Activities	8,497	14,900	18,280
	<b>8,497</b>	<b>14,900</b>	<b>18,280</b>
<b>Surplus/(Deficit) for the year Locally Raised Funds</b>	<b>(10,939)</b>	<b>(13,900)</b>	<b>24,154</b>

## 4 LEARNING RESOURCES

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Curricular	124,334	177,162	114,359
Te Kahu Toi Expenditure	1,069,945	1,217,372	849,932
Information and Communication Technology	98,070	128,000	89,053
Extra-curricular Activities	34,167	86,552	48,220
Library Resources	–	12,000	–
Employee Benefits – Salaries	10,763,048	10,045,000	9,611,137
Staff Development	72,398	161,300	123,629
Overseas Travel	10	22,780	26,886
	<b>12,161,972</b>	<b>11,850,166</b>	<b>10,863,216</b>



## 5 ADMINISTRATION

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Audit Fee	5,747	6,155	5,692
Board of Trustees Fees	30,800	31,350	26,727
Board of Trustees Expenses	5,863	34,530	20,627
Communication	107,383	69,000	56,888
Consumables	40,340	57,000	75,710
Legal Fees	6,920	10,000	1,134
Other	21,260	34,200	27,479
Employee Benefits – Salaries	493,988	576,000	407,783
Insurance	40,635	41,033	41,849
Service Providers, Contractors and Consultancy	7,292	7,700	6,836
	<b>760,228</b>	<b>866,968</b>	<b>670,725</b>

## 6 PROPERTY

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Caretaking and Cleaning Consumables	61,143	52,000	49,680
Consultancy and Contract Services	6,023	50,000	27,618
Heat, Light and Water	49,031	45,000	40,860
Use of Land and Buildings	1,451,130	–	1,134,671
Security	2,528	2,000	1,405
	<b>1,569,855</b>	<b>149,000</b>	<b>1,254,234</b>

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

	2019 ACTUAL \$	2019 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Furniture and Equipment	124,204	138,600	87,011
Information and Communication Technology	108,898	136,000	105,741
Motor Vehicles	155,674	252,400	179,068
Leased Assets	43,857	37,500	42,439
Library Resources	6,001	5,500	5,865
	<b>438,634</b>	<b>570,000</b>	<b>420,124</b>

## 8 CASH AND CASH EQUIVALENTS

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Cash on Hand	4,150	3,800	3,850
Bank Current Account	944,093	676,302	608,244
Bank Call Account	1	110,000	106,079
Cash and Cash Equivalents for Statement of Cash Flows	<b>948,244</b>	<b>790,102</b>	<b>718,173</b>

## 9 ACCOUNTS RECEIVABLE

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Receivables	13,023	15,000	19,175
Interest Receivable	7,118	10,000	10,200
Bank Staffing Under-use	87,888	80,000	74,925
Teacher Salaries Grant Receivable	666,455	410,000	380,304
	<b>774,484</b>	<b>515,000</b>	<b>484,604</b>
Receivables from Exchange Transactions	20,141	25,000	29,375
Receivables from Non-Exchange Transactions	754,343	490,000	455,229
	<b>774,484</b>	<b>515,000</b>	<b>484,604</b>

## 10 INVESTMENTS

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
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The school's investment activities are classified as follows:

### Current Assets

Short-term Bank Deposits	5,344,048	4,500,000	4,787,625
<b>Total Investments</b>	<b>5,344,048</b>	<b>4,500,000</b>	<b>4,787,625</b>

## 11 PROPERTY, PLANT AND EQUIPMENT

2020	OPENING BALANCE (NBV) \$	ADDITIONS \$	DISPOSALS \$	IMPAIRMENT \$	DEPRECIATION \$	TOTAL (NBV) \$
Furniture and Equipment	426,301	248,061	-	-	(124,204)	550,158
Information and Communication Technology	178,919	90,181	-	-	(108,898)	160,202
Motor Vehicles	485,785	340,748	(57,135)	-	(155,674)	613,724
Leased Assets	58,960	52,860	-	-	(43,857)	67,963
Library Resources	41,053	10,468	(3,514)	-	(6,001)	42,006
<b>Balance at 31 December 2020</b>	<b>1,191,018</b>	<b>742,318</b>	<b>(60,649)</b>	<b>-</b>	<b>(438,634)</b>	<b>1,434,053</b>

2020	COST OR VALUATION \$	ACCUMULATED DEPRECIATION \$	NET BOOK VALUE \$
Furniture and Equipment	1,125,661	(575,503)	550,158
Information and Communication Technology	797,662	(637,460)	160,202
Motor Vehicles	1,041,714	(427,990)	613,724
Leased Assets	178,200	(110,237)	67,963
Library Resources	127,784	(85,778)	42,006
<b>Balance at 31 December 2020</b>	<b>3,271,021</b>	<b>(1,836,968)</b>	<b>1,434,053</b>

The net carrying value of equipment held under a finance lease is \$67,963 (2019: \$58,960).

2019	OPENING BALANCE (NBV) \$	ADDITIONS \$	DISPOSALS \$	IMPAIRMENT \$	DEPRECIATION \$	TOTAL (NBV) \$
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
<b>Balance at 31 December 2019</b>	<b>1,131,601</b>	<b>510,701</b>	<b>(31,160)</b>	<b>-</b>	<b>(420,124)</b>	<b>1,191,018</b>

2019	COST OR VALUATION \$	ACCUMULATED DEPRECIATION \$	NET BOOK VALUE \$
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
<b>Balance at 31 December 2019</b>	<b>2,887,481</b>	<b>(1,696,463)</b>	<b>1,191,018</b>

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

## 12 ACCOUNTS PAYABLE

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Operating Creditors	45,094	86,000	134,335
Accruals	6,447	5,700	5,692
Employee Entitlements – Salaries	672,697	415,000	385,697
Employee Entitlements – Leave Accrual	50,124	45,000	42,896
	<b>774,362</b>	<b>551,700</b>	<b>568,620</b>
Payables for Exchange Transactions	774,362	551,700	568,620
	<b>774,362</b>	<b>551,700</b>	<b>568,620</b>

The carrying value of payables approximates their fair value.

## 13 REVENUE RECEIVED IN ADVANCE

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Grants in Advance – Ministry of Education	–	30,000	34,957
Other	8,305	–	–
	<b>8,305</b>	<b>30,000</b>	<b>34,957</b>

## 14 FINANCE LEASE LIABILITY

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
The school has entered into seven finance lease agreements for TELA Laptops. Minimum lease payments payable (includes interest portion):			
No later than one year	42,231	38,029	39,270
Later than one year and no later than five years	29,170	27,488	27,030
	<b>71,401</b>	<b>65,517</b>	<b>66,300</b>

## 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 conditions 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 includes all Trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	2020 ACTUAL \$	2019 ACTUAL \$
<b>Board Members</b>		
Remuneration	30,800	26,727
Full-time Equivalent Members	0.20	0.22
<b>Leadership Team</b>		
Remuneration	773,738	730,094
Full-time Equivalent Members	5.00	5.00
<b>Total Key Management Personnel Remuneration</b>	<b>804,538</b>	<b>756,821</b>
<b>Total Full-time Equivalent Personnel</b>	<b>5.20</b>	<b>5.22</b>

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

### Principal

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

	2020 ACTUAL \$000	2019 ACTUAL \$000
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments	210-220	200-250
Benefits and Other Emoluments	5-10	5-10
Termination Benefits	-	-

### Other Employees

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

REMUNERATION \$000	2020 FTE NUMBER	2019 FTE NUMBER
150-160	1	-
140-150	-	1
130-140	3	1
120-130	4	2
110-120	3	2
100-110	3	5
	<b>14</b>	<b>11</b>

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

## 17 COMPENSATION AND OTHER BENEFITS UPON LEAVING

There was 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 2020.

(Contingent liabilities and assets as at 31 December 2019: nil.)

### Holidays Act Compliance – Schools Payroll

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

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing.

The current phase of this review is to design potential solutions for any compliance breaches discovered in the initial phase of the programme. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

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

## 19 COMMITMENTS

### Capital Commitments

As at 31 December 2020 the Board has entered into no contract agreements for capital works.

(Capital commitments as at 31 December 2019: 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

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Cash and Cash Equivalents	948,244	790,102	718,173
Receivables	774,484	515,000	484,604
Investments – Term Deposits	5,344,048	4,500,000	4,787,625
<b>Total Financial Assets Measured at Amortised Cost</b>	<b>7,066,776</b>	<b>5,805,102</b>	<b>5,990,402</b>

### Financial Liabilities Measured at Amortised Cost

	2020 ACTUAL \$	2020 BUDGET (UNAUDITED) \$	2019 ACTUAL \$
Payables	774,362	551,700	568,620
Finance Leases	65,517	53,632	60,881
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>839,879</b>	<b>605,332</b>	<b>629,501</b>

## 22 EVENTS AFTER BALANCE DATE

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



