

ADDINGTON TE KURA TAUMATUA SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2021

School Directory

Ministry Number:

3271

Principal:

Donna Buchanan

School Address:

22 Brougham Street, Christchurch 8024

School Phone:

03 3662909

Jo Robertson	Presiding Member	Ceased Sep 2022
Donna Buchanan	Principal ex Officio	
Sasha Wallace	Parent Representative	Ceased Sep 2022
Andrew Green	Parent Representative	
Adrian Palmer	Parent Representative	Ceased Sep 2022
Fiona Deehan	Parent Representative	
Lyn Petch	Staff Representative	Ceased Sep 2022
Karaitiana Taiuru	Parent Representative	
Te Paea Paringatai	Parent Representative	
Robbie Blakemore	Parent Representative	
Nicole Baxter-Warren	Co Staff Representative	
Amber Doyle	Co Staff Representative	

ADDINGTON TE KURA TAUMATUA SCHOOL

Annual Report - For the year ended 31 December 2021

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Addington Te Kura Taumatua School

Statement of Responsibility

For the year ended 31 December 2021

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

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

DocuSigned by:
Fiona Deehan
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Fiona Deehan

Full Name of Presiding Member

DocuSigned by:
Donna Buchanan
77BA2C9205D34CF...

Donna Buchanan

Full Name of Principal

Dated 3 December 2023

Addington Te Kura Taumatua School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue				
Government Grants	2	3,087,568	2,934,789	3,012,017
Locally Raised Funds	3	57,431	26,840	22,762
Interest Income		5,940	4,000	16,999
Gain on Sale of Property, Plant and Equipment		986	-	-
		<u>3,151,925</u>	<u>2,965,629</u>	<u>3,051,778</u>
Expenses				
Locally Raised Funds	3	75,863	-	44,861
Learning Resources	4	1,979,294	1,839,246	1,885,361
Administration	5	421,267	164,885	114,461
Finance		191	-	2,059
Property	6	659,081	909,474	862,696
Depreciation	10	84,256	117,493	65,493
		<u>3,219,952</u>	<u>3,031,098</u>	<u>2,974,931</u>
Net Surplus / (Deficit) for the year		(68,027)	(65,469)	76,847
Other Comprehensive Revenue and Expense			-	
Total Comprehensive Revenue and Expense for the Year		<u><u>(68,027)</u></u>	<u><u>(65,469)</u></u>	<u><u>76,847</u></u>

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

Addington Te Kura Taumatua School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Equity at 1 January		536,721	536,721	441,888
Total comprehensive revenue and expense for the year		(68,027)	(65,469)	76,847
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	17,986	17,986
Equity at 31 December		468,694	489,238	536,721
Retained Earnings		468,694	489,238	536,721
Reserves		-	-	-
Equity at 31 December		468,694	489,238	536,721

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.

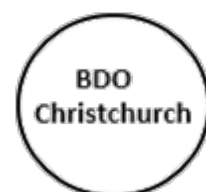
Addington Te Kura Taumatua School

Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Assets				
Cash and Cash Equivalents	7	111,020	64,778	127,261
Accounts Receivable	8	120,748	104,497	104,497
GST Receivable		4,190	874	874
Prepayments		17,376	14,343	14,343
Funds Receivable for Capital Works Projects	15	82,451	-	-
Investments	10	302,965	680,704	680,704
		<u>638,750</u>	<u>865,196</u>	<u>927,679</u>
Current Liabilities				
GST Payable		-	-	-
Accounts Payable	11	166,898	148,866	148,866
Revenue Received in Advance	12	-	3,380	3,380
Painting Contract Liability	13	15,102	15,102	15,102
Finance Lease Liability	14	15,791	15,276	15,276
Funds held for Conductive Education	16	190,604	332,438	332,438
Funds held for Capital Works Projects	15	-	156,646	156,646
		<u>388,395</u>	<u>671,708</u>	<u>671,708</u>
Working Capital Surplus/(Deficit)		250,355	193,488	255,971
Non-current Assets				
Property, Plant and Equipment	10	269,711	346,850	346,850
Intangible Assets		-	-	-
		<u>269,711</u>	<u>346,850</u>	<u>346,850</u>
Non-current Liabilities				
Painting Contract Liability	13	34,926	35,663	50,663
Finance Lease Liability	14	16,446	15,437	15,437
		<u>51,372</u>	<u>51,100</u>	<u>66,100</u>
Net Assets		<u>468,694</u>	<u>489,238</u>	<u>536,721</u>
Equity		<u>468,694</u>	<u>489,238</u>	<u>536,721</u>

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



Addington Te Kura Taumatua School

Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash flows from Operating Activities				
Government Grants		1,049,950	1,097,098	1,124,061
Locally Raised Funds		52,921	3,380	22,762
Hostel		-	-	
International Students		-	-	
Goods and Services Tax (net)		(3,316)	(874)	20,685
Payments to Employees		(401,990)	(311,083)	(662,315)
Payments to Suppliers		(693,891)	(296,863)	(354,427)
Interest Paid		(191)	-	
Interest Received		6,845	2,358	17,613
Net cash from/(to) Operating Activities		10,328	494,016	168,379
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		986	-	1,663
Purchase of Property Plant & Equipment (and Intangibles)		(9,159)	(412,232)	(102,527)
Purchase of Investments		(15,545)	(680,704)	(174,259)
Proceeds from Sale of Investments		377,739	-	
Net cash from/(to) Investing Activities		354,021	(1,092,936)	(275,123)
Cash flows from Financing Activities				
Furniture and Equipment Grant		(17,986)	17,986	17,986
Finance Lease Payments		3,570	(21,398)	(22,097)
Painting contract payments		17,795	50,765	
Loans Received/ Repayment of Loans		-	-	
Funds Administered on Behalf of Third Parties		(383,969)	489,084	156,646
Net cash from/(to) Financing Activities		(380,590)	536,437	152,535
Net increase/(decrease) in cash and cash equivalents		(16,241)	(62,483)	45,791
Cash and cash equivalents at the beginning of the year	7	127,261	127,261	81,470
Cash and cash equivalents at the end of the year	7	111,020	64,778	127,261

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.

Addington Te Kura Taumatua School

Notes to the Financial Statements

For the year ended 31 December 2021

1. Statement of Accounting Policies

a) Reporting Entity

Addington Te Kura Taumatua 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 is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

The 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

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.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Operating Lease Payments

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

e) Finance Lease Payments

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items held for sale and comprised 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.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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:

Building improvements to Crown Owned Assets	10–75 years
Board Owned Buildings	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

j) Intangible Assets

Software costs

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

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

k) Impairment of property, plant, and equipment and intangible assets

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit. The reversal of an impairment loss is recognised in the surplus or deficit.

l) Accounts Payable

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

m) Employee Entitlements*Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

n) Revenue Received in Advance

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

o) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

p) Financial Instruments

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

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

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

q) Borrowings

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

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

r) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	633,828	526,160	539,172
Teachers' Salaries Grants	1,524,552	1,538,206	1,538,206
Use of Land and Buildings Grants	488,572	708,945	708,945
Other MoE Grants	161,941	161,478	225,694
Healthy Lunces Grant	278,675	-	-
	<u>3,087,568</u>	<u>2,934,789</u>	<u>3,012,017</u>

3. Locally Raised Funds

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

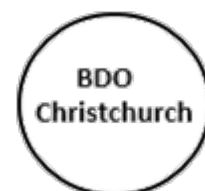
	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Revenue			
Donations & Bequests	17,317	-	14,007
Fees for Extra Curricular Activities	14,286	17,200	-
Trading	11,316	-	2,160
Fundraising & Community Grants	7,216	9,640	-
Other Revenue	7,296	-	6,595
	<u>57,431</u>	<u>26,840</u>	<u>22,762</u>
Expenses			
Extra Curricular Activities Costs	29,115	-	38,616
Trading	16,271	-	4,604
Fundraising and Community Grant Costs	29,505	-	-
Other Locally Raised Funds Expenditure	972	-	1,641
	<u>75,863</u>	<u>-</u>	<u>44,861</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(18,432)</u>	<u>26,840</u>	<u>(22,099)</u>

Donations include a \$10,932 bequest from John Dow which is earmarked for new technology purchases in future years.

4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	34,033	27,500	103,261
Equipment Repairs	2,152	2,000	-
Information and Communication Technology	17,443	16,140	-
Library Resources	9,291	1,200	-
Employee Benefits - Salaries	1,891,474	1,776,206	1,764,734
Staff Development	24,901	16,200	17,366
	<u>1,979,294</u>	<u>1,839,246</u>	<u>1,885,361</u>

5. Administration



	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Audit Fee	4,785	4,200	4,035
Board Fees	2,430	6,800	4,410
Board Expenses	12,476	14,665	15,203
Intervention Costs	-	-	-
Communication	2,871	5,000	5,347
Healthy Lunches Expense	278,675	-	-
Consumables	5,975	3,950	9,414
Operating Lease	6,268	5,000	1,162
Legal Fees	1,584	-	-
Postage	1,472	1,300	-
Other	15,251	45,300	14,900
Employee Benefits - Salaries	66,187	62,000	59,990
Insurance	8,872	8,700	-
Service Providers, Contractors and Consultancy	14,421	7,970	-
	<u>421,267</u>	<u>164,885</u>	<u>114,461</u>

6. Property

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Caretaking and Cleaning	1,689	39,000	4,475
Consumables	47,291	38,175	35,874
	-	-	-
Heat, Light and Water	30,349	33,000	26,962
Rates	10,637	7,800	7,259
Repairs and Maintenance	29,477	27,054	26,425
Use of Land and Buildings	488,572	708,945	708,945
Security	12,227	3,500	-
Employee Benefits - Salaries	38,526	50,000	42,175
Ground	313	2,000	10,581
	<u>659,081</u>	<u>909,474</u>	<u>862,696</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

7. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Bank Accounts	111,020	127,261	127,261
Short-term Bank Deposits	-	-	-
Bank Overdraft	-	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>111,020</u>	<u>127,261</u>	<u>127,261</u>

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

8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	-	-	-
Receivables from the Ministry of Education	-	-	-
Provision for uncollectable debts	1,130	-	-
Interest Receivable	737	1,642	1,642
Banking Staffing Underuse	-	-	-
Teacher Salaries Grant Receivable	118,881	102,855	102,855
	<u>120,748</u>	<u>104,497</u>	<u>104,497</u>
Receivables from Exchange Transactions	1,867	1,642	1,642
Receivables from Non-Exchange Transactions	118,881	102,855	102,855
	<u>120,748</u>	<u>104,497</u>	<u>104,497</u>

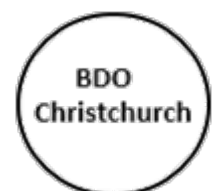
9. Investments

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
The School's investment activities are classified as follows:			
Current Asset			
Short-term Bank Deposits	302,965	680,704	680,704
Total Investments	<u>302,965</u>	<u>680,704</u>	<u>680,704</u>

10. Property, Plant and Equipment

	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
2021						
Land	-				-	-
Buildings	116,396				(33,345)	83,051
Building Improvements	-				-	-
Furniture and Equipment	153,085	1,314			(20,723)	133,676
Information and Communication Technology	34,319	4,313			(11,264)	27,368
Motor Vehicles	-				-	-
Textbooks	-				-	-
Leased Assets	30,275	1,333	(281)		(16,492)	14,835
Library Resources	12,775	604			(2,432)	10,947
Balance at 31 December 2021	<u>346,850</u>	<u>7,564</u>	<u>(281)</u>	<u>-</u>	<u>(84,256)</u>	<u>269,877</u>

The net carrying value of equipment held under a finance lease is \$14,835 (2020: \$30,275)



	2021	2021	2021	2020	2020	2020
	Cost or	Accumulated	Net Book	Cost or	Accumulated	Net Book
	Valuation	Depreciation	Value	Valuation	Depreciation	Value
	\$	\$	\$	\$	\$	\$
Land	-	-	-	-	-	-
Buildings	218,867	(135,816)	83,051	218,867	(102,471)	116,396
Building Improvements	-	-	-	-	-	-
Furniture and Equipment	281,099	(142,672)	138,427	275,033	(121,948)	153,085
Information and Communication Tr	97,661	(74,606)	23,055	97,661	(63,342)	34,319
Motor Vehicles	-	-	-	-	-	-
Textbooks	-	-	-	-	-	-
Leased Assets	50,065	(35,230)	14,835	52,111	(21,836)	30,275
Library Resources	39,632	(29,289)	10,343	39,632	(26,857)	12,775
Balance at 31 December	687,324	(417,613)	269,711	683,304	(336,454)	346,850

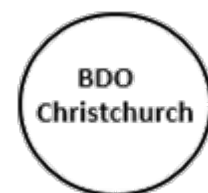
11. Accounts Payable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Creditors	2,129	7,094	7,094
Accruals	-	-	-
Banking Staffing Overuse	39,451	24,494	24,494
Employee Entitlements - Salaries	118,881	102,855	102,855
Employee Entitlements - Leave Accrual	6,437	14,423	14,423
	166,898	148,866	148,866
Payables for Exchange Transactions	166,898	148,866	148,866
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	166,898	148,866	148,866

The carrying value of payables approximates their fair value.

12. Revenue Received in Advance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Grants in Advance - Ministry of Education	-	-	-
International Student Fees in Advance	-	-	-
Hostel Fees in Advance	-	-	-
Other revenue in Advance	-	3,380	3,380
	-	3,380	3,380



13. Painting Contract Liability

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Due within one year	15,102	15,102	15,102
Due after one year	34,926	35,663	50,663
	50,028	50,765	65,765

In 2017 the Board signed an agreement with Scheduled Maintenance Services Ltd (the contractor) for an agreed programme of work covering an eight year period. The programme provides for an interior and exterior repaint of the Ministry owned buildings in 2019, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	15,791	15,276	15,276
Later than One Year and no Later than Five Years			
Later than Five Years			
Future Finance Charges	16,446	15,437	15,437
	32,237	30,713	30,713
Represented by			
Finance lease liability - Current	15,791	15,376	15,276
Finance lease liability - Term	16,446	15,437	15,437
	32,237	30,813	30,713

15. Funds Held for Capital Works Projects

2022	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Project SIP Outdoor Upgrade		109,655	(264,160)		(154,505)
MOE Asphalt	132,905	14,584			147,489
MOE Rain Garden	794		(76,955)		(76,161)
MOE Heating	741				741
MOE SIP Cond Ed and Hapua	22,476		(22,491)		(15)
Total	156,916	124,239	(363,606)		(82,451)
2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
MOE Project SIP Outdoor Upgrade		-			-
MOE Asphalt		132,905	0		132,905
MOE Rain Garden		9,627	(8,833)		794
MOE Heating		13,674	(13,203)		471
MOE SIP Cond Ed and Hapua		42,468	(19,992)		22,476
Smoke Detectors		8,764	(8,764)		-
Total	-	207,438	(50,792)		156,646

16. Funds held for Conductive Education

	2021 Actual	2021 Budget	2020 Actual
Funds held at beginning of the year	332,438	349,913	349,913
Revenue			
Ministry of Education funding	732,842	707,389	707,389
Other	4,825	1,505	1,505
	<u>737,667</u>	<u>708,894</u>	<u>708,894</u>
Total funds available	1,070,105	1,058,807	1,058,807
Expenses			
Employee Benefit - Salaries	342,705	313,016	313,016
Administration	34,455	37,361	37,361
	<u>377,160</u>	<u>350,377</u>	<u>350,377</u>
Funds Remaining	692,945	708,431	708,431
Distribution of Funds			
Cashmere High School	20,353	20,353	20,353
Naenae School	214,947	174,984	174,984
Westtown School	82,462	67,029	67,029
Woodstock School	184,580	113,626	113,626
	<u>502,342</u>	<u>375,992</u>	<u>375,992</u>
Funds Held at Year End	<u>190,604</u>	<u>332,438</u>	<u>332,438</u>

17. Related Party Transactions

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

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

18. Remuneration

Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,430	4,410
Full-time equivalent members	0.11	0.11
<i>Leadership Team</i>		
Remuneration	441,575	446,395
Full-time equivalent members	4.00	4.00
Total key management personnel remuneration	<u>444,005</u>	<u>450,805</u>
Total Full-time equivalent personnel	4.11	4.11

There are 5 members of the Board excluding the Principal. 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 1

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	2-3	-
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	2.00	1.00
	<u>2.00</u>	<u>1.00</u>

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

19. Compensation and Other Benefits Upon Leaving

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

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

20. Contingencies

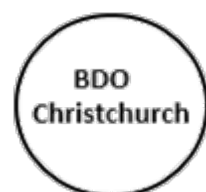
There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of boards, 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. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.



Cyclical Maintenance

The School has an obligation to the Ministry of Education to maintain in good order and repair at all times the land, buildings and other facilities on the School site. The school is part of the Christchurch Schools Rebuild Programme which resulted in the School's buildings being rebuilt. At the present time the school is working with the Ministry of Education to create a cyclical maintenance plan for future maintenance of the school buildings. As a result, and until such time as a plan has been developed and approved by the Ministry, the School cannot make a reliable estimate of the maintenance required on the School's buildings so no cyclical maintenance provision has been recognised, even though the school will be required to maintain the new buildings.

21. Commitments

(a) Capital Commitments

As at 31 December 2021 the Board was committed to fund the Playground Development Projects

(Capital commitments at 31 December 2020: Playground Development Projects)

22. Financial Instruments

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

Financial assets measured at amortised cost

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Cash and Cash Equivalents	111,020	127,261	127,261
Receivables	120,748	104,497	104,497
Investments - Term Deposits	605,930	680,704	680,704
Total Financial assets measured at amortised cost	<u>837,698</u>	<u>912,462</u>	<u>912,462</u>

Financial liabilities measured at amortised cost

Payables	166,898	148,866	148,866
Borrowings - Loans	-	-	-
Finance Leases	32,237	30,713	30,713
Painting Contract Liability	50,028	50,765	65,765
Total Financial Liabilities Measured at Amortised Cost	<u>249,163</u>	<u>230,344</u>	<u>245,344</u>

23. Events After Balance Date

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

24. Comparatives

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

25. COVID 19 Pandemic on going implications

Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

Reduction in locally raised funds

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

At the time of signing the financial statements no significant restrictions remain in place in regard to Covid-19.

27. Breach of Law - Failure to meet Statutory Reporting Deadline

The Board of Trustees did not comply with Section 135 of the Education and Training Act 2020, in that it did not submit its Annual Financial statements for audit by 31 March 2022. The Board of Trustees did not comply with Section 137 of the Education and Training Act 2020, in that it did not submit its Annual Financial Statements to the Secretary by 31 May 2022.

INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF ADDINGTON SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of Addington School (the School). The Auditor-General has appointed me, Warren Johnstone, using the staff and resources of BDO Christchurch, 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 4 to 19, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 3 December 2023. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand.

The Board is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

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

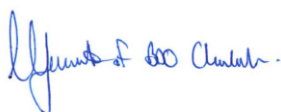
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Warren Johnstone,
BDO Christchurch
On behalf of the Auditor-General
Christchurch, New Zealand



Strategic Aim:	<p>To ensure academic success and progress for all students across the curriculum, through high quality teaching, deep learning, robust assessment practices, collaborative practice and professional dialogue</p>
Annual Aim:	<p>To increase the number of students who are working below or well below their expected curriculum level to working at the expected curriculum level in Mathematics by the end of the year. ·NB Targets maybe revised post end of T1 for Pre Testing for new Maths Programme in Term 2</p>
Target:	<ul style="list-style-type: none"> ● To move 4/7 Year 2 students working below their expected curriculum level to their expected curriculum level ● To move 6/12 Year 4 students working well below their expected curriculum level to at least below their expected curriculum level ● To move 8/16 Year 4 students working below their expected curriculum level to at their expected curriculum level ● To move 3/8 Year 6 students working well below their expected curriculum level to at least below their expected curriculum level ● To move 8/15 Year 6 students working below their expected curriculum level to at their expected curriculum level ● To move 5/9 Pasifika students working well below their expected curriculum level to at least below their expected curriculum level ● To move 5/9 Pasifika students working below their expected curriculum level to at their expected curriculum level ● To move 6/15 Maori students working well below their expected curriculum level to at least below their expected curriculum level ● To move 10/22 Maori students working below their expected curriculum level to at their expected curriculum level

Baseline Data:

Mathematics	Of Concern	Working Towards	Working At	Working Above	Well Above
School Wide	17%	33%	37%	12%	1%
End of Year 0			82%	18%	
End of Year 1		38%	53%	9%	
End of Year 2		52%	34%	14%	
End of Year 3	30%	42%	23%	5%	
End of Year 4	35%	11%	35%	14%	5%
End of Year 5	20%	56%	17%	7%	
End of Year 6	32%	19%	23%	26%	
Female (128)	18%	32%	36%	13%	1%
Male (136)	15%	34%	38%	12%	1%
Maori (64)	23%	34%	34%	9%	
Pasifika (25)	36%	36%	28%		
Asian (54)	4%	30%	48%	18%	
MELLA (30)	13%	27%	43%	17%	
NZ European (91)	15%	35%	33%	15%	2%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>TEACHER ACTIONS</p> <ul style="list-style-type: none"> Supported and monitored student progress regularly through a teacher collaborative inquiry <ul style="list-style-type: none"> Upskilled all teachers at completing Practice Analysis Conversations and Observations and Collaborative Team Inquiries Upskilled middle leaders to run Practice Analysis Conversations. Encouraged teachers to self review their practice through the use of video Monitored students on a 3 week cycle by using Practice Analysis Conversations and Collaborative Team Inquiries Used assessments to inform teaching and resource selection to teach the gaps and next steps. Used Deep Learning Design Protocols to plan authentic learning experiences in Maths <p>- Upskilled teachers their knowledge and understanding in the use of a new Maths programme to support the teaching of Maths, across the whole school.</p> <p>LEADERSHIP ACTIONS</p> <p>Developed procedures and protocols for learners to be more self-regulated and to have a</p>	<p>STRENGTHS</p> <p>62.4% of All students are working at, above or well above in Maths - includes 22.2% above or well above (an increase of 14% on 2020)</p> <p>100% of All Year 0 are working at or above in Maths</p> <p>90% of All Year 2 are working at or above in Maths</p> <p>64.3% of All Boys are working at, above or well above in maths</p> <p>74.1% of Asian are working at or above in Maths</p> <p>67.6% of MELAA are working at or above in Maths</p> <p>CONCERNS</p> <p>37.7% of All students are working towards or of concern in Maths</p> <p>62.9% of All Year 5 students are working towards or of concern in Maths</p>	<p>Covid 19 stalled the middle of our PLD and maths programme implementation</p> <p>New leadership team structure with the appointment of a new Deputy Principal following the successful appointment of a new Principal in Term 4 of 2020 (acted up for the year prior in the position)</p> <p>A SUCCESSFUL PLD APPROACH</p> <p>Targeted to the goals</p> <p>Makes us reflect a lot - individually + collab Inquiry teams + PAC convos - lots of different ideas fed back to you</p> <p>Focussing on goals - children didn't see themselves in the bottom group - groupings were flexible and taught to the gap - a key acceleration of progress factor especially for those students working above expected curriculum level</p>	<p>MONITORING AND ASSESSMENT</p> <p>Looking at the gaps in student understanding and what students do not yet know - teach to these, set goals with students and whanau around these. Then celebrate the successes.</p> <p>Deeper analysis of assessment data</p> <p>Better use of LMS - what assessment is being used,/recorded and for what purpose?</p> <p>QUALITY TEACHING</p> <p>Use rich math tasks with authentic problems - student interests and experiences</p> <p>Quality teaching and deliberate acts that include scaffolding, prompting, think alouds, open ended questions, talk moves .</p> <p>Identify what the children are doing when not doing group lessons - what works, what is engaging</p>

<p>responsible role in directing their learning.</p> <ul style="list-style-type: none"> Developed processes for students / teachers / parents and the community to understand their children/tamariki next learning steps. Identified examples of best practise within and across school and within the Community of Practice (COP) and use this expertise. Provided opportunities for Professional Learning and Development for all staff, including support staff. <p>The PLD Programme implemented through:</p> <ul style="list-style-type: none"> Staff / Team Meetings Leadership Meetings with PLD Facilitator Collaborative Inquiry Meetings Practice Analysis Conversation <p>Professional Reading</p>	<p>78.6% of All Year 6 students are working towards or of concern in Maths</p> <p>46.9% of Maori students are working towards or of concern in Maths</p> <p>54.2% of Pasifika students are working towards or of concern in Maths</p> <p>NB - data comparison is continually made difficult by changes to cohorts with student leaving and arriving - often the targeted student. Cohort percentage targets best show our successes and challenges.</p>	<p>CHANGES TO TEACHER PRACTICE</p> <p>Not doing grouping based on levels but rather on goals</p> <p>CHANGES TO STUDENT ATTITUDE</p> <p>Our students responded to 'book work' They loved having a record of their work. It was visible</p> <p>THE SUCCESS AND CHALLENGES</p> <p>Target kids are often the absences</p> <p>Consistently having targetted feedback with these kids</p> <p>Helpful to have the PAC - great for advice</p> <p>Time frame was sometimes tight with what's on also - meant we took it as had to - used release days.</p> <p>Felt like a pressure but it was beneficial - could see the benefit</p>	<p>Kahukura Maths Inquiry with Rob Proffitt White - 3 Teachers and Adam participating</p> <p>INQUIRING INTO OUR PRACTISE</p> <p>Use the PAC process/system</p> <p>Regular opportunities for observation and feedback with collaborative partner and across the school - strengthen practise</p> <p>SUPPORTS AND RESOURCING</p> <p>PLD with Kahukura, Brent and Pr1me Maths Support</p>
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Planning for next year:

Continuing with this PLD plan until end of Term 1, 2022 then we will layer on 2022's strategic goal "Using assessment practices that gather information to identify students strengths, inform teacher practice and involve both students and whānau"



Addington

Te Kura Taumatua

Kiwisport Report For the year ended 31 December 2021

Addington School allocated all its Kiwi Sport Entitlement for 2021 of \$3592 excluding GST to our localised sports initiative.

The purpose of this initiative is to see more children, families and communities enjoying the benefits of team sports by collaborating and co-ordinating our local sports resources.

We believe that by making sports accessible through a localised strategy, it enables more children to participate in this development.

As a result of this initiative, Addington Te Kura Taumatua increased the number of children involved in team sports, increased parental involvement in sport, saw an increased number of volunteers coaching sports and increased the exposure of our children to skill and team development.

The completion of our playground rebuild (BOT investments/ MOE SIP and generous donations funded) has also had a noticeable impact on student participation in sport - notably our artificial turfed developmental Soccer field and installation of dual basketball/netball hoops on our newly marked court area.