



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number: 1251 (Junior) / 1217 (Middle) / 97 (Senior)

Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires
Damon Salesa	Chairperson	Elected May 2019	Professor	May 2022
John Shearer	Principal (Junior)	Ex officio	Teacher	
Kallie Ngakuru-Syder	Principal (Mid/Executive)	Ex officio	Teacher	
Kiri Turketo	Principal (Senior)	Ex officio	Teacher	
Tua Amerika	Parent Representative	Elected May 2019	CNC Programmer	May 2022
Vaaiga Autagavaia	Parent Representative	Elected May 2019	Doctor	May 2022
Tapaita Matekuolava	Parent Representative	Elected May 2019	Student	May 2022
Debbie Tupua Kelsall	Parent Representative	Elected May 2019	Chair of Aiga Samoa PTA	May 2022
Vaeagi Su'a	Parent Representative	Elected May 2019	Supervisor/House Leader	May 2022
Helen Espie	Staff Representative	Elected May 2019	Teacher	May 2022
Tiparere Arthur (MOE)	Ministry Appointed Trustee	Elected May 2019	MOE Representative	May 2022
Robert Sullivan (MIT)	MIT Appointed Trustee	Elected May 2019	MIT Representative	May 2022
Mark Sagala	Student Trustee	Elected May 2019	Student	May 2022

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Otara, Auckland 2023

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SIR EDMUND HILLARY COLLEGIATE

Financial Statements - For the year ended 31 December 2019

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Sir Edmund Hillary Collegiate Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

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

Damon Salesa
Full Name of Board Chairperson


Signature of Board Chairperson

30 May 2020
Date:

Kallie Ngakuru-Syder
Full Name of Principal


Signature of Principal

30 May 2020
Date:

Sir Edmund Hillary Collegiate
Statement of Comprehensive Revenue and Expense
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Revenue				
Government Grants	2	11,672,224	10,369,158	11,413,371
Locally Raised Funds	3	297,673	374,114	288,417
Interest Earned		40,524	20,150	32,358
Gain on Sale of Property, Plant and Equipment		-	-	250
		<u>12,010,422</u>	<u>10,763,422</u>	<u>11,734,396</u>
Expenses				
Locally Raised Funds	3	92,735	144,746	108,422
Learning Resources	4	7,565,008	6,638,749	7,593,252
Administration	5	721,392	757,096	626,151
Finance Costs		12,574	9,000	9,109
Property	6	2,831,501	2,830,843	3,063,510
Depreciation	7	418,329	340,000	399,129
Loss on Disposal of Property, Plant and Equipment		23,488	-	18,295
		<u>11,665,026</u>	<u>10,720,434</u>	<u>11,817,868</u>
Net Surplus / (Deficit)		345,396	42,988	(83,472)
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>345,396</u>	<u>42,988</u>	<u>(83,472)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

Sir Edmund Hillary Collegiate
Statement of Changes in Net Assets/Equity
For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	1,700,914	1,700,914	1,784,386
Total comprehensive revenue and expense for the year	345,396	42,988	(83,472)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	89,773	-	-
Equity at 31 December	2,136,083	1,743,902	1,700,914
Retained Earnings	2,136,083	1,743,902	1,700,914
Reserves	-	-	-
Equity at 31 December	2,136,083	1,743,902	1,700,914

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

Sir Edmund Hillary Collegiate
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Current Assets				
Cash and Cash Equivalents	8	363,066	658,688	615,701
Accounts Receivable	9	504,516	568,060	568,060
GST Receivable		47,200	55,238	55,238
Prepayments		11,842	11,842	11,842
Inventories	10	21,256	21,717	21,717
Investments	11	1,314,091	500,000	500,000
		<u>2,261,972</u>	<u>1,815,545</u>	<u>1,772,557</u>
Current Liabilities				
Accounts Payable	13	736,796	748,024	748,024
Revenue Received in Advance	14	-	21,759	21,759
Provision for Cyclical Maintenance	15	62,160	142,084	142,084
Finance Lease Liability - Current Portion	16	45,476	52,807	52,807
Funds held in Trust	17	8,174	5,970	5,970
Funds held for Capital Works Projects	18	72,151	148,606	148,606
Funds held on behalf of Community of Learning Cluster	19	10,556	-	-
		<u>935,312</u>	<u>1,119,250</u>	<u>1,119,249</u>
Working Capital Surplus/(Deficit)		<u>1,326,660</u>	<u>696,295</u>	<u>653,308</u>
Non-current Assets				
Property, Plant and Equipment	12	<u>1,329,845</u>	<u>1,382,020</u>	<u>1,382,020</u>
		<u>1,329,845</u>	<u>1,382,020</u>	<u>1,382,020</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	445,790	303,475	303,475
Finance Lease Liability	16	74,631	30,938	30,938
		<u>520,421</u>	<u>334,413</u>	<u>334,413</u>
Net Assets		<u>2,136,083</u>	<u>1,743,902</u>	<u>1,700,914</u>
Equity		<u>2,136,083</u>	<u>1,743,902</u>	<u>1,700,914</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

Sir Edmund Hillary Collegiate
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
Cash flows from Operating Activities				
Government Grants		3,786,312	3,415,683	3,472,746
Locally Raised Funds		353,267	340,835	265,977
Goods and Services Tax (net)		8,038	(16,847)	(16,847)
Payments to Employees		(1,822,649)	(1,891,993)	(1,885,408)
Payments to Suppliers		(1,350,822)	(1,155,110)	(1,394,364)
Cyclical Maintenance Payments		(72,923)	(234,000)	(72,857)
Interest Paid		(12,574)	(9,000)	(9,109)
Interest Received		33,678	10,147	28,270
Net cash from / (to) the Operating Activities		922,327	459,715	388,408
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	-	250
Purchase of PPE (and Intangibles)		(287,475)	(367,624)	(367,425)
Purchase of Investments		(814,091)	(300,000)	(300,000)
Net cash from / (to) the Investing Activities		(1,101,566)	(667,624)	(667,175)
Cash flows from Financing Activities				
Furniture and Equipment Grant		89,773	-	-
Finance Lease Payments		(23,018)	(32,689)	(32,689)
Funds Administered on Behalf of Third Parties		(63,695)	19,677	(14)
Funds Held for Capital Works Projects		(76,455)	-	19,691
Net cash from Financing Activities		(73,395)	(13,012)	(13,013)
Net increase/(decrease) in cash and cash equivalents		(252,635)	(220,921)	(291,780)
Cash and cash equivalents at the beginning of the year	8	615,701	879,609	907,480
Cash and cash equivalents at the end of the year	8	363,066	658,688	615,701

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

The above Cash Flow Statement should be read in conjunction with the accompanying notes.

Sir Edmund Hillary Collegiate

Notes to the Financial Statements

1 Statement of Accounting Policies

For the year ended 31 December 2019

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

Standard early adopted

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in note 28.

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

Critical Judgements in applying accounting policies

Management has exercised the following critical judgements in applying accounting policies:

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the School. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount value 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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives:

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

e) Operating Lease Payments

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

f) Finance Lease Payments

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

Prior Year Policy

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

i) Inventories

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

j) Investments

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

Prior Year Policy

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

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

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

k) Property, Plant and Equipment

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

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

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

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

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 – Crown	20 years
Furniture and equipment	5 years
Information and communication technology	4-5 years
Motor vehicles	10 years
Textbooks	3 years
Leased assets held under a Finance Lease	3-5 years
Library resources	12.5% Diminishing value

l) 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.

m) 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.

n) Employee Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

Long-term employee entitlements

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

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

o) Revenue Received in Advance

Revenue received in advance relates to a commission received from Red Coats Cleaning. The commission is recorded as revenue across the term of the contract.

The School holds sufficient funds to enable the refund of unearned revenue, should the School be unable to provide the services to which it relates.

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

q) Provision for Cyclical Maintenance

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

r) Financial Assets and Liabilities

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

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.

s) Goods and Services Tax (GST)

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

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

t) Budget Figures

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

u) Services received in-kind

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

2 Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	3,130,020	2,994,267	2,857,327
Teachers' salaries grants	5,891,769	4,947,351	5,647,432
Use of Land and Buildings grants	2,003,298	1,980,460	2,098,143
Secondary tertiary alignment resource funding grant	61,205	57,993	-
Resource teachers learning and behaviour grants	-	-	58,601
Other MoE Grants	585,933	389,087	588,698
Other government grants	-	-	163,170
	<u>11,672,224</u>	<u>10,369,158</u>	<u>11,413,371</u>

3 Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	28,303	88,146	65,272
Fundraising	111,804	160,818	13,003
Other Revenue	47,727	43,050	60,955
Trading	58,013	57,400	74,509
Activities	51,827	24,700	74,679
	<u>297,673</u>	<u>374,114</u>	<u>288,417</u>
Expenses			
Activities	25,009	34,150	77,059
Trading	12,488	18,100	21,879
Fundraising (costs of raising funds)	55,238	92,496	4,117
Other Locally Raised Funds Expenditure	-	-	5,368
	<u>92,735</u>	<u>144,746</u>	<u>108,422</u>
<i>Surplus for the year Locally Raised Funds</i>	<u>204,938</u>	<u>229,368</u>	<u>179,995</u>

4 Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	379,740	363,444	367,319
Information and Communication Technology	77,850	66,800	72,508
Extra-Curricular Activities	17,295	17,400	83,664
Library Resources	4,315	6,500	7,043
Employee Benefits - Salaries	7,023,469	6,111,605	7,014,265
Staff Development	62,338	73,000	48,452
	<u>7,565,008</u>	<u>6,638,749</u>	<u>7,593,252</u>

5 Administration

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	13,665	11,896	9,780
Board of Trustees Fees	4,233	6,850	5,220
Board of Trustees Expenses	18,290	6,000	7,333
Communication	22,790	25,000	34,039
Consumables	46,951	46,800	44,222
Operating Lease	-	-	13,335
Legal Fees	540	10,000	-
Other	85,611	75,950	82,127
Employee Benefits - Salaries	497,386	557,600	414,497
Insurance	22,136	12,000	11,206
Service Providers, Contractors and Consultancy	9,790	5,000	4,393
	<u>721,392</u>	<u>757,096</u>	<u>626,151</u>

6 Property

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	55,458	34,050	43,847
Consultancy and Contract Services	169,683	150,000	142,794
Cyclical Maintenance Provision	135,313	234,000	336,255
Grounds	6,413	10,000	18,147
Heat, Light and Water	118,007	94,600	130,706
Rates	1,416	2,000	2,426
Repairs and Maintenance	207,432	171,766	148,604
Use of Land and Buildings	2,003,298	1,980,460	2,098,143
Employee Benefits - Salaries	134,482	153,967	142,587
	<u>2,831,501</u>	<u>2,830,843</u>	<u>3,063,510</u>

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

7 Depreciation of Property, Plant and Equipment

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Building Improvements - Crown	57,802	48,878	57,378
Furniture and Equipment	124,310	100,942	118,497
Information and Communication Technology	129,074	122,443	143,737
Motor Vehicles	11,807	9,984	11,720
Textbooks	6,967	3,553	4,171
Leased Assets	78,068	45,517	53,433
Library Resources	10,301	8,682	10,192
	<u>418,329</u>	<u>340,000</u>	<u>399,128</u>

8 Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	434	700	700
Bank Current Account	362,633	657,983	614,996
Bank Call Account	-	5	5
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	363,066	658,688	615,701

Of the \$363,066 Cash and Cash Equivalents, \$99,783 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$363,066 Cash and Cash Equivalents, \$130,435 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

9 Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	23,218	98,684	104,599
Receivables from the Ministry of Education	55,649	64,804	64,804
Provision for Uncollectibility	-	(4,029)	(4,029)
Interest Receivable	12,761	11,830	5,915
Teacher Salaries Grant Receivable	412,888	396,771	396,771
	504,516	568,060	568,060
Receivables from Exchange Transactions	35,979	106,485	106,485
Receivables from Non-Exchange Transactions	468,537	461,575	461,575
	504,516	568,060	568,060

10 Inventories

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Stationery	21,256	21,717	21,717
	21,256	21,717	21,717

11 Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	1,314,091	500,000	500,000

12 Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2019	\$	\$	\$	\$	\$	\$
Building Improvements	556,934	2,495	(6,182)	-	(57,802)	495,445
Furniture and Equipment	313,858	168,037	(6,628)	-	(124,310)	350,958
Information and Communication Technology						
Technology	277,607	97,392	(3,926)	-	(129,074)	241,998
Motor Vehicles	66,812	-	(3,958)	-	(11,807)	51,046
Textbooks	9,856	9,091	-	-	(6,967)	11,980
Leased Assets	82,209	110,478	(8,311)	-	(78,068)	106,307
Library Resources	74,744	10,459	(2,793)	-	(10,301)	72,109
Balance at 31 December 2019	1,382,021	397,952	(31,799)	-	(418,329)	1,329,845

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2019	\$	\$	\$
Building Improvements	1,184,164	(688,719)	495,445
Furniture and Equipment	1,355,312	(1,004,354)	350,958
Information and Communication Technology	1,764,701	(1,522,703)	241,998
Motor Vehicles	145,301	(94,255)	51,046
Textbooks	23,118	(11,138)	11,980
Leased Assets	225,634	(119,326)	106,307
Library Resources	231,040	(158,931)	72,109
Balance at 31 December 2019	4,929,270	(3,599,425)	1,329,845

The net carrying value of equipment held under a finance lease is \$106,307.

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2018	\$	\$	\$	\$	\$	\$
Building Improvements	594,704	19,607	-	-	(57,378)	556,934
Furniture and Equipment	280,808	155,947	(4,400)	-	(118,497)	313,858
Information and Communication Technology						
Technology	229,083	192,260	-	-	(143,737)	277,607
Motor Vehicles	60,037	18,495	-	-	(11,720)	66,812
Textbooks	-	14,027	-	-	(4,171)	9,856
Leased Assets	116,925	18,717	-	-	(53,433)	82,209
Library Resources	73,019	25,812	(13,895)	-	(10,192)	74,744
Balance at 31 December 2018	1,354,577	444,867	(18,295)	-	(399,128)	1,382,020

	Cost or Valuation	Accumulated Depreciation	Net Book Value
2018	\$	\$	\$
Building Improvements	1,212,504	(655,571)	556,934
Furniture and Equipment	1,405,028	(1,091,169)	313,858
Information and Communication Technology	2,142,028	(1,864,422)	277,607
Motor Vehicles	154,801	(87,990)	66,812
Textbooks	14,027	(4,171)	9,856
Leased Assets	166,253	(84,044)	82,209
Library Resources	229,144	(154,399)	74,744
Balance at 31 December 2018	5,323,785	(3,941,765)	1,382,020

The net carrying value of equipment held under a finance lease is \$82,209.

13 Accounts Payable

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operating creditors	196,230	162,761	162,761
Accruals	12,346	14,078	14,078
Employee Entitlements - salaries	435,412	495,163	495,163
Employee Entitlements - leave accrual	92,809	76,022	76,022
	<u>736,796</u>	<u>748,024</u>	<u>748,024</u>
Payables for Exchange Transactions	736,796	748,024	748,024
	<u>736,796</u>	<u>748,024</u>	<u>748,024</u>

The carrying value of payables approximates their fair value.

14 Revenue Received in Advance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Grants in Advance - Ministry of Education	-	-	-
Other	-	21,759	21,759
	<u>-</u>	<u>21,759</u>	<u>21,759</u>

15 Provision for Cyclical Maintenance

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	445,559	445,559	239,243
Increase to the Provision During the Year	234,000	234,000	336,255
Adjustment to the Provision	(98,687)	-	-
Use of the Provision During the Year	(72,923)	(234,000)	(129,939)
Provision at the End of the Year	<u>507,950</u>	<u>445,559</u>	<u>445,559</u>
Cyclical Maintenance - Current	62,160	142,084	142,084
Cyclical Maintenance - Term	445,790	303,475	303,475
	<u>507,950</u>	<u>445,559</u>	<u>445,559</u>

16 Finance Lease Liability

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

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	45,476	52,807	52,807
Later than One Year and no Later than Five Years	74,631	30,938	30,938
	<u>120,107</u>	<u>83,745</u>	<u>83,745</u>

17 Funds held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	8,174	5,970	5,970
	<u>8,174</u>	<u>5,970</u>	<u>5,970</u>

These funds relate to arrangements where the School is acting as an agent. These amounts are not revenue or expenditure of the School and are therefore not included in the Statement of Comprehensive Revenue and Expense.

18 Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Art Relocation	<i>on hold</i>	(17,217)	-	-	-	(17,217)
Drainage	<i>in progress</i>	(8,659)	152,000	(139,532)	-	3,809
Fire Sprinkler Remediation	<i>in progress</i>	(24,047)	230,752	(147,118)	-	59,586
Learning Support (E Block)	<i>completed</i>	14,644	-	-	(14,644)	-
Library Carpet Replacement	<i>in progress</i>	30,943	-	(5,550)	-	25,393
Library Flood Repairs	<i>completed</i>	(672)	-	-	672	-
MR Toilet Refurb & Heating Upgrad	<i>completed</i>	(1,200)	-	-	1,200	-
Music (E Block)	<i>in progress</i>	(3,650)	-	-	14,644	10,994
Roofing & Window Joinery Replace	<i>in progress</i>	61,738	84,909	(157,062)	-	(10,415)
Security System Upgrade	<i>completed</i>	96,725	10,967	(102,535)	(5,157)	-
Totals		<u>148,606</u>	<u>478,628</u>	<u>(551,797)</u>	<u>(3,286)</u>	<u>72,151</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	99,783
Funds Due from the Ministry of Education	(27,632)
	<u>72,151</u>

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution/ (Write-off to R&M) \$	Closing Balances \$
Art Relocation	<i>on hold</i>	(17,217)	-	-	-	(17,217)
Drainage	<i>in progress</i>	(4,163)	19,000	(23,496)	-	(8,659)
Fire Sprinkler Remediation	<i>in progress</i>	(7,728)	-	(16,319)	-	(24,047)
Learning Support (E Block)	<i>in progress</i>	57,578	-	(42,934)	-	14,644
Library Carpet Replacement	<i>in progress</i>	-	32,269	(1,326)	-	30,943
Library Flood Repairs	<i>in progress</i>	-	30,367	(31,039)	-	(672)
MR Toilet Refurb & Heating Upgrad	<i>in progress</i>	-	19,800	(21,000)	-	(1,200)
Music (E Block)	<i>in progress</i>	(3,650)	-	-	-	(3,650)
Roofing & Window Joinery Replace	<i>in progress</i>	-	250,000	(188,262)	-	61,738
SA14 Fire Repairs	<i>completed</i>	-	3,907	(3,907)	-	-
Security System Upgrade	<i>in progress</i>	98,705	-	(1,980)	-	96,725
Staffroom Flood Damage	<i>completed</i>	5,391	2,500	(7,891)	-	-
Totals		<u>128,916</u>	<u>357,843</u>	<u>(338,154)</u>	<u>-</u>	<u>148,606</u>

19 Funds Held on Behalf of Community of Learning Cluster

Sir Edmund Hillary Collegiate Middle School is the lead school and holds funds on behalf of the area's Community of Learning cluster, a group of schools funded by the Ministry of Education to share professional development.

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held at Beginning of the Year	-	-	-
Funds Received from Cluster Members	-	-	-
Funds Received from MoE	10,556	-	-
Funds Spent on Behalf of the Cluster	-	-	-
Funds Held at Year End	10,556	-	-

20 Related Party Transactions

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

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

The Board of Trustees considers that there are no related party transactions in 2019 (2018: nil).

21 Remuneration

Key management personnel compensation

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

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	4,233	5,220
Full-time equivalent members	0.07	0.12
<i>Leadership Team</i>		
Remuneration	941,542	449,890
Full-time equivalent members	8.00	3.00
Total key management personnel remuneration	945,774	455,110
Total full-time equivalent personnel	8.07	3.12

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.

Principals

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

	2019 Actual \$000	2018 Actual \$000
Senior School (Current)		
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	110-120	0
Benefits and Other Emoluments	3-4	0
Termination Benefits	0	0

	2019 Actual \$000	2018 Actual \$000
Senior School Former)		
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	10-20	140-150
Benefits and Other Emoluments	0-1	4-5
Termination Benefits	0	0

	2019 Actual \$000	2018 Actual \$000
Middle School		
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	130-140
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	0	0

	2019 Actual \$000	2018 Actual \$000
Junior School		
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	140-150
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	0	0

Other Employees

Three employees received total remuneration over \$100,000 (2018: One).

Remuneration \$000	2019 FTE Number	2018 FTE Number
100-110	2.00	1.00
110-120	1.00	0.00
	3.00	1.00

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

22 Compensation and Other Benefits Upon Leaving

There was no compensation or other benefits paid or payable to persons who ceased to be trustees, committee member, or employees during the financial year.

23 Contingencies

There are no contingent assets as at 31 December 2019. Contingent liabilities are described below:

2017 Weather Tightness Issue

Remedial works commenced in 2017 in the areas affected by weather tightness issues. Major Works scoping also commenced in 2017 with a business case being presented to the Ministry of Education. This larger project was expected to receive approval to commence works from the Ministry of Education in 2018. Indication from the Ministry is that these larger repairs are likely to take 2-3 years to complete.

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

Holidays Act Compliance - schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance, however the potential impact on any specific school or individual and any associated historical liability will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2018, a contingent liability for the school may exist.

24 Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has entered into the following capital commitments.

- (a) Contract for Art Relocation which is currently on hold, but which will be fully funded by the Ministry of Education. \$0 has been received and \$17,217 has been spent on the project to date; and
- (b) Contract for drainage to be completed in 2020, which will be fully funded by the Ministry of Education. \$171,000 has been received and \$167,191 has been spent on the project to date; and
- (c) Contract for fire sprinkler remediation to be completed in 2020, which will be fully funded by the Ministry of Education. \$230,752 has been received and \$171,165 has been spent on the project to date; and
- (d) Contract for library carpet replacement to be completed in 2020, which will be fully funded by the Ministry of Education. \$32,269 has been received and \$6,876 has been spent on the project to date; and
- (e) Contract for works on E Block (Music) to be completed in 2020, which will be fully funded by the Ministry of Education. \$0 has been received and \$3,650 has been spent on the project to date; and
- (f) Contract for roofing and window joinery replacement to be completed in 2020, which will be fully funded by the Ministry of Education. \$334,909 has been received and \$345,324 has been spent on the project to date.

(Capital commitments at 31 December 2018:)

- (a) \$293,644 contract for Site Roofing Replacement and Window Joinery Replacement to be completed in 2019, which will be fully funded by the Ministry of Education. \$250,000 has been received of which \$188,262 has been spent on the project to date; and
- (b) \$30,777 contract for Library Carpet Replacement to be completed in 2019, which will be fully funded by the Ministry of Education. \$32,269 has been received of which \$1,326 has been spent on the project to date; and
- (c) \$98,704 contract for Security System Upgrade to be completed in 2019, which will be fully funded by the Ministry of Education. \$98,704 has been received of which \$1,980 has been spent on the project to date.

(b) Operating Commitments

As at 31 December 2019 the Board has no operating commitments. (Operating commitments as at 31 December 2018: nil.)

25 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.

26 Financial Instruments

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Financial Assets Measured at Amortised Cost			
Cash and Cash Equivalents	363,066	658,688	615,701
Receivables	504,516	568,060	568,060
Investments - Term Deposits	1,314,091	500,000	500,000
Total Financial Assets Measured at Amortised Cost	2,181,674	1,726,748	1,683,761
Financial Liabilities Measured at Amortised Cost			
Payables	736,796	748,024	748,024
Finance Leases	120,107	83,745	83,745
Total Financial Liabilities Measured at Amortised Cost	856,904	831,769	831,769

27 Events After Balance Date

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

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

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

There are currently major weather tightness issues at the School, with repair projects being managed by the Ministry of Education, Capital Works division. The areas affected by weather tightness issues are blocks AD, WH, GY, L, MP, MA, MB, JA and JB. These major work projects are expected to be completed by the end of 2020.

28 Adoption of PBE IFRS 9 Financial Statements

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.
- Note 11 Investments: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS 9 there were no material adjustments to these financial statements.

Analysis of Variance Reporting



School Name:	Sir Edmund Hillary Collegiate	School Number:	Junior 1251, Middle 1217, Senior 97
Strategic Aim:	<i>We want to become a school that provides coherent learning focused on students to be connected and succeeding their potential.</i>		
Annual Aim:	GOAL 1: Develop SEHC students to be agentic learners empowered by teacher leadership		
Target:	<ol style="list-style-type: none"> 1. Consolidate collegiate wide leadership practices for students and teachers 2. Develop systems/ processes so that transition within schools is more seamless 3. Create opportunities for regular feedback to teacher on learning 4. Continue to strengthen collaboration of seamless team 		
Baseline Data:	<ul style="list-style-type: none"> • Schools working with own students to provide leadership opportunities • Transition of students undertaken by individual schools using RTLB and Learning support coordinator (Y7-13) sharing student data information between schools • Learning support coordinator implemented school wide computerised reading programme for Y1-10 		

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>Student leadership:</p> <ul style="list-style-type: none"> Year 1-6 JS student leader's pathway revisited. Year 3 & 4 students targeted for additional responsibility. Year 3-4 student leaders created their leadership matrix. Resources purchased to celebrate leadership e.g. Whanaungatanga Badge, for students who demonstrate qualities shown in 'leadership matrix'. Year 7-8 Councillors worked with Year 13 leaders; lead school assemblies. <p>Seamless pathways:</p> <ul style="list-style-type: none"> Collegiate transition further strengthened by utilising authentic context e.g. cultural & national events. Transition visits focussed on fun and learning for Year 6 to MS throughout the year (not just Term 4). MS and JS staff work together e.g., Year 5-6 teachers working with Year 7-8 on Matariki transition activities. Family referrals to Collegiate Guardian re: attendance. Collegiate Health and Safety Team meeting each term to discuss concerns and problem solve in order to ensure student and staff wellbeing. Collegiate curriculum leaders communicate and meet when needs arise e.g. Math Week Events. Established seamless teams in Literacy, Maths, Digital Technology and Pastoral, with staff across the 	<p>Year 1-6 Leadership pathway redrafted, opportunities for students to grow.</p> <p>Inquiry completed at Year 3-4, targeting students for leadership. Deliberate focus on at risk students, and natural leaders.</p> <p>Leadership focus reduced behaviour incidences in target class.</p> <ul style="list-style-type: none"> <i>83% reduction on behaviour incidences from March to November in focus class</i> <i>Behaviour data shows behaviour incidences were boys and predominantly the same few boys</i> <i>Two of these boys have been 'active' leaders within the playroom and quite good at their jobs e.g. earning Whanaungatanga badges.</i> <p>Collegiate transition experiences support students' sense of belonging to different learning spaces along with giving them the opportunity to meet other teachers and make connections.</p> <p>Passion projects were done from Year 1-4 - two times. Passion projects done once from Year 5-6. Anecdotal responses from students showed a high correlation of enjoyment and success.</p>	<p>Leadership pathway has been strengthened from Year 3-6. A strategy that worked was targeting at risk students giving them the opportunity and responsibility of leadership. They in turn had conversations around problem solving and playing with others that were preventative (not after an incident).</p> <p>Active play also provided students with the opportunity to grow socially. Working with the equipment helped students to share and work cooperatively.</p> <p>Leadership within the "Hiranga Whare" also engaged an age group of students who annually get in trouble during break times because they had yet to take part in school team sports, choir, etc that is accessible from Year 5 onwards.</p>	<p>Outcomes showed us the potential of targeting at risk students for responsibility, which resulted in a change of conversation (less punitive). Intend to re-establish in 2020 the Wellbeing whare to once again engage potential leaders and develop social play. Professional development for key staff to run play based learning prog e.g. Play, Make, Create.</p> <p>We will revisit Passion projects and provide resourcing to ensure students have free choice in their learning and experiences outside the classroom. Ministry free fees funding will support targeted EOTC.</p> <p>Continue:</p> <ul style="list-style-type: none"> Step Web across Collegiate to support student vocabulary. JS 1-3 to utilise WEDO, JS 4-6 to utilise Code Avengers. Updating digital resourcing Create opportunities through STEAM Expo to strengthen agentic qualities in students

collegiate participating and sharing pedagogical practice.

Agentic learners:

- JS explored 'Passion projects' where students select passion areas.
- Students self and peer assessed following presentations of their passions.
- JS Staff PLD on Passion projects led by Kyle Hattie.
- Learning support coordinator implemented a school wide computerised reading programme for Year 1-10. Cross Collegiate staff PLD for StepsWeb. StepsWeb utilised in the SS and MS. StepsWeb developer has asked SEHC to host AKLD workshops.
- Year 7-8 Steam expo with other Otara schools to showcase students and share their learning.
- Students invited to present their learning from STEAM Expo at Howick Coast Kāhui Day, also presented to MOE and Katrina Casey.
- Prefects. Year 12 and 13 - extended the Leadership base.
- Whānau Leaders from Years 9 to 13.
- Year 12 AIMHI Leadership Programme.

Planning for next year:

Establish structures for the Wellbeing whare e.g. personnel and environment. Continue to support Collegiate initiatives with personnel and resourcing. Further develop student lead play based learning. Introduce Collegiate wide STEAM Expo.

School Name:	Sir Edmund Hillary Collegiate	School Number:	Junior 1251, Middle 1217, Senior 97
Strategic Aim:	We want to become a school that provides coherent learning focused on students to be connected and succeeding their potential.		
Annual Aim:	GOAL 2: Develop and implement culturally responsive pedagogical and relational practices that accelerate students achievement and well-being		
Target:	<ol style="list-style-type: none"> 1. Collect and analyse Wellbeing data Y6-10 2. Teachers share practice across the collegiate 3. Implement Tainui Tikanga throughout the day 4. Incorporate cultural and capital context into T&L program 		
Baseline Data:	<ul style="list-style-type: none"> • All schools working with Hine Waitere focusing on cultural relationships for responsive practice • Across school collaboration during collegiate cultural events • Karakia and waiata shared across collegiate 		

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>Year 6 students completed the annual wellbeing survey. Hillary's heart and the use of PB4L components continue to support student behaviours.</p> <p>Collegiate wide shared practice:</p> <ul style="list-style-type: none"> • Second year of Collegiate wide PLD on Culturally Responsive pedagogy. Collegiate wide incorporation of cultural and capital context within the Teaching and Learning program • Teacher Inquiry Collegiate wide continues based on goals. • Celebration of cultural events together collectively with Whānau • Tainui protocols shared and practiced Collegiate wide 	<p>Year 6: Wellbeing Scores</p> <ul style="list-style-type: none"> • School-wide climate and practices: Medium 301 • Teaching and Learning: Medium 307 • Community Partnership: Medium 298 • Pro-social student culture and strategies: Medium 283 <p>Aggressive Student Culture: Medium 197 (Note: the lower the better).</p> <p>Survey on staff and student views of school and relationships completed by Hine Waitere following observations and school and community feedback. See partial snapshots of the survey below. A strong correlation between staff and student views on relationships exists.</p> <p>JS Rongohia Te Hau Perception Data:</p> <ul style="list-style-type: none"> • Māori students relational - 4.3 • Teachers relational - 4.5 • Māori students discursive - 4.4 • Teachers discursive - 4.5 	<p>JS annual Wellbeing survey results continue to score higher than 250 <i>wbs</i>, which suggests students are typically more positive and that they feel accepted at school. Scoring 300 wbs or more in the first four domains, moves us into students strongly agree zone, which is ideal. Work needs to be done in Social problem solving to move into ideal.</p> <p>Aggressive student culture needs unpacking with students so that they can explore how they communicate e.g. they report very occasional instances of lies and rumors being spread about them by other students.</p> <p>Our multi prong approach to focusing on relationships has supported student's wellbeing. Utilising Hillary Heart, reward systems, cool school mediation, Mana potential colours to describe feelings, along with preventative strategies and teaching behavioural expectations has supported students in learning to manage themselves.</p>	<p>High scores indicate quality practices. Continue Collegiate wide PB4L and relational practices. Embed alongside Cultural focus within Teacher inquiry. Share Wellbeing results with community, staff and COL. Revisit how students manage themselves within social contexts e.g. When upset how they communicate with their peers and handle their feelings. Continue with annual Wellbeing survey targeting Year 5-10 in 2020. Year 7-8 working with 3 other Auckland schools to implementing and share practice on a new Wellbeing Approach for students Teacher inquiry to focus on Culturally responsive pedagogy in order to support student wellbeing. Open invitation to all cultural groups to join JS kapa haka group. Looking at the possibility of 'competition in 2020'. Continue to strengthen practice Tainui protocols</p>
Planning for next year:			
<p>PLD with Hine to continue for Y1-13 staff, focus on Teacher inquiry and professional practice. Y1-6 To revisit PB4L active duty with teachers and support staff. Y1-6 revisit Hillary heart curriculum within planning and school wide and target the exploration of self-management and participating and contributing. Utilise Collegiate Values to reward students and staff e.g. Leadership Matrix. Kapa haka continues to grow in strength. Y7-8 Implement new Wellbeing program. Y7-8 incorporating opportunities for Whānau to contribute and share the culture, customs, language and heritage throughout the year.</p>			

School Name:	Sir Edmund Hillary Collegiate	School Number:	Junior 1251, Middle 1217, Senior 97
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Strategic Aim:	We want to become a school that provides coherent learning focused on students to be connected and succeeding their potential.
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Annual Aim:	GOAL 3: Continue to grow seamless pathways so that learning is meaningful across the collegiate
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Target:	<p>Mathematics <u>Year 3&4:</u> By the end of Year 3&4, high priority learners who are below expectations for Maths have made accelerated progress to achieve at or above expectations <u>Year 7:</u> By the end of the year, all year 7 students working at the beginning of Maths curriculum Level 3 will have made accelerated progress of achieving Level 3 <u>Year 8:</u> By the end of the year all year 8 students working in Maths curriculum Level 3 will have made accelerated progress to Level 4 or better</p> <p>Writing <u>Year 5&6:</u> By the end of Year 5&6, high priority learners who are below expectations for Writing have made accelerated progress to achieve at or above expectations <u>Year 7:</u> By the end of the year, all year 7 students working at the beginning of Writing curriculum Level 3 will have made accelerated progress of achieving Level 3 <u>Year 8:</u> By the end of the 2019 year, all Year 8 students working in Writing Curriculum Level 3 will have made accelerated progress to Writing Curriculum Level 4 or better</p> <p>Māori Engagement and Retention <u>Year 1-8:</u> Create a seamless education pathway for Māori students by engaging them in authentic, cultural responsive practices that will accelerate Māori achievement and well-being <u>Year 9-11:</u> To improve the average attendance rate of Māori students and improve the retention rate of all Māori with a specific focus on <u>Year 11:</u> students</p> <p>NCEA <u>Year 11:</u> To increase that figure to 55%+ in 2019. (The baseline data for Year 11 is 45.8 before finalization and submission of additional assessments). <u>Year 12:</u> The pass rate can be improved to 65% in 2019 <u>Year 13:</u> The pass rate can be improved to 70%+ in 2019 <u>UE:</u> A figure of 30% for UE is achievable in 2019</p>
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**Baseline
Data:**

Year 3-4 Math Target Initial data:100% Below

- 30% of the target group is Māori
- 44% of the target students are Male
- 56% of the target students are Female
- 70% of the target group are Pasifika

Year 5-6 Writing Targets: Initial Data: 100% Below

- 20% of the target group is Māori
- 51% of the target students are Male
- 49% of the target students are Female
- 80% of the target group are Pasifika

Year 7 and 8 Writing target Initial data information

- 66% of all year 7 students were writing within NZC Level 2-3 beginning
- 26% of all students are writing NZC Level 3 middle to beginning Level 4
- 9% of all year 7 students are writing NZC Level 4 middle or better
- At the beginning of the year there are 35% of all year 7 students are writing at the expected level; 5 of the 23 (22%) Māori students are writing at the expected level; 23 out of 63 (36%) Pasifika students are writing at the expected level
- 54% of year 7 girls and 38% boys were writing at expected writing level at the beginning of the year
- 45% of all year 8 students were writing within NZC Level 2- middle of Level 3
- 41% of all students were writing at the end of NZC Level 3 middle to beginning Level 4
- 12% of all year 8 students were writing at the end NZC Level 4 or better
- At the beginning of the year there were 5 of the 13 (46%) Māori students writing at the expected level; 23 out of 29 (27%) Pasifika students at the expected level
- 54% of year 8 students were writing at expected writing level or better at the beginning of the year

Year 7 and 8 Mathematics Initial data information

- 62% of all year 7 students were solving Maths problems within NZC Level 2-3 beginning
- 34% of all students are solving Maths problems at NZC Level 3 middle to beginning Level 4
- 2% of all year 7 students are solving Maths problems at NZC Level 4 middle or better
- At the beginning of the year there are 34% of all year 7 students solving Maths problems at the expected level; 10 of the 23 (43%) Māori students at expected level; 20 out of 63 (38%) Pasifika students I
- 54% of year 7 students were girls and 38% boys were working at the expected Maths level (end NZC Level 3 beginning Level 4)
- 45% of all year 8 students are working within Maths NZC Level 2 - middle of Level 3
- 37% of all students are solving maths problems at the end of NZC Level 3 middle to beginning Level 4 (expected level)
- 13% of all year 8 students are solving maths problems at the end NZC Level 4 or better (above expected level)
- At the beginning of the year there were 45% of all year 8 students at the expected Maths level; 6 of the 27 (22%) Māori students and 11 out of 80 (13%) Pasifika students all at the expected Maths level
- 50% of year 8 students were at expected Maths level or better at the beginning of the year

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>Year 3-4: Mathematics Target Student's ability to partition numbers using place value needs further development so teachers targeted this. Teachers supporting student's understanding of mathematical vocabulary requires support within authentic contexts. Student's ability to explain their mathematical understanding and identify patterns within problems is worked on using thinking and talking prompts. Students ability to be critical of what math strategies they use when problem solving. Teacher PLD in DMIC, using coaching approach and Teacher inquiry.</p> <p>Year 5-6: Writing Target Students ability to unpack surface features such as punctuation and grammar needed more foundation. Teachers worked on supporting students in the use of level appropriate vocabulary. Students and teachers identifying the indicators for writing structures - knowing how to articulate what steps they need to do to further progress. Discernment needed targeting so students are critical of what they are communicating in their writing.</p>	<p>Year 3-4 End data:</p> <ul style="list-style-type: none"> • 100% of ALL Target students have achieved expectations • 85% of Target students are At and 15% are Above. • 86% of the Māori Target group is At and 14% (1) Above • 84% of the target Pacifica are At and 16% (3) Above • 100% of Male targets achieved At • 71% of Females targets achieved At, 29% achieved Above. <p>Year 5-6 End data:</p> <ul style="list-style-type: none"> • 95% of ALL Target students have achieved expectations • 68% of Target students are At, 27% are Above and 5% are Below • 86% of the Māori Target group is At and 14% (1) is Above and 14% (1) is Below • 68% of the target Pacifica are At, 29% are Above and 3% is Below • 82% of Male targets achieved At, 13% achieved Above and 5% (1) achieved Below. • 55% of Females targets achieved At, 40% achieved Above and 5% (1) achieved Below. 	<p>Year 3-4 Targets - What worked: Whānau support; families working on knowledge building (basic facts) and ensuring regular attendance. Teacher Inquiry on student targets e.g. Teachers personalised next steps in professional learning within DMIC prog. Teachers collaborating and sharing resources e.g. strand rich tasks.</p> <p>Year 3-4 Targets - What didn't work: Just doing a number focus, PAT highlighted a need to target Strand e.g. statistics, measurement.</p> <p>Year 5-6 Writing Targets - What worked: Meeting with our target students' regularly for conferencing and getting students to identify their next steps. Extension of vocabulary through vivid vocab, phonics, word work and spelling. Using specific academic feedback and feed forward from teachers. Deliberate acts of teaching (DAT) by teachers, using data (observation/ writing samples/ formative) to inform their decisions. Collaboration with Whānau, sharing their child was a target and that their support was needed.</p>	<p>Analysis of school wide data 2019 data to select academic targets for 2020 Collegiate wide.</p> <p>Pathway is strengthened by the sharing of data, resources and personnel across the SEHC Collegiate e.g. Developing Mathematical Communities.</p> <p>Continue partnership with Whānau with regular triadic interviews, goal setting and open door approach. Accent on the positive and celebrating success.</p>
<p>Year 7 and 8 Mathematics target Implemented in class staff PLD each week to increase teacher capability in teaching maths. Staff received mentoring support from Waikato University throughout the year looking</p>	<p>Year 7 and 8 Mathematics Post data information</p> <ul style="list-style-type: none"> • 52% of all Year 7 students are at expected Maths level or better, a positive movement from 34% at the beginning of the year; 56% of all Māori 	<p>What we have noticed:</p> <ul style="list-style-type: none"> • Year 8 Maths progress has been very positive. We have noticed over the past years that as the students move into the middle school they are more familiar with the DMIC way of solving 	<p>What next: Continue to work collaboratively by writing and sharing number problems that have some cultural connection to our student's lives, working out the number problems together then</p>

<p>at curriculum delivery of DMIC. Staff completed a term of Lesson study practices looking through the lense of how students work to solve problems and collaboratively planning a lesson to incorporate what they noticed in the observed lesson.</p>	<p>students have moved to working in expected level or better</p> <ul style="list-style-type: none"> • 43% of all year 7 are working in Maths NZC Level 2 beginning Level 3; the students that are in this area have made progress in this area but not enough to move them into the expected level area. • Year 7 Maths progress has been positive, which is due to the collaborative approach at our PLD session run throughout the year • 45% of all year 8 students are working within Maths NZC Level 2 - middle of Level 3 • 37% of all students are solving maths problems at the end of NZC Level 3 middle to beginning Level 4 (expected level) • 13% of all year 8 students are solving maths problems at the end NZC Level 4 or better (above expected level) • At the beginning of the year there were 45% of all year 8 students at the expected Maths level; 6 of the 27 (22%) Māori students were at the expected level; 11 out of 80 (13%) Pasifika students are at the expected Maths level • 50% of year 8 students were at expected Maths level or better at the beginning of the year <p>Year 7 and 8 Writing target Post data information</p> <ul style="list-style-type: none"> • 82% of all Year 7 students are writing at expected level or better, a positive movement from 26% at the beginning of the year; 95% of all Māori students have moved to working in expected level or better • 16% of all year 7 are writing in NZC Level 2 beginning Level 3; the students that are in this area have made progress 	<p>Maths problems that the results continue to make this positive progress. Also students appear to make more progress in the second year at Middle School in Maths.</p> <ul style="list-style-type: none"> • Staff collaboration has been the notable force for the steady improvement. Teacher capability has increased along with their individual practice as their confidence has increased. • This year we use the Japanese Lesson study our whole staff inquiry. This proved to be very powerful and the vehicle to inspire staff to be more reflective with the way they taught. Sharing and reflecting on each other practice has been welcomed by all staff and this openness has been transferred to the positive progress students continue to make in Maths. <p>What we have noticed:</p> <ul style="list-style-type: none"> • Staff have expressed how they enjoy teaching writing and reading • Staff PLD sharing good practice techniques they have experienced has helped others with their personal practice • Students enjoy sharing their work to their Pod and in school wide assemblies 	<p>discussing the effectiveness of the lesson after delivery. Continue to observe each other's practice to strengthen their own capacity</p> <p>Utilise our school wide PLD sessions weekly for DMIC</p> <p>Continue to utilize the resource mentors from Waikato University to check in on our class delivery</p> <p>Check in with our student regularly to see how they are feeling about (student voice)</p> <p>Continue to collaborate with the Senior School Maths Department on DMIC</p> <p>What next:</p> <p>Continue to collaboratively plan and share teaching practice from the T & L unit by setting aside PLD weekly times</p> <p>Celebrate and share students success with our community - school wide, outside school</p> <p>Re engage with the Otara Library and Art Gallery in Otara to share student success tot wider community</p>
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	<p>in this area but not enough to move them into the expected level area. They are our students who receive additional support</p> <ul style="list-style-type: none"> • Year 7 writing progress has been very positive , which is due to the collaborative approach to our school teaching and learning program • 54% of all Year 8 students are writing at expected level or better at the beginning of the year, making positive progress to 88% by the end of the year; 96% of all Māori students have moved to working in expected level or better • 24% of all year 8 are writing in NZC Level 2 & 3, compared to 45% at the beginning of the year. The students that are in this area have made progress but not sufficient to move them the expected level area. They are our students who have received additional support 	<ul style="list-style-type: none"> • Students show more confidence and feel more empowered to talk in large groups because of the continual expectation to share 	<p>Investigate holding Otara Language festival on a year basis, to involve all schools</p>
Planning for next year:			
<p>Set 2020 academic targets based on Collegiate wide data focusing on key transition points. Revisit the balance between number and strand in maths planning.</p>			

School Name:	Sir Edmund Hillary Collegiate	School Number:	Junior 1251, Middle 1217, Senior Year 97
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Strategic Aim:	We want to become a school that provides coherent learning focused on students to be connected and succeeding their potential.
Annual Aim:	GOAL 4: Nurture and empower SEHC Māori students to achieve success as Māori
Target:	<p><u>Year 1-8:</u> Create a seamless pathway for Māori students by engaging them in authentic, culturally responsive practices that will accelerate Māori achievement and well-being</p> <p><u>Year 9-11:</u> To improve the average attendance rate of Māori students and improve the retention rate of all Māori with a specific focus on Year 11 students</p>
Baseline Data:	<ul style="list-style-type: none"> • Māori students identified and data analysed • Mentoring support provided for Māori students Y7-10 • Planning format revisited to show Māori perspective and treaty focus Y7-8

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>Year 1-6: Junior school continues to create a seamless pathway for Māori students.</p> <p>Year 1-6 Te Waka Ora: JS established a bilingual unit in 2017 based on community voice. This creates a pathway for Māori students within the Collegiate, which continues to support their wellbeing within a culturally responsive context.</p> <p>Te Reo Pathway: JS continues to incorporate Teaching and Learning of Te Reo Curriculum within its long term planning. Supporting Collegiate pathways of JS Level 1-2 Te Reo focus, Middle School Level 2-3, Senior School Level 4 onwards.</p> <p>Year 1-6: Pedagogy: JS curriculum provides Māori students opportunity to explore the Māori world - providing access to language, tikanga, culture and resources. Principles of Treaty of Waitangi put students at the centre of teaching and learning. Our curriculum engages and challenges by being inclusive and affirming of Māori unique identity with NZ.</p> <p>Year 7-8 Reviewed our term plans to incorporate Māori values of Manaakitanga, Wairua,</p>	<p>Year 6 Māori Students: Wellbeing Scores</p> <ul style="list-style-type: none"> • School-wide climate and practices: Medium 297 • Teaching and Learning: Medium 292 • Community Partnership: Medium 281 • Pro-social student culture and strategies: Medium 258 <p>Aggressive Student Culture: Medium 205 (Note: the lower the better).</p> <p>JS Long term planning shows Level 1-2 Te Reo lessons along with a Māori component.</p> <p>JS kapa haka group includes Māori and Pasifika students and performs at events.</p> <p>All students are confident with Māori waiata and all say the karakia in Māori at the beginning and end of day in pods and assemblies</p> <p>Kapa haka Group was the largest group for a long while</p> <p>Wellbeing data for Māori students. The comments below come directly from the Wellbeing @School data information collected at the end of the 2019 year.</p>	<p>JS annual Wellbeing survey continues to score higher than 250 <i>wbs</i>, which suggests our Māori students are typically more positive and that they feel accepted at school. Scoring 300 wbs or more in the first four domains, moves us into students strongly agree, which is ideal. Two domains are nearly there, but there is work to be done in Social support outside of school and Social problem solving.</p> <p>Aggressive student culture needs unpacking with students e.g. Students report some instances (monthly) of being put down, called names or teased.</p> <p>Our School Wellbeing@school data show that for Teaching and Learning, Community partnership, Pro social student culture and strategies our school needs to reach score level</p>	<p>Wellbeing data shows that we need to revisit with students how to be safe within our community e.g. identifying adults they can talk too. How to communicate with peers when they feel upset or how to talk to friends.</p> <p>Year 1-6 Te Waka Ora: Unit continues to grow in strength with the addition of an experienced teacher in Te Reo and immersion. See Te Waka Ora action plan.</p> <p>JS continue to embed Te Reo curriculum at Level 1-2 within long term planning and classroom learning.</p> <p>Pedagogy: JS continues PLD with Hine Waitere unpacking coding within Manaaki ki te tangata as a staff. Team leaders have completed their own observations and coding sessions and now will work with team members on what shadow coaching is and the selection of a team inquiry, based on culturally responsive practices.</p> <p>Where to next Continue to collect data with Wellbeing@schools. Partner with 4 Auckland schools to implement Wellbeing program, share and collaboratively support each other and staff in our school</p>

<p>Kotahitanga, Kaitiakitanga, Whanaungatanga. Teachers identifying what the Māori perspective for the term is and focusing context to this.</p> <p>Establishing Māori Waiata for all students to learn during pod times Inviting Whānau and guests in to acknowledge and celebrate Māori Implementation of teaching Te Reo Māori in all classes Teaching whole school collegiate Haka with Students in Houses</p>	<p>School wide climate and practices Students agree that teachers are interested in their culture or family background (score 300-275) National norm is 280-240. Teaching and Learning Students strongly agree that they are taught how to manage how to manage their own feelings, and to think about other feelings, they also strongly agree that they are treated fairly by teachers and the teachers care about how they feel (score 385-300) National norm is 275-245. Community partnership Students strongly agree that their parents and Whānau feel welcome to come into school and that there is mutual respect between parent and teacher (score 346-275) National norm (300-250) Pro social student culture and strategies Students strongly agree they are treated with respect and are good at listening to each other's view and ideas (score 312-250) National Norm is 312- 250. Aggressive student culture Students report of being put down, called names or teased, rumour being spread. (score 215-144) National norm 215-175.</p>	<p>higher than 300 in 2020. The Aggressive student culture need to record lower so we need to aim for score 150, where students say they never experience being left out or ignored on purpose, nor do they have experience other students telling lies or spreading rumour and experience no put downs or name calling.</p>	<p>When planning units of work staff to look for ways to incorporate our Māori Whānau to share their experiences to bring them into school as resource people. Focus on Māori engagement through the use of our student register Y7-8 Whole staff PLD on Treaty of Waitangi led by teachers in pods Y7-8 Continue to develop database on our Māori community and Whānau</p>
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Planning for next year:

Revisit the Treaty of Waitangi as a Collegiate Only day - Dr Melanie Riwai-Couch. Collegiate will continue utilising Hine Waitere to support teacher's development in culturally responsive practices. Y1-6 Revisit Noho Marae experience for Te Waka Ora. Continue to connect with Whānau through celebrating students and school successes. Look for opportunities to work across schools in Literacy and Mathematics. Continue to embed StepsWeb reading program from Y1-13. Y7-8 Plan for whole school trip to Waitangi as part of whole school unit in Term 1. Y7-8 Kapa Haka Roopū established to build base to strengthen for Polyfest.

JUNIOR SCHOOL

LEGISLATIVE REQUIREMENTS

Kiwi Sport:

The Government funding initiative to support students' participation in sport provided a grant to the Junior School of \$5,877.51, which was spent on additional sports equipment and coaching. Junior School pupils were involved in a variety of school and inter-school sports such as rugby, soccer, softball, cricket, netball, touch, and athletics. The school has also developed links with Manukau Sport and using part of the Kiwi Sport funding, we were able to run an enhanced physical education programme focusing on basic skills and increasing pupil's fitness levels and even an aquatics programme.

STATEMENT OF RESOURCES FOR JUNIOR SCHOOL

Sir Edmund Hillary Collegiate Junior School for the year ended 31 December 2019

PHYSICAL RESOURCES

The School had a property occupancy agreement with the Ministry of Education for:
2 Franklyne Road, OTARA
The site comprises a total of 7.07 hectares of land.

The junior school occupies:

18 permanent classrooms

1 resource room

1 re-locatable classroom

3 mobile pods

Shared access to a gymnasium

Shared use of the Collegiate

- Admin / staffroom
- Library
- Whare wananga
- Auditorium
- Grounds and caring taking shed
- Tuck shop
- Caretakers residence
- ICT suite

In 2019 the Junior School has access to owned computer technology equipment. There are no lease agreements. The school has a range of sports and musical equipment.



MIDDLE SCHOOL

LEGISLATIVE REQUIREMENTS

Kiwi Sport:

This is a Government funding initiative to support students' participation in organised sport. In 2019 the Middle School received \$2,891.24, which was spent on equipment for our school wide Tabloids events held each week. We also used the KiwiSports funds to replenish our sports balls that we hand out student students during break times and new equipment for our daily fitness program. The additional balls and equipment we have purchased have helped to make our physical education program more exciting.

STATEMENT OF RESOURCES FOR MIDDLE SCHOOL

Sir Edmund Hillary Collegiate Middle School for the year ended 31 December 2019.

PHYSICAL RESOURCES

The school had a property occupancy agreement with the Ministry of Education for:
2 Franklyne Road, OTARA
The site comprises a total of 7.07 hectares of land.

The middle school occupies:

- 12 Classroom spaces
- 1 Hall / Gymnasium
- 2 Multi purpose Technology classrooms

and shares:

- 1 Administration / Staffroom
- 1 Tuck shop
- 1 Grounds and Caretaking storage Shed
- 1 Assembly Hall
- 1 Library
- 1 Whare wananga
- 1 Gymnasium / Dance room
- Caretakers residence
- ICT Suite
- Health Centre Facilities

In 2019 Middle School has access to leased computer equipment and owned computer and digital devices in technology. The school has a wide range of musical equipment and sports equipment.

The Junior & Middle school were open for **390 half days**.



SENIOR SCHOOL

LEGISLATIVE REQUIREMENTS

Kiwi Sport:

This is a Government funding initiative to support students' participation in organised sport. In 2019 the Senior School received a total amount of \$11,811.40 for Year 9-13 students which was paid to the school as quarterly payments of \$2,949.78 (first quarter), \$2,949.78 (second quarter), \$3,029.51 (third quarter) and \$2,882.33 (fourth quarter). This incorporated all students Year 9 to 13.

The school participated in Netball, Rugby, Rugby League, Tough Rugby, Football, Tag, Volleyball, Kayaking and Waka Ama. The following teams were sent to the Nationals competitions: Volleyball and Boys Football. We had 150 students who represented the school in Sport, with 83 female students and 67 male students. The total number of teachers who are 'coaches' for these sports are 16. Nearly 50% staff who coach student in the Senior School sport. The funding is for students to participate in these areas of sport, replenish equipment, enable fitness around the school, and give students daily access to the sports equipment as a means to grow their awareness of and enjoyment for sport. The kayaking for senior students allows two students to be chosen to kayak the Antarctic.

STATEMENT OF RESOURCES FOR SENIOR SCHOOL

Sir Edmund Hillary Collegiate for the year ended 31 December 2019.

PHYSICAL RESOURCE

The School had a property occupancy agreement with the Ministry of Education for:
2 Franklyne Road, OTARA
The site comprises a total of 7.07 hectares of land.

The senior school occupies:

13 permanent buildings

Shared access to a gymnasium

Shared use of the Collegiate

- Admin / staffroom
- Library
- Whare Wānanga
- Auditorium
- Grounds and caretaking shed
- Tuckshop
- Caretakers residence

The school has a range of sports and musical equipment.

The school was open for **380 half days**.

Mrs Kallie Ngakuru-Syder
EXECUTIVE PRINCIPAL

Mr Damon Salesa
BOARD CHAIR



Independent Auditor's Report

To the Readers of Sir Edmund Hillary Collegiate's Financial Statements

For the Year Ended 31 December 2019

The Auditor-General is the auditor of Sir Edmund Hillary Collegiate (the School). The Auditor-General has appointed me, Darren Wirght, using the staff and resources of William Buck Audit (NZ) 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 3 to 21, that comprise the statement of financial position as at 31 December 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with PBE Accounting Standards (PBE IPSAS) Reduced Disclosure Regime.

Our audit was completed on 31 May 2020. 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.

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 27 on page 21 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis for our opinion

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

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

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William Buck Audit (NZ) Limited

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

Responsibilities of the Board of Trustees for the financial statements

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

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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information comprises the information included in the annual report being the Kiwisport Report, the Members of the Board of Trustees and the Analyses 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 (Revised): 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.



Darren Wright
William Buck Audit (NZ) Limited
On behalf of the Auditor-General
Auckland, New Zealand