



ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

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

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SIR EDMUND HILLARY COLLEGIATE

Annual Report - For the year ended 31 December 2020

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Sir Edmund Hillary Collegiate

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Damon Salesa

Full Name of Board Chairperson



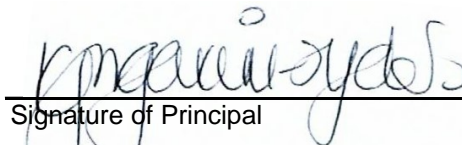
Signature of Board Chairperson

31 May 2021

Date:

Kallie Ngakuru-Syder

Full Name of Principal



Signature of Principal

31 May 2021

Date:



Sir Edmund Hillary Collegiate

Members of the Board of Trustees

For the year ended 31 December 2020

Name	Position	How Position Gained	Occupation	Term Expires
Damon Salesa	Chairperson	Re-elected Jun 2019	Professor	Jun 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	Re-elected Jun 2019	CNC Programmer	Jun 2022
Vaaiga Autagavaia	Parent Representative	Elected Jun 2019	Doctor	Jun 2022
Tapaita Matekuolava	Parent Representative	Elected Jun 2019	Student	Jun 2022
Debbie Tupua Kelsall	Parent Representative	Elected Jun 2019	Chair of Aiga Samoa PTA	Jun 2022
Vaeagi Su'a	Parent Representative	Elected Jun 2019	Supervisor/House Leader	Jun 2022
Helen Espie	Staff Representative	Re-elected Jun 2019	Teacher	Jun 2022
Tiparere Arthur (MOE)	Ministry Appointed Trustee	Appointed Jun 2015	MOE Representative	
Neel Pandey (MIT)	MIT Appointed Trustee	Appointed Aug 2019	MIT Representative	
Tonga Napa'a	Student Trustee	Elected Sep 2019	Student	Sep 2020



Sir Edmund Hillary Collegiate

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020 Budget (Unaudited)	2019
	Notes	Actual \$	\$	Actual
Revenue				
Government Grants	2	13,394,555	11,862,103	11,672,224
Locally Raised Funds	3	270,853	353,068	297,673
Interest income		41,982	20,200	40,524
		<u>13,707,390</u>	<u>12,235,371</u>	<u>12,010,422</u>
Expenses				
Locally Raised Funds	3	103,264	126,400	92,735
Learning Resources	4	8,861,505	8,145,120	7,565,008
Administration	5	878,752	907,479	721,392
Finance		11,567	9,000	12,574
Property	6	3,281,832	2,765,903	2,831,501
Depreciation	7	418,168	251,190	418,329
Loss on Disposal of Property, Plant and Equipment		15,960	-	23,488
		<u>13,571,048</u>	<u>12,205,092</u>	<u>11,665,026</u>
Net Surplus / (Deficit) for the year		136,342	30,279	345,396
Other Comprehensive Revenue and Expense		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>136,342</u>	<u>30,279</u>	<u>345,396</u>

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



Sir Edmund Hillary Collegiate

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Notes	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January		<u>2,136,083</u>	<u>2,136,083</u>	<u>1,700,914</u>
Total comprehensive revenue and expense for the year		136,342	30,279	345,396
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		132,965	-	89,773
Adjustment to Accumulated surplus/(deficit) from reallocation of 2019 funding into 2020		(104,348)	-	-
Equity at 31 December	25	<u>2,301,042</u>	<u>2,166,362</u>	<u>2,136,083</u>
Retained Earnings		2,301,042	2,166,362	2,136,083
Reserves		-	-	-
Equity at 31 December		<u>2,301,042</u>	<u>2,166,362</u>	<u>2,136,083</u>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.



Sir Edmund Hillary Collegiate

Statement of Financial Position

As at 31 December 2020

		2020	2020	2019
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	
		\$	\$	
Current Assets				
Cash and Cash Equivalents	8	96,232	380,373	363,066
Accounts Receivable	9	1,321,223	448,868	504,516
GST Receivable		99,217	47,200	47,200
Prepayments		52,854	11,842	11,842
Inventories	10	10,415	21,256	21,256
Investments	11	2,048,347	1,314,091	1,314,091
		<u>3,628,288</u>	<u>2,223,630</u>	<u>2,261,972</u>
Current Liabilities				
Accounts Payable	13	1,038,089	736,795	736,796
Revenue Received in Advance	14	138,272	-	-
Provision for Cyclical Maintenance	15	235,494	235,690	62,160
Finance Lease Liability - Current Portion	16	42,065	36,784	45,476
Funds held in Trust	17	8,339	-	8,174
Funds held for Capital Works Projects	18	986,397	-	72,151
Funds held on behalf of Kahui Ako/Community of Learning Cluster	19	20,170	-	10,556
		<u>2,468,826</u>	<u>1,009,269</u>	<u>935,312</u>
Working Capital Surplus/(Deficit)		1,159,462	1,214,361	1,326,660
Non-current Assets				
Property, Plant and Equipment	12	1,499,685	1,367,229	1,329,845
		<u>1,499,685</u>	<u>1,367,229</u>	<u>1,329,845</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	288,677	328,800	445,790
Finance Lease Liability	16	69,428	86,428	74,631
		<u>358,105</u>	<u>415,228</u>	<u>520,421</u>
Net Assets		<u>2,301,042</u>	<u>2,166,362</u>	<u>2,136,083</u>
Equity	25	<u>2,301,042</u>	<u>2,166,362</u>	<u>2,136,083</u>

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



Sir Edmund Hillary Collegiate

Statement of Cash Flows

For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	
		\$	\$	
Cash flows from Operating Activities				
Government Grants		3,883,752	4,359,217	3,786,312
Locally Raised Funds		282,666	402,745	353,267
Goods and Services Tax (net)		(52,018)	8,038	8,038
Funds Administered on Behalf of Third Parties		9,780	(5,970)	(63,695)
Payments to Employees		(2,065,004)	(2,193,591)	(1,822,649)
Payments to Suppliers		(1,849,296)	(1,699,625)	(1,350,822)
Cyclical Maintenance Payments in the year		(84,336)	231	(72,923)
Interest Paid		(11,567)	(9,000)	(12,574)
Interest Received		40,378	19,269	33,678
Net cash from/(to) Operating Activities		154,355	881,314	858,631
Cash flows from Investing Activities				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	(7,090)	-
Purchase of Property Plant & Equipment (and Intangibles)		(655,134)	(229,309)	(287,475)
Purchase of Investments		(734,256)	(814,091)	(814,091)
Net cash from/(to) Investing Activities		(1,389,390)	(1,050,490)	(1,101,566)
Cash flows from Financing Activities				
Furniture and Equipment Grant		132,965	-	89,773
Finance Lease Payments		(61,793)	39,467	(23,018)
Funds Held for Capital Works Projects		897,029	(148,606)	(76,455)
Net cash from/(to) Financing Activities		968,201	(109,139)	(9,700)
Net increase/(decrease) in cash and cash equivalents		(266,834)	(278,315)	(252,635)
Cash and cash equivalents at the beginning of the year	8	363,066	658,688	615,701
Cash and cash equivalents at the end of the year	8	96,232	380,373	363,066

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

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



Sir Edmund Hillary Collegiate

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. 2020 Actual results may differ from these estimates.

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 15.

Useful lives of property, plant and equipment

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



Critical Judgements in applying accounting policies

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

Classification of leases

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

c) Revenue Recognition

Government Grants

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

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

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

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) 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.

f) 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.

g) Accounts Receivable

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

h) Inventories

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

i) Investments

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



j) Property, Plant and Equipment

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	20 years
Furniture and equipment	10 years
Information and communication technology	4 years
Motor vehicles	10 years
Textbooks	5 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

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

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

Non cash generating assets

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

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

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

The reversal of an impairment loss is recognised in the surplus or deficit.

l) Accounts Payable

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



m) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

n) Revenue Received in Advance

Revenue received in advance relates to Urgent Response Funding and Special Reasons Funding received from the Ministry of Education where there are unfulfilled obligations for the School to provide services in the future. The grants are recorded as revenue as the obligations are fulfilled and the grants earned.

o) Funds Held in Trust

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

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

p) Shared Funds

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose.

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 Instruments

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

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

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

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.

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational Grants	3,599,581	3,017,429	3,130,020
Teachers' Salaries Grants	6,496,615	5,891,769	5,891,769
Use of Land and Buildings Grants	2,396,618	2,003,298	2,003,298
Other MoE Grants	901,741	949,607	647,138
	13,394,555	11,862,103	11,672,224

The school has opted in to the donations scheme for this year. Total amount received was \$171,750.

Other MOE Grants total includes additional COVID-19 funding totalling \$145,009 for the year ended 31 December 2020.

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	2,494	20,300	28,303
Activities	6,084	20,000	51,827
Trading	40,493	54,900	58,013
Fundraising	156,961	257,868	111,804
Other Revenue	64,821	-	47,727
	270,853	353,068	297,673
Expenses			
Activities	26,555	68,050	25,009
Trading	21,832	18,100	12,488
Fundraising (Costs of Raising Funds)	54,877	40,250	55,238
	103,264	126,400	92,735
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	167,589	226,668	204,938

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	810,274	497,608	397,035
Information and Communication Technology	139,362	107,500	77,850
Library Resources	3,646	6,500	4,315
Employee Benefits - Salaries	7,861,183	7,438,462	7,023,469
Staff Development	47,040	95,050	62,338
	8,861,505	8,145,120	7,565,008



5. Administration

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Audit Fee	12,253	12,253	13,665
Board of Trustees Fees	3,715	6,850	4,233
Board of Trustees Expenses	28,368	6,000	18,290
Communication	21,724	19,000	19,112
Consumables	59,261	54,850	46,951
Legal Fees	887	10,000	540
Other	152,636	266,800	89,289
Employee Benefits - Salaries	564,901	507,726	497,386
Insurance	23,007	12,000	22,136
Service Providers, Contractors and Consultancy	12,000	12,000	9,790
	878,752	907,479	721,392

6. Property

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Caretaking and Cleaning Consumables	65,986	43,500	55,458
Consultancy and Contract Services	163,883	150,000	169,683
Cyclical Maintenance Provision	100,557	118,700	135,313
Grounds	10,862	10,000	6,413
Heat, Light and Water	111,458	94,600	118,007
Rates	53	2,000	1,416
Repairs and Maintenance	273,105	201,434	176,964
Use of Land and Buildings	2,396,618	2,003,298	2,003,298
Security	18,037	20,000	30,468
Employee Benefits - Salaries	141,273	122,371	134,482
	3,281,832	2,765,903	2,831,501

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
	\$	\$	\$
Building Improvements - Crown	57,236	34,708	57,802
Furniture and Equipment	122,696	74,643	124,310
Information and Communication Technology	138,872	77,504	129,074
Motor Vehicles	10,857	7,090	11,807
Textbooks	9,283	4,183	6,967
Leased Assets	69,689	46,877	78,068
Library Resources	9,535	6,185	10,301
	418,168	251,190	418,329



8. Cash and Cash Equivalents

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash on Hand	450	-	434
Bank Current Account	95,782	380,373	362,633
Cash and cash equivalents for Statement of Cash Flows	<u>96,232</u>	<u>380,373</u>	<u>363,066</u>

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

Of the \$96,232 Cash and Cash Equivalents plus \$2,048,347 Investments, \$1,071,795 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2021 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$96,232 Cash and Cash Equivalents plus \$2,048,347 Investments, \$138,272 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.

Of the \$96,232 Cash and Cash Equivalents plus \$2,048,347 Investments, \$20,170 is held by the School on behalf of the area's Kahui Ako/Community of Learning cluster. See note 19 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Receivables	11,405	23,219	23,218
Receivables from the Ministry of Education	736,331	-	-
Interest Receivable	14,365	12,761	12,761
Banking Staffing Underuse	78,022	-	55,649
Teacher Salaries Grant Receivable	481,100	412,888	412,888
	<u>1,321,223</u>	<u>448,868</u>	<u>504,516</u>
Receivables from Exchange Transactions	25,770	35,980	35,979
Receivables from Non-Exchange Transactions	1,295,453	412,888	468,537
	<u>1,321,223</u>	<u>448,868</u>	<u>504,516</u>

10. Inventories

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Stationery	10,415	21,256	21,256
	<u>10,415</u>	<u>21,256</u>	<u>21,256</u>

11. Investments

The School's investment activities are classified as follows:

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Asset			
Short-term Bank Deposits	2,048,347	1,314,091	1,314,091
Total Investments	<u>2,048,347</u>	<u>1,314,091</u>	<u>1,314,091</u>



12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2020						
Building Improvements	495,445	-	(7,606)	-	(57,236)	430,603
Furniture and Equipment	350,958	163,627	(1,623)	-	(122,696)	390,266
Information and Communication Technology	241,998	382,659	(4,171)	-	(138,872)	481,615
Motor Vehicles	51,046	-	-	-	(10,857)	40,189
Textbooks	11,980	5,681	-	-	(9,283)	8,378
Leased Assets	106,307	45,270	-	-	(69,689)	81,888
Library Resources	72,109	6,732	(2,560)	-	(9,535)	66,745
Balance at 31 December 2020	1,329,845	603,967	(15,960)	-	(418,168)	1,499,685

The net carrying value of equipment held under a finance lease is \$81,888 (2019: \$106,307).

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Building Improvements	1,174,369	(743,766)	430,603
Furniture and Equipment	1,473,007	(1,082,742)	390,266
Information and Communication Technology	1,966,046	(1,484,432)	481,614
Motor Vehicles	145,301	(105,111)	40,189
Textbooks	28,799	(20,421)	8,378
Leased Assets	174,466	(92,577)	81,888
Library Resources	229,568	(162,823)	66,745
Balance at 31 December 2020	5,191,556	(3,691,872)	1,499,685

	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	313,859	168,037	(6,629)	-	(124,310)	350,958
Information and Communication 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	(31,800)	-	(418,329)	1,329,845

The net carrying value of equipment held under a finance lease is \$106,308 (2018: \$82,209).

	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



13. Accounts Payable

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Operating Creditors	401,292	218,845	196,230
Accruals	12,253	12,253	12,346
Employee Entitlements - Salaries	521,286	412,888	435,412
Employee Entitlements - Leave Accrual	103,258	92,809	92,809
	<u>1,038,089</u>	<u>736,795</u>	<u>736,796</u>
Payables for Exchange Transactions	1,038,089	736,795	736,796
	<u>1,038,089</u>	<u>736,795</u>	<u>736,796</u>

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Grants in Advance - Ministry of Education	138,272	-	-
	<u>138,272</u>	<u>-</u>	<u>-</u>

15. Provision for Cyclical Maintenance

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Provision at the Start of the Year	507,950	507,950	445,559
Increase/ (decrease) to the Provision During the Year	100,557	118,700	135,313
Use of the Provision During the Year	(84,336)	(62,160)	(72,923)
Provision at the End of the Year	<u>524,171</u>	<u>564,490</u>	<u>507,950</u>
Cyclical Maintenance - Current	235,494	235,690	62,160
Cyclical Maintenance - Term	288,677	328,800	445,790
	<u>524,171</u>	<u>564,490</u>	<u>507,950</u>

16. Finance Lease Liability

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

	2020	2020	2019
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
No Later than One Year	50,977	45,476	45,476
Later than One Year and no Later than Five Years	76,281	74,631	74,631
	<u>127,258</u>	<u>120,107</u>	<u>120,107</u>



17. Funds held in Trust

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	8,339	-	8,174
	<u>8,339</u>	<u>-</u>	<u>8,174</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 therefore are 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:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	Closing Balances \$
Acoustic Wall Coverings	<i>in progress</i>	-	-	(1,748)	-	(1,748)
Art Relocation	<i>completed</i>	(17,217)	-	-	17,217	-
Blocks MD & MP Internal Refurb	<i>in progress</i>	-	34,000	(1,548)	-	32,452
Carpet & Vinyl Replacement	<i>in progress</i>	-	344,835	(1,973)	-	342,862
Drainage	<i>completed</i>	3,809	-	(673)	(3,136)	-
Fire Sprinkler Remediation	<i>in progress</i>	59,586	177,022	(172,132)	-	64,477
Learning Support (E Block)	<i>completed</i>	-	14,644	-	(14,644)	-
Library Carpet Replacement	<i>in progress</i>	25,393	-	-	-	25,393
Lighting Replacement	<i>in progress</i>	-	-	(1,973)	-	(1,973)
Music (E Block)	<i>in progress</i>	10,994	-	-	14,644	25,638
Roofing & Window Joinery Replac	<i>in progress</i>	(10,415)	287,118	(4,037)	-	272,666
Security System Upgrade	<i>in progress</i>	-	234,000	(63,602)	-	170,398
Cultural Centre Develop & DQLS	<i>in progress</i>	-	119,905	(4,104)	3,136	118,937
SR Relocatable Refurb	<i>in progress</i>	-	-	(81,677)	-	(81,677)
Toilet Refurb	<i>in progress</i>	-	20,000	(1,028)	-	18,972
Totals		<u>72,151</u>	<u>1,231,525</u>	<u>(334,496)</u>	<u>17,217</u>	<u>986,397</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	1,071,795
Funds Due from the Ministry of Education	(85,398)
	<u>986,397</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions \$	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 Upgr	<i>completed</i>	(1,200)	-	-	1,200	-
Music (E Block)	<i>in progress</i>	(3,650)	-	-	14,644	10,994
Roofing & Window Joinery Replac	<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>(3,285)</u>	<u>72,151</u>



19. Funds Held on Behalf of Cluster / Transport Network

Sir Edmund Hillary Collegiate is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Funds Held at Beginning of the Year	10,556	-	-
Funds Received from MoE	15,297	-	10,556
Funds Spent on Behalf of the Cluster	(5,683)	-	-
Funds Held at Year End	20,170	-	10,556

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

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.

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.

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	3,715	4,233
Full-time equivalent members	0.08	0.07
<i>Leadership Team</i>		
Remuneration	1,144,825	941,542
Full-time equivalent members	9.00	8.00
Total key management personnel remuneration	1,148,540	945,774
Total full-time equivalent personnel	9.08	8.07

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.

Senior School (Current)

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	110 - 120
Benefits and Other Emoluments	4 - 5	3 - 4



Senior School (Former)

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	-	10 - 20
Benefits and Other Emoluments	-	0 - 1

Middle School/Executive

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	170 - 180	150 - 160
Benefits and Other Emoluments	3 - 4	3 - 4

Junior School

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150 - 160	140 - 150
Benefits and Other Emoluments	4 - 5	3 - 4

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100 - 110	15.00	2.00
110 - 120	2.00	1.00
120 - 130	2.00	-
	<u>19.00</u>	<u>3.00</u>

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

22. Compensation and Other Benefits Upon Leaving

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

	2020 Actual \$20,000	2019 Actual
Total		-
Number of People	1	-



23. Contingencies

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

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.

Holidays Act Compliance – schools payroll

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

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

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

24. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into contract agreements for capital works as follows:

- a) Contract for Acoustic Wall Coverings to be completed in 2021, which will be fully funded by the Ministry of Education. \$0 has been received and \$1,748 has been spent on the project to date; and
- b) Contract for Blocks MD & MP Internal Refurb to be completed in 2021, which will be fully funded by the Ministry of Education. \$34,000 has been received of which \$1,548 has been spent on the project to date; and
- c) Contract for Carpet & Vinyl Replacement to be completed in 2021, which will be fully funded by the Ministry of Education. \$344,835 has been received of which \$1,973 has been spent on the project to date; and
- d) Contract for Fire Sprinkler Remediation to be completed in 2021, which will be fully funded by the Ministry of Education. \$407,774 has been received of which \$343,297 has been spent on the project to date; and
- e) Contract for Library Carpet Replacement to be completed in 2021, which will be fully funded by the Ministry of Education. \$32,269 has been received of which \$6,876 has been spent on the project to date; and
- f) Contract for Lighting Replacement to be completed in 2021, which will be fully funded by the Ministry of Education. \$0 has been received and \$1,973 has been spent on the project to date; and
- g) Contract for Music (E Block) to be completed in 2021, which will be fully funded by the Ministry of Education. \$29,288 has been received of which \$3,650 has been spent on the project to date; and
- h) Contract for Roofing & Window Joinery Replacement to be completed in 2021, which will be fully funded by the Ministry of Education. \$622,027 has been received of which \$349,361 has been spent on the project to date; and
- i) Contract for Security System Upgrade to be completed in 2021, which will be fully funded by the Ministry of Education. \$343,672 has been received of which \$173,274 has been spent on the project to date; and
- j) Contract for Cultural Centre Develop & DQLS to be completed in 2021, which will be fully funded by the Ministry of Education. \$123,041 has been received of which \$4,104 has been spent on the project to date; and
- k) Contract for SR Relocatable Refurb to be completed in 2021, which will be fully funded by the Ministry of Education. \$0 has been received and \$81,677 has been spent on the project to date; and
- l) Contract for Toilet Refurb to be completed in 2021, which will be fully funded by the Ministry of Education. \$20,000 has been received of which \$1,028 has been spent on the project to date.

(Capital commitments at 31 December 2019: \$72,151)

(b) Operating Commitments

As at 31 December 2020 the Board has no operating commitments. (As at 31 December 2019: 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.

In 2020 there was an adjustment of \$104,348 made to the School's equity to reflect Special Reasons Funding received in 2019 not carried forward into the 2020 accounts.

26. Financial Instruments

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

Financial assets measured at amortised cost

	2020 Actual \$	2020 Budget \$	2019 Actual \$
Cash and Cash Equivalents	96,232	380,373	363,066
Receivables	1,321,223	448,868	504,516
Investments - Term Deposits	2,048,347	1,314,091	1,314,091
Total Financial assets measured at amortised cost	<u>3,465,802</u>	<u>2,143,332</u>	<u>2,181,674</u>

Financial liabilities measured at amortised cost

Payables	1,038,089	736,795	736,796
Finance Leases	111,493	123,212	120,107
Total Financial Liabilities Measured at Amortised Cost	<u>1,149,582</u>	<u>860,007</u>	<u>856,904</u>

27. Events After Balance Date

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



Independent Auditor's Report

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

For the Year Ended 31 December 2020

The Auditor-General is the auditor of Sir Edmund Hillary Collegiate (the School). The Auditor-General has appointed me, Darren Wright, 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 2 to 20, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

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

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

Basis for our opinion

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

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

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

ACCOUNTANTS & ADVISORS

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Auckland 1010, New Zealand
PO Box 106 090
Auckland 1143, New Zealand
Telephone: +64 9 366 5000
williambuck.com

William Buck Audit (NZ) Limited

Responsibilities of the Board for the financial statements

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board 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 is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the 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 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: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



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

Analysis of Variance Reporting



School Name:	SIR EDMUND HILLARY COLLEGIATE	School Number:	Junior 1251, Middle 1217, Senior 0097
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Strategic Aim:	Our seamless pathways will grow student graduates to be connected, strong in culture, language and heritage and follow meaningful pathways for their future.
Annual Aim:	Goal 1: Develop SEHC students to be agentic learners empowered by teacher leadership.
Target:	<ol style="list-style-type: none"> 1. Leadership structures in place to support vision for seamless pathways 2. Embed transition processes at key points Year 1, Year 6-Y7, Year 8-9, Year 9-10 3. Teacher inquiry is informed by student feedback and trialling of project-based learning for Year 1-8
Baseline Data:	<ul style="list-style-type: none"> • Schools work with their own students to provide leadership opportunities • Transition of students undertaken by individual schools prior to students moving, using RTLB for additional support • Transition program developed for Year 8 students moving into Year 9 • Year 4-13 reading program implemented to support students learning • Project based learning implemented with community input

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p><u>Principal Group</u> Oversee the seamless teams.</p> <p><u>Student Leadership</u> 1. Leadership strategies are in place to ensure seamless pathways for student agentic learning. 2. Foster life-long learning desire in all students and develop relationships with whānau/community by providing opportunities for sharing learning, achievement data and information that supports learning.</p> <p><u>Collegiate Māori Team collaboration</u> 1. The vision and values of the Collegiate are imbed in all areas of achievement and success for students and the wider school community. 2. Focus remains on strengthening Māori achieving educational success as Māori.</p> <p><u>Pedagogical Team</u> 1. Continue to work with Hine Waitere focusing on culturally responsive and relational practices.</p>	<p>Presented progress at the collegiate staff meeting over the year. Maths team planned and executed very successful collegiate Maths Week Family activity evening.</p> <p>Opportunities for Year 7/8 students to lead learning at Digital Technology expo, students also presented to other school student groups and MOE.</p> <p>Māori celebrations were celebrated within own schools, sharing of information and resources continued across the collegiate. Success celebration evening was again very successful.</p> <p>Year 1-6 worked with Hine Waitere implementing shadow coaching with staff to strengthen pedagogical practice.</p>	<p>Some seamless team's momentum has decreased.</p>	<p>Discuss the collegiate expectation for seamless teams and reset vision.</p> <p>Continue to provide opportunities for students to lead learning across the collegiate and community.</p> <p>Seamless Māori team to plan more opportunities to share resources and take part in school wide activities with students and whānau.</p> <p>Leaders and teachers will continue to on reflection of own practice to shifty deficit thinking and enhance</p>

<p>2. Survey families on how they think their children best learn and what they want to learn.</p> <p>3. Create a school rubric on responsive and relational practices.</p> <p><u>Curriculum Seamless Team</u></p> <p>1. Student learning needs team focus on across transition points for students.</p> <p>2. Maths team sharing planning overview to find common areas to focus across school learning.</p> <p>3. Literacy team open invitation to share Literacy sessions in senior school.</p>	<p>Principal Group and Within School Leaders from our Kāhui Ako are working with Laurayne Tafa to realise our new strategic plan.</p> <p>Maths seamless team planned for a combined Family Maths evening but were unable to execute due to COVID-19. Schools ran online activities for whānau and students to enjoy. Stepsweb reading program has been rolled out across the collegiate for students with teachers undertaking to set aside time each day for students to access. In year 7-8 with the revised implementation of the program by the end of the year we saw a positive increase of students moving levels.</p>		<p>relationships with learners/akonga.</p>
<p>Planning for next year:</p> <ul style="list-style-type: none"> • Opening year with Prefect Led assembly • Investigate Mentoring opportunities for students across the collegiate • Review and refine transition processes and systems • Continue the work with staff refining pedagogical practices • Confirm seamless team focus for the year and dates to feedback on progress to whole collegiate 			

Analysis of Variance Reporting



Strategic Aim:	Our seamless pathways will grow student graduates to be connected, strong in culture, language and heritage and follow meaningful pathways for their future.
Annual Aim:	Goal 2: Develop and implement cultural responsive pedagogical and relational practices that accelerate student achievement and well being.
Target:	<ol style="list-style-type: none"> 1. Develop pedagogical model of inquiry to promote student outcomes 2. Develop cultural responsive practices in the collegiate 3. Develop strategies for transition
Baseline Data:	<ul style="list-style-type: none"> • Responsive pedagogical practices are not used in all classroom environments across the collegiate. • Teachers have different ideas and practices for cultural responsive and relational practices • Whānau and community voice currently collected by individual schools as needed, working towards more seamlessness • Shadow coaching for staff to support practice and reflection

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
Teaching as Inquiry <ol style="list-style-type: none"> 1. Engaged Hine Waitere to implement Rongohia te Hau programme into all classes year 1-13. 2. Teachers establish common understand and create school rubric for culturally responsive practices. 3. In class observations of teacher/student interaction and feedback. 4. Schools overall rate for culturally responsive practice identified. 5. Introduce shadow coaching. 	<p>PLD with Hine Waitere conducted across the collegiate with schools creating own responsive rubric.</p> <p>Whānau survey completed with findings analysed.</p>	<p>Each school began their journey with Rongohia te Hau programme at different times. Rubrics are yet to be shared between schools.</p>	<p>Bring all findings together to create across collegiate common thinking in relation to rubric for responsive and relational practices.</p> <p>Complete application for central funded PLD.</p> <p>Creating collaboration groups to share pedagogy on responsive practices.</p> <p>Incorporate inquiry through Shadow Coaching.</p>
Relational practices that embed bi-culturalism <ol style="list-style-type: none"> 1. Morning and afternoon Karakia shared across collegiate. 2. Collegiate staff meetings using Tainui protocol- opening karakia and himene. 3. Collegiate haka taught to students. 4. Collegiate Māori Academic Awards held to celebrate achievement. 5. Sharing of waiata across the collegiate. 6. Students from year 1-10 share their whakapapa verbally. 	<p>Staff, special guests welcomed to collegiate with Powhiri.</p> <p>Year 1-8 use shared karakia for morning and afternoon.</p> <p>Sharing of waiata across collegiate.</p> <p>Successful Māori Academic Awards with large numbers of whānau in attendance.</p>	<p>Staff have varying understanding and the importance in acknowledging and sharing of Te Ao Māori.</p>	<p>Continue to celebrate Māori achievement.</p> <p>Capture iwi links and enrol all student with their iwi.</p> <p>Review local curriculum connections with local community incorporating natural and spiritual world.</p> <p>Common phrases shared with staff across collegiate.</p>
Planning for next year: <ul style="list-style-type: none"> • Provide PLD for staff to enhance and foster culturally responsive practices • Continue to coach and strengthen teacher practice • provide new opportunities to involve our parents in school programs 			

Analysis of Variance Reporting



Strategic Aim:	Our seamless pathways will grow student graduates to be connected, strong in culture, language and heritage and follow meaningful pathways for their future.
Annual Aim:	Goal 3: Continue to develop and grow seamless pathways so that learning is meaningful across the collegiate.
Target:	<ol style="list-style-type: none"> 1. Consult with parents, whānau and community on delivery of Health Education 2. Refine and consolidate Developing Mathematical Inquiry Communities (DMIC) 3. Create and fit new NCEA environment 4. Deliver an integrate approaches for the Digital Technological curriculum
Baseline Data:	<ul style="list-style-type: none"> • Maths, Pastoral, Digital Tech, Māori Development Seamless teams are meeting each term • Collaboration of staff cross collegiate is becoming stronger • Schools identified key staff to lead Digital Technology curriculum and attended PLD • Application for PLD funding to support staff with Digital Curriculum implementation • Kaitiaki for students has been appointed to work on retention and engagement • Sustainability student group appointed <p><u>Mathematics target</u></p> <p>Year 3 & 4: 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.</p> <p>Year 7: By the end of the 2020 year, all year 7 students working at the beginning of Mathematics Curriculum Level 3 will have made accelerated progress of achieving Level 3</p> <p>Year 8: By the end of the 2020 year, all Year 8 students working in Mathematics Curriculum Level 3 will have made accelerated progress to Curriculum Level 4 or better</p>

	Writing target	
	Year 5 & 6:	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.
	Year 7:	By the end of the 2020 year, all year 7 students working at the beginning of Writing Curriculum Level 3 will have made accelerated progress of achieving Level 3
	Year 8:	By the end of the 2020 year, all Year 8 students working in Writing Curriculum Level 3 will have made accelerated progress to Writing Curriculum Level 4 or better

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<u>Maths Seamless Team</u> <ol style="list-style-type: none"> 1. Host fun PLD sessions at Collegiate staff meetings highlighting the collaborative learnings style that DMIC presents. 2. Plan and execute collegiate wide Maths week programme to promote a love for maths. 3. Continue to strengthen pathways for student's mathematical success. 	<p>Meeting with Seamless teams are meeting every term, with summary to Principal Group.</p> <p>Maths team planned for Maths Family fun evening, but it was postponed because of COVID-19.</p>	<p>Teams meetings need to be regular.</p> <p>Earlier stages of developing collaboration and practice.</p>	<p>Year 1-8 teachers meet, share, collaborate DMIC planning to establish consistent pedagogical practice. Continue to support new teachers to DMIC. Plan collegiate Math Week. Share good practice of DMIC teaching at collegiate meetings.</p>
<u>Digital Technology (DT) Team</u> <ol style="list-style-type: none"> 1. Continue to integrate the implementation of blended learning to inspire all learners to be innovative creators of digital solutions. 2. Strengthen collegiate tuakana teina opportunities looking at problems and digital design solutions 	<p>Schools trialling different programmes and ideas.</p> <p>Year 7-8 teachers worked with MOE facilitator to embed Digital curriculum.</p>	<p>Varied understanding of what DT curriculum is developing shared understanding. Alignment of programs and systems are different.</p>	<p>Audit device capacity across collegiate.</p> <p>Work through digital readiness online – Kia Takatūa Matihiko.</p>
<u>Pastoral Seamless Team</u> <ol style="list-style-type: none"> 1. Continue to strengthen pathways utilising the 4 'Pou' of Te Whare Tapa Wha to support students and whānau wellbeing. 	<p>Successful applications to MOE for COVID-19 response fund for programs</p>		

<p>2. Through a wide support base, learners have their individual needs addressed. Across teams support include - SENCOs, RTLBs, SWIS, Health professionals, Attendance officer.</p> <p>3. Apply to MOE for Pacific Ed. Support fund to establish a hub within our collegiate that will support our families to encourage their children to return to school.</p>	<p>and resource support for learners/akonga returning to school. Captured valuable feedback from families, teachers and learners/akonga about online learning.</p> <p>Provided weekly attendance data to MOE, used this data to inform program and support needed from SWIS, health and other stakeholders.</p> <p>Successful application SEHC partnering with South Seas to begin in 2021.</p>		<p>Track Progress of Kaitiaki work to see impact.</p> <p>Identify 100 families to work with and support as part of the Pacific Ed. Fund.</p> <p>Complete action plan and employ co Ordinator for the Hub.</p>
Planning for next year:			
<ul style="list-style-type: none"> • Audit collegiate devices and determine schools needs • Collate collegiate wide devices and internet access at homes of our learners/akonga • Introduce Makerspace Led Learning environments throughout the collegiate • Continue to monitor and report on attendance and Learner/akonga wellbeing • Investigate opportunity to partner with internet provider for our school community • investigate collegiate Digital expo opportunities to showcase new learning • Establish Hub for partnering with collegiate families 			

YEAR 1-6 CURRICULUM TARGET ANALYSIS

Mathematics target

Year 3 & 4: 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.

Writing Target

Year 5 & 6: 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.

Baseline data

Year 3 & 4 Maths Target Initial data: 100% below

- **39%** of the Target students is Māori
- **61%** of the Target students are Pacifica
- **42%** of the Target students are Male
- **58%** of the Target students are Female

Year 5 & 6 Writing Targets Initial data: 100% below

- **9%** of the Target students are Māori
- **81%** of the Target students are Pacifica
- **71%** of the target students are Female
- **29%** of the target students are Male

Actions	Outcomes	Reasons for the variance	Evaluation
Year 3 & 4 Maths Target 44% of Target students did not transition to where number sense and partitioning strategies are utilised to problem solve. Through Covid lockdowns and parental concern for their children, many pupils were away for a prolonged/extended period. Distance learning mainly through hard packs/parents' cell phones attempted to maintain learning.	There has been a noticeable 44% reduction in achievement for Target students in Mathematics from 2019-2020. This shrinkage is particularly visible AT Year 4 due to lost learning time; repeated national Covid-19 lockdowns, followed up with low student attendance 56% of ALL Target students have achieved AT.	26% (seven) of Target students had less than 25 days at school from Term 2 to Term 4 with parent consent. In school learning was limited to an on and off cycle of five months face to face time. Equity: Most year 3 & 4 students do not have devices. 30% of families	In class incorporate a booster programme for 'Target students' in Numeracy knowledge areas, problem solving and math strategies. Teachers to support strategy development along with knowledge hot spots. Team to create home packs for specific

<p>Year 5-6 Writing</p> <p>Students are struggling with the vocabulary needed to achieve Level 3. While many are experimenting with language features and different types of writing formats/ genre not all have the critical thinking that is needed to discern best fit words e.g. over writing. In school learning and one on one teaching / coaching time was shortened due to Covid Lockdown. Hard packs did not specifically cater for our Target Student's needs. School chrome books distributed 2nd lockdown. After returning back to school, the basic skills had to be retaught as some students had regressed. Meeting with our target students' on a regular basis for conferencing and getting students to identify their next steps and what they needed to do to achieve their goals was difficult to implement this year.</p>	<p>0% of Target students achieved ABOVE (first time). 30% of the Māori Target students did achieved AT 50% of the Female Target students achieved AT 69% of the Male Target students achieved AT 4 Target students left</p> <p>After returning back to school, the basic skills had to be retaught as some students had regressed.</p> <ul style="list-style-type: none"> • 53% of target students achieved AT & ABOVE • 50% of Māori Target students achieved AT & ABOVE • 50% of Pacifica Target students achieved AT & ABOVE • 55% of Males are AT & ABOVE • 71% of Females are AT & ABOVE • 1 child left during the year 	<p>had access to the internet, so online maths support was not possible/ accessed by all.</p> <p>Hard packs did not specifically cater for our Target Student's needs. School chrome books distributed 2nd lockdown. After returning back to school, the basic skills had to be retaught as some students had regressed. Not all families engaged in learning with their tamariki during the lockdown periods. Most of the target students had very irregular attendance after each lockdown or did not attend school at all for the rest of Term 3.</p>	<p>Math stages. Booster packs are hands on and discussed during goal setting nights, in partnership with whānau. Introduction of Mathematics online free resources to students at school e.g. Prodigy, Studyladder for those students with internet</p> <p>Ongoing meetings with our target students. Regularly conferencing and getting students to establish their own goals and next steps. When working with target students during writing time, sessions are to be aimed at developing their skills and understanding of their next steps addressing their specific needs. Working out a plan of action with the teacher to follow during the year (ROAD MAP). Extension of vocabulary development through vivid vocab, phonics, word work, spelling, exploring language activities.</p>
<p>Planning for next year:</p> <p>Reset 2021 academic targets. 2021 professional learning for staff in Developing Mathematical Inquiry Communities continues. Multiple platforms utilised to support partnership and communication with key stakeholders. URF funding applied for to assist families improve attendance and get their child/ren back to school.</p>			

YEAR 7-8 CURRICULUM TARGET

Mathematics target

Year 7: By the end of the 2020 year, all year 7 students working at the beginning of Mathematics Curriculum Level 3 will have made accelerated progress of achieving Level 3 and all Year 8 students working in Mathematics Curriculum Level 3 will have made accelerated progress to Writing Curriculum Level 4 or better.

Writing target

Year 7: By the end of the 2020 year, all year 7 students working at the beginning of Writing Curriculum Level 3 will have made accelerated progress of achieving Level 3 all Year 8 students working in Writing Curriculum Level 3 will have made accelerated progress to Writing Curriculum Level 4 or better.

Baseline data

Year 7 WRITING

There were 120 year 7 students. The initial data showed the following:

- 77.5% (93) of all year 7 students writing below expected curriculum level
- 16.6% (20) of all year 7 students writing at curriculum level
- 5.8% (7) of all year 7 students writing above curriculum level

Year 8 WRITING

There were 107 year 8 students. The initial data showed the following:

- 59% (63) of all year 8 students writing below expected curriculum level
- 34% (37) of all year 8 students writing at curriculum level
- 6.5% (7) of all year 8 students writing above curriculum level

Year 7 MATHEMATICS

There were 120 year 7 students. The initial data showed the following:

- 72.5% (87) of all Year 7 were working below expected level in Maths
- 14% (17) of all Year 7 were working at expected level in Maths
- 13.3% (16) of all Year 7 were working above expected levels in Maths

Year 8 MATHEMATICS

There were 100 year 8 students. The initial data showed the following:

- 83% (83) of all Year 8 were working below expected level in Maths
- 14% (14) of all Year8 were working at expected level in Maths
- 3% (3) of all year 8 were working above expected levels in Maths

Actions	Outcomes	Reasons for the variance	Evaluation
<p>WRITING</p> <p>Setting aside staff PLD times throughout the terms has been beneficial to increase teachers' capabilities and assist students to make the necessary shifts they require to be at the expected levels. The explicit work carried out by staff has made an impact.</p> <p>When students were learning from home staff were able to continue teaching writing strategies online to over half of our year 7 and 8 students.</p>	<p>By the end of the year 7 writing data showed:</p> <ul style="list-style-type: none"> • 46% of all Year 7 were below expected level, 19% at expected and 34% above expected writing level • There were 53% of all Year 7 students were writing at or above their expected level. • Of the Year 7 Pasifika students 57% were writing below, 13% writing at and 35% above expected levels • Of the Year 7 Māori students 55% were writing below, 16% writing at, and 31% writing above expected levels <p>In Year 8 there were 107 students. By the end of the year the data showed the following:</p> <ul style="list-style-type: none"> • 43% (46) of all year 8 students writing below expected curriculum level, 28% (30) at and 29% (31) writing above curriculum level • 33.7% (26) year 8 Pasifika students were writing below, 18% (14) at and 16.8% (13) students were above expected writing level • 53.3% (16) all Year 7 Māori students were below, 40% (12) at and 13.3% (2) above expected writing levels 	<p>Although there is a large percentage of students writing in the below area there has been move from the beginning of the year to the end, but the movement was not sufficient for the students to be at the expected level. 3 students in Year 7 made no progress, all other students in the below level moved 2 sub levels in writing.</p> <p>46 of the 63 students writing below expected level made shifts to writing at expected level.</p>	<p>We now know through feedback we collected from our students and staff that the way teachers PLD has been delivered is hugely beneficial for students understanding and learning. We will continue this practice and introduce more opportunities for students to use and integrate digital technology into the writing program. We would also like to provide more opportunities in 2021 to showcase students work to a wider audience.</p>

<p>MATHEMATICS</p> <p>Our staff is now at the consolidation stage of implementing Developing Mathematical Inquiry Strategies (DMIC). This has meant that there has been fewer staff PLD and the external mentor has spent more time with individual staff members concentrating on their individual needs. This has been very beneficial for the teachers as the conversations with their mentors have concentrated on their own practice and knowledge base.</p> <p>When students were learning from home maths lessons were very successful and there was high attendance from year 7/8 students.</p>	<p>By the end of the year 7 maths data showed the following:</p> <ul style="list-style-type: none"> • 57.54% (69) of all Y7 working below expected maths level • 29.1% (35) Year 7 students working at expected maths level • 13.3% (16) year 7 students working above expected maths level • There were 42.5% of all Year 7 students working at or above their expected maths level by the end of the year. • Of the Year 7 Pasifika students 55.6% (49) were working below expected maths level, 27.2% (24) at expected level and 17% (15) were above expected maths level • Of the Year 7 Māori students 46% (18) were working below their expected maths level, 15.3% (6) were at, and 19% (7) working above expected levels <p>In year 8 by the end of the year and the data showed the following:</p> <ul style="list-style-type: none"> • 51% (51) of all Year 8 were below, 21% (21) at and 28% (28) were working above expected levels in Maths • 42% (37) Year 8 Pasifika students were working below, 21.5% (19) at and 26% (23) Year 8 Pasifika students were working above expected Maths level 	<p>At the beginning of the year 87 students were working below their expected level but by the end of the year that number reduced to 69. We acknowledge the number is still high and will work on this cohort in 2021 to make the necessary shifts required. It also must be acknowledged that within this below area there was positive shifts but not sufficient for students to shift to working at.</p>	<p>It is difficult to evaluate the progress of the students in both writing and maths over the 2020 year due to the exceptionally extraordinary year it was. What we do know is that students continued to display interest in learning maths and shearing their learning during maths sessions whether it was online or in the classroom situation.</p>
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Planning for next year:

We want to continue to concentrate on Writing and Mathematics so will set targets to continue to increase acceleration.

In 2021 we will no longer have external mentor supporting staff in Mathematics so this year will be very important to maintain the planning and teaching of DMIC. We have identified key staff in the school who will take on the mentor role to continue to support individual teachers and we will hold fortnightly staff PLDs to collaborate on question design, share practice and clarify any misconceptions that arise in teachers teaching. The Maths seamless team has also been a great opportunity for staff to meet and talk about.

NCEA

Senior School Year 11 -13 NCEA Level 1, Level 2, Level 3 and University Entrance.

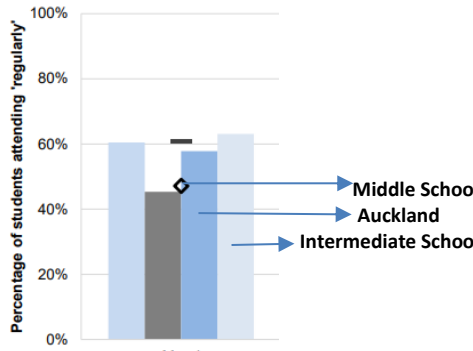
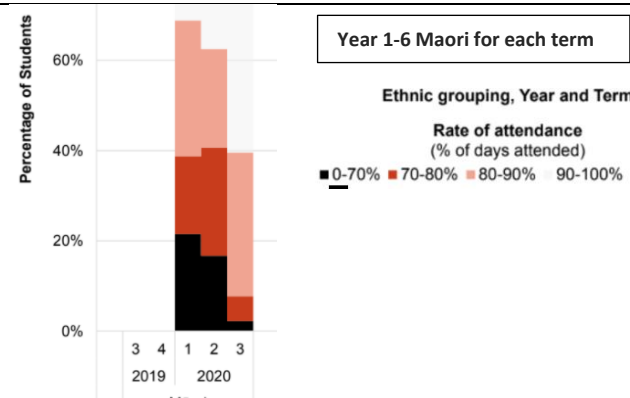
- To support and promote high levels of academic achievement at all levels

Actions		Outcomes		Reasons for the variance	Evaluation																				
PASS RATE TARGETS <table><tr><td>Level 1</td><td>60%</td></tr><tr><td>Level 2</td><td>75%</td></tr><tr><td>Level 3</td><td>65%</td></tr><tr><td>UE</td><td>30%</td></tr></table>		Level 1	60%	Level 2	75%	Level 3	65%	UE	30%	%OVERALL ACHIEVEMENT 2020 <table><tr><td>Level 1</td><td>51.2</td></tr><tr><td>Level 2</td><td>62.0</td></tr><tr><td>Level 3</td><td>50.0</td></tr><tr><td>UE</td><td>19.5</td></tr></table>		Level 1	51.2	Level 2	62.0	Level 3	50.0	UE	19.5	<p>Covid-19 played a significant part in the achievement of our learners. Wellbeing of our learners were prioritised while mindful of our attendance, engagement and achievement data.</p> <p>Nine weeks of Lockdown equated to real time missed learning of two terms because of availability of devices, connectability for families and teacher digital capability.</p> <p>Student agency has had little priority into the academic success for our learners. Students have been shuffled into subjects that they have had little choice in choosing, therefore engagement, attendance and achievement is an outcome of deficit agentic learning.</p>	<p>Enable devices for every student in Senior School with support from MOE and Operational funds.</p> <p>DP Curriculum to work with HODs on data analysis of NCEA.</p> <p>DP Pastoral to monitor student behaviour and wellbeing, with stronger links to home/school partnerships.</p> <p>Education Perfect and Google Classroom to be available to all students. PLD for teachers in these areas to assist with learning.</p> <p>Schoolwide PLD on Effective Teacher Profile and capability - through Locally focused PLD (MOE).</p> <p>Significant changes to staffing at Senior and Middle Leadership level. New DP & HODs with also BTs for 2021.</p> <p>New Timetable and learner focused.</p>				
Level 1	60%																								
Level 2	75%																								
Level 3	65%																								
UE	30%																								
Level 1	51.2																								
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UE	19.5																								
ENDORSEMENT RATES <table><tr><td>Level 1</td><td>85%</td></tr><tr><td>Level 2</td><td>30%</td></tr><tr><td>Level 3</td><td>20%</td></tr><tr><td>Literacy & Numeracy</td><td>100%</td></tr></table>		Level 1	85%	Level 2	30%	Level 3	20%	Literacy & Numeracy	100%	%OVERALL ENDORSEMENTS 2020 <table><tr><td>ENDORSED</td><td>E</td><td>M</td></tr><tr><td>Level 1</td><td>77</td><td>27.7</td></tr><tr><td>Level 2</td><td>0</td><td>15.8</td></tr><tr><td>Level 3</td><td>7.3</td><td>19.5</td></tr></table>		ENDORSED	E	M	Level 1	77	27.7	Level 2	0	15.8	Level 3	7.3	19.5		
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ENDORSED	E	M																							
Level 1	77	27.7																							
Level 2	0	15.8																							
Level 3	7.3	19.5																							
Planning for next year: <ul style="list-style-type: none">Continue with PLD staff wide and Collegiate wide on Effective Teacher ProfileTo raise student achievement, through evidenced based inquiry, culturally responsive and relational pedagogy and by enhancing skills and success in literacy, te reo and numeracy.Mentoring programme for Year 12 and Year 13Wellbeing to incorporate all studentsGreater digital fluency across all year levels and teachers.Reporting from HODs at the end of each term to Principal both academic and pastoral																									

Analysis of Variance Reporting



School Name:	Sir Edmund Hillary Collegiate	School Number:	Junior 1251, Middle 1217, Senior 0097
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Strategic Aim:	Our seamless pathways will grow student graduates to be connected, strong in culture, language and heritage and follow meaningful pathways for their future.		
Annual Aim:	Goal 4: Nurture and empower SEHC Māori students to achieve success for Māori.		
Target:	Year 1-8: Create a seamless education pathway for Māori students by engaging them in authentic, culturally responsive practices that will accelerate Māori achievement and well- being Year 9-11: 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		
Baseline Data:	<div> <p>Co-ed ethnic groupings</p>  <p>Percentage of students attending 'regularly'</p> <p>Māori</p> <p> Middle School Auckland Intermediate Schools </p> </div> <div> <p>Māori students in Middle School, The diamond signifies where we are compared to the rest of Auckland. The black line signifies all schools.</p> </div> <div> <p>Year 1-6 Maori for each term</p>  <p>Percentage of Students</p> <p>Year 1-6 Maori for each term</p> <p>Ethnic grouping, Year and Term</p> <p>Rate of attendance (% of days attended)</p> <p> ■ 0-70% ■ 70-80% ■ 80-90% ■ 90-100% </p> <p> 3 4 1 2 3 2019 2020 Māori </p> </div>		

Actions - What did we do?	Outcomes - What happened?	Reasons for the variance	Evaluation - Where to next?
<p><u>Māori engagement and retention</u></p> <ol style="list-style-type: none"> Year 1-6: Junior School has a developed pathway Te Waka Ora for tamariki who wish to have a bilingual education. All teaching and learning programmes throughout the Junior School have a Māori dimension and affirm the unique place of Māori in NZ. Te Reo Level 1-2 focus, Middle School 2-3 and Senior School level 4 onwards. Pedagogy development and professional growth cycles have been set up to help teachers reflect on their practice and engagement with students redundant. Year 7-13 URF applications were submitted to support learners to return to school and support learners wellbeing. Year 7-13 collaboration with Māori celebrations Collegiate Kaitiaki worked with whānau and teachers. <p><u>Bi-culturalism focus</u></p> <ol style="list-style-type: none"> Māori Academic celebration was held at the end of the year. Discussions to create and start a Māori student council for 2021. Year 7/8 classes planned trip to Waitangi Treaty Grounds. Treaty of Waitangi Plan created for Year 7/8 Teaching and Learning program. Haka competition held for Year 7/8 with introduction to Year 9-13 for 2021. 	<p>Māori world view is incorporated into learning and set-in authentic contexts. eg. Classroom protocols start with karakia, himene, greetings. Māori student's data is separated out as part of identifying priority learners and support/extension programmes are put in place for those who need it. Not all support programmes were implemented. Some professional development was cancelled or focussed on zoom/distance teaching methods. Applications were successful and program were executed to support students, increase in attendance was visible.</p> <p>Academic evening was attended by friends and whanau. Students voice was collected to gather responses from students to begin council, Lead teacher is planning to begin in 2021 for Year 8-13. Trip to Waitangi was cancelled due to 2020 disruptions. House Haka competition continues to be a success.</p>	<p>Disruptions through Covid-19 and subsequent lock downs and the slow return of pupils has impacted on teaching and learning programmes.</p>	<p>Through a disrupted year we have not been able to make some of the gains we expected. Some booster and additional mileage programmes will be put in place. URF funding has been accessed. Further professional development will be picked up again in 2021.</p> <p>Introduction of Student Council planned for 2021 Review organisation and criteria for Academic awards.</p>

Planning for next year:

- Continue to work on a Collegiate wide pedagogy engagement and enculturation. (Facilitators Hine & Laurayne)
- Investigate engaging a new Kaumatua
- Network and develop meaningful relationships with our whānau community
- Investigate and introduce partnering programs to uplift and support our whānau through our Hauora Hub

JUNIOR SCHOOL

LEGISLATIVE REQUIREMENTS

Kiwi Sport:

The Government funding initiative to support students' participation in sport provided a grant to the Junior School of \$5,678.95, which was spent on additional sports equipment and in-house coaching. Due to Covid-19, Junior School's normal involvement in external sports activities were restricted. Internally, physical education programmes continued. The school has also developed links with Manukau Sport and using part of the Kiwi Sport funding. Again, due to Covid-19, we were only able to participate in aquatics programme during Term 1.

STATEMENT OF RESOURCES FOR JUNIOR SCHOOL

Sir Edmund Hillary Collegiate Junior School for the year ended 31 December 2020

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

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 2020 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 2020 the Middle School received \$2,735.84, 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 RESOURCE

Sir Edmund Hillary Collegiate Middle School for the year ended 31 December 2020.

PHYSICAL RESOURCES

The school had a property occupancy agreement with the Ministry of Education for:
2 Franklyne Road, Otara.

The site comprises 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 wanaga
- 1 Gymnasium / Dance room
- Caretakers residence
- ICT Suite
- Health Centre Facilities

In 2020 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 **380 half days**.

SENIOR SCHOOL

LEGISLATIVE REQUIREMENTS

Kiwi Sport:

This is a Government funding initiative to support students' participation in organised sport. In 2020 the Senior School received a total amount of \$12,012.44 for Year 9-13 students which was paid to the school as quarterly payments of \$3,003.11 (first quarter), \$3,271.58 (second quarter), \$3,252.85 (third quarter) and \$3,240.37 (fourth quarter). This incorporated all students Year 9 to 13.

With 2020 being a disrupted year due to Covid-19, national and regional sport was at a stand still. The sports we were able to participate in were predominantly summer sports prior to Covid Lockdown and after. This was Touch Rugby, Tag, Volleyball, Waka Ama, Kayaking, Tennis and Athletics. 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 18. Nearly 50% staff who coach student in the Senior School sport.

The funding used outside of Covid restrictions were for the sports highlighted above, plus in-school initiatives of hiking, rock climbing and utilising our local gym for 'localised' fitness and general awareness of health. Students were able to participate in these areas of zumba, yoga and mindfulness through movement. We were also able to replenish equipment and give access to students who would have not ordinarily taken up sport or fitness of any kind. By giving students daily access to sports equipment and sports gear – we were able to grow their awareness of and enjoyment for sport and recreation, despite Covid-19 and the challenges it presented.

STATEMENT OF RESOURCE

Sir Edmund Hillary Collegiate for the year ended 31 December 2020.

PHYSICAL RESOURCE

The School had a property occupancy agreement with the Ministry of Education for 2 Franklyne Road, Otara.

The site comprises of:

A total of 7.07 hectares of land

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 **376 half days**.