

# HENDERSON NORTH SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 1308

**Principal:** Irene Ogden

**School Address:** 14 Norval Road, Henderson

**School Postal Address:** 14 Norval Road, Henderson 0610

**School Phone:** (09) 838 8229

**School Email:** [office@hns.school.nz](mailto:office@hns.school.nz)

#### Members of the Board of Trustees

| Name        | Occupation           | Term expired/s |
|-------------|----------------------|----------------|
| J Thumath   | Deputy Principal     | 2022           |
| R Crawford  | Property Maintenance | 2022           |
| A Sarich    | Administration       | 2022           |
| B Reihana   | Self employed        | 2022           |
| I Ogden     | Principal            | 2022           |
| R Clare     | Editor               | 2022           |
| D Wilkinson | Student              | 2022           |
| S Chawla    | Teacher              | 2022           |
| C Rudd      |                      | 2019           |
| D Kiejberg  |                      | 2019           |
| L Tait      |                      | 2019           |
| T Scott     |                      | 2019           |

**Accountant/service Provider:** Top Class Financial Management Services

# HENDERSON NORTH SCHOOL

Annual Report - For the year ended 31 December 2019

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# Henderson North School

## Statement of Responsibility

For the year ended 31 December 2019

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

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


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

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

Julie Ann Thumath  
Full Name of Board Chairperson

Irene Ogden  
Full Name of Principal

  
Signature of Board Chairperson

  
Signature of Principal

28.5.2020  
Date:

28.5.20  
Date:

**Henderson North School**  
**Statement of Comprehensive Revenue and Expense**  
For the year ended 31 December 2019

|   | Notes | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>  |       |                      |                                     |                      |
| Government Grants   | 2     | 3,190,223            | 3,212,188                           | 3,083,460            |
| Locally Raised Funds  | 3     | 290,828              | 66,500                              | 157,297              |
| Interest Earned   |       | 11,390               | 9,000                               | 8,929                |
|   |       | <hr/>                | <hr/>                               | <hr/>                |
|   |       | 3,492,441            | 3,287,688                           | 3,249,686            |
| <b>Expenses</b>   |       |                      |                                     |                      |
| Locally Raised Funds  | 3     | 58,473               | 48,700                              | 64,646               |
| Learning Resources  | 4     | 2,118,124            | 2,175,208                           | 2,061,803            |
| Administration  | 5     | 163,283              | 160,969                             | 151,327              |
| Finance   |       | 2,460                | 2,466                               | 4,467                |
| Property  | 6     | 874,335              | 858,597                             | 883,646              |
| Depreciation  | 7     | 72,958               | 68,000                              | 80,054               |
| Loss on Disposal of Property, Plant and Equipment           |       | 16,155               | 500                                 | 1,673                |
|   |       | <hr/>                | <hr/>                               | <hr/>                |
|   |       | 3,305,788            | 3,314,440                           | 3,247,616            |
| <b>Net Surplus / (Deficit) for the year</b>                 |       | 186,653              | (26,752)                            | 2,070                |
| Other Comprehensive Revenue and Expenses                    |       | -                    | -                                   | -                    |
| <b>Total Comprehensive Revenue and Expense for the Year</b> |       | <hr/> <hr/>          | <hr/> <hr/>                         | <hr/> <hr/>          |
|   |       | 186,653              | (26,752)                            | 2,070                |

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

**Henderson North School**  
**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

|  | Actual<br>2019<br>\$ | Budget<br>(Unaudited)<br>2019<br>\$ | Actual<br>2018<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| <b>Balance at 1 January</b>  | <u>783,837</u>       | <u>783,837</u>                      | <u>772,296</u>       |
| Total comprehensive revenue and expense for the year   | 186,653              | (26,752)                            | 2,070                |
| Capital Contributions from the Ministry of Education<br>Contribution - Furniture and Equipment Grant | -                    | -                                   | 9,471                |
| <b>Equity at 31 December</b>   | <u>970,490</u>       | <u>757,085</u>                      | <u>783,837</u>       |
| Retained Earnings  | 970,490              | 757,085                             | 783,837              |
| Reserves   | -                    | -                                   | -                    |
| <b>Equity at 31 December</b>   | <u>970,490</u>       | <u>757,085</u>                      | <u>783,837</u>       |

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

# Henderson North School Statement of Financial Position

As at 31 December 2019

|   | Notes | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|-------|----------------------|-------------------------------------|----------------------|
| <b>Current Assets</b>                     |       |                      |                                     |                      |
| Cash and Cash Equivalents                 | 8     | 226,467              | 95,879                              | 104,781              |
| Accounts Receivable                       | 9     | 113,048              | 118,585                             | 118,585              |
| GST Receivable                            |       | 35,059               | 7,107                               | 7,107                |
| Prepayments                               |       | 2,959                | 559                                 | 559                  |
| Inventories                               | 10    | 4,931                | 4,455                               | 4,455                |
| Investments                               | 11    | 299,668              | 302,106                             | 292,106              |
| Funds due for Capital Works Projects      | 17    | 81,461               | 7,450                               | 7,450                |
|   |       | <u>763,593</u>       | <u>536,141</u>                      | <u>535,043</u>       |
| <b>Current Liabilities</b>                |       |                      |                                     |                      |
| Accounts Payable                          | 13    | 280,050              | 124,208                             | 124,208              |
| Revenue Received in Advance               | 14    | 31,843               | 11,424                              | 11,424               |
| Finance Lease Liability - Current Portion | 16    | 13,251               | 21,520                              | 21,520               |
|   |       | <u>325,144</u>       | <u>157,152</u>                      | <u>157,152</u>       |
| <b>Working Capital Surplus/(Deficit)</b>  |       | 438,449              | 378,989                             | 377,891              |
| <b>Non-current Assets</b>                 |       |                      |                                     |                      |
| Property, Plant and Equipment             | 12    | 592,271              | 442,221                             | 463,321              |
|   |       | <u>592,271</u>       | <u>442,221</u>                      | <u>463,321</u>       |
| <b>Non-current Liabilities</b>            |       |                      |                                     |                      |
| Provision for Cyclical Maintenance        | 15    | 54,000               | 54,000                              | 47,250               |
| Finance Lease Liability                   | 16    | 6,230                | 10,125                              | 10,125               |
|   |       | <u>60,230</u>        | <u>64,125</u>                       | <u>57,375</u>        |
| <b>Net Assets</b>                         |       | <u>970,490</u>       | <u>757,085</u>                      | <u>783,837</u>       |
| <b>Equity</b>                             |       | <u>970,490</u>       | <u>757,085</u>                      | <u>783,837</u>       |

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

**Henderson North School**  
**Statement of Cash Flows**  
For the year ended 31 December 2019

|   |          | 2019           | 2019           | 2018            |
|---|----------|----------------|----------------|-----------------|
|   | Note     | Actual         | Budget         | Actual          |
|   |          | \$             | (Unaudited)    | \$              |
|   |          | \$             | \$             | \$              |
| <b>Cash flows from Operating Activities</b>                 |          |                |                |                 |
| Government Grants   |          | 716,509        | 713,729        | 725,069         |
| Locally Raised Funds  |          | 327,038        | 66,500         | 156,623         |
| Goods and Services Tax (net)                                |          | (27,952)       | -              | 1,607           |
| Payments to Employees                                       |          | (453,531)      | (443,380)      | (505,409)       |
| Payments to Suppliers                                       |          | (266,150)      | (294,885)      | (307,304)       |
| Cyclical Maintenance Payments in the year                   |          | -              | -              |                 |
| Interest Paid   |          | (2,460)        | (2,466)        | (4,467)         |
| Interest Received   |          | 9,970          | 9,000          | 9,033           |
| Net cash from / (to) the Operating Activities               |          | 303,424        | 48,498         | 75,152          |
| <b>Cash flows from Investing Activities</b>                 |          |                |                |                 |
| Proceeds from Sale of PPE (and Intangibles)                 |          | -              | (500)          | 3,327           |
| Purchase of PPE (and Intangibles)                           |          | (184,448)      | (34,900)       | (28,412)        |
| Purchase of Investments                                     |          | (7,562)        | (10,000)       | (58,018)        |
| Net cash from / (to) the Investing Activities               |          | (192,010)      | (45,400)       | (83,103)        |
| <b>Cash flows from Financing Activities</b>                 |          |                |                |                 |
| Furniture and Equipment Grant                               |          | -              | -              | 9,472           |
| Finance Lease Payments                                      |          | (10,347)       | (12,000)       | (20,496)        |
| Funds Administered on Behalf of Third Parties               |          | -              | -              |                 |
| Funds Held for Capital Works Projects                       |          | 20,619         | -              | (7,450)         |
| Net cash from Financing Activities                          |          | 10,272         | (12,000)       | (18,474)        |
| <b>Net increase/(decrease) in cash and cash equivalents</b> |          | <b>121,686</b> | <b>(8,902)</b> | <b>(26,425)</b> |
| Cash and cash equivalents at the beginning of the year      | 8        | 104,781        | 104,781        | 131,206         |
| <b>Cash and cash equivalents at the end of the year</b>     | <b>8</b> | <b>226,467</b> | <b>95,879</b>  | <b>104,781</b>  |

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

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

# Henderson North School

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### *Reporting Period*

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

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 25.

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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



#### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 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 carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

#### **c) Revenue Recognition**

##### ***Government Grants***

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

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

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

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 offset by a non-cash grant from the Ministry.

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

#### ***Prior Year Policy***

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

#### **h) Inventories**

Inventories are consumable items held for sale and comprise of stationery. 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.

#### ***Prior Year Policy***

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

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

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

## **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.

Property, plant and equipment acquired with individual values under \$500 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

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

### ***Finance Leases***

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

### ***Depreciation***

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

The estimated useful lives of the assets are:

|   |             |
|---|-------------|
| Building improvements to Crown Owned Assets | 20–40 years |
| Furniture and equipment                     | 5-10 years  |
| Information and communication technology    | 3–5 years   |
| Leased assets held under a Finance Lease    | 3-5 years   |
| Library resources                           | 8 years     |

## **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, annual leave earned 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 fees received from international students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

### **o) 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).

### **p) Financial Assets and Liabilities**

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

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

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

**q) 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.

**r) Budget Figures**

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

**s) Services received in-kind**

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

## 2. Government Grants

|                                  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|----------------------------------|----------------------|-------------------------------------|----------------------|
| Operational grants               | 623,763              | 645,784                             | 644,304              |
| Teachers' salaries grants        | 1,762,228            | 1,800,000                           | 1,653,939            |
| Use of Land and Buildings grants | 711,486              | 698,459                             | 704,452              |
| Other MoE Grants                 | 92,746               | 67,945                              | 80,765               |
|                                  | <u>3,190,223</u>     | <u>3,212,188</u>                    | <u>3,083,460</u>     |

## 3. Locally Raised Funds

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

|   | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| <b>Revenue</b>  |                      |                                     |                      |
| Donations   | 15,569               | 10,000                              | 16,989               |
| Activities  | 55,121               | 41,000                              | 69,794               |
| Trading   | 11,945               | 10,000                              | 10,926               |
| Fundraising   | 164,238              | 5,500                               | 4,959                |
| Other Revenue   | 43,955               | -                                   | 54,629               |
|   | <u>290,828</u>       | <u>66,500</u>                       | <u>157,297</u>       |
| <b>Expenses</b>   |                      |                                     |                      |
| Activities  | 47,652               | 39,500                              | 57,311               |
| Trading   | 10,301               | 8,500                               | 6,137                |
| Fundraising costs   | 520                  | 700                                 | 1,198                |
|   | <u>58,473</u>        | <u>48,700</u>                       | <u>64,646</u>        |
| <i>Surplus/ (Deficit) for the year Locally raised funds</i> | <u>232,355</u>       | <u>17,800</u>                       | <u>92,651</u>        |

## 4. Learning Resources

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Curricular                               | 32,528               | 36,090                              | 24,272               |
| Equipment repairs                        | 1,678                | 700                                 | 707                  |
| Information and communication technology | 11,966               | 10,000                              | 11,238               |
| Operational leases                       | 4,956                | 4,560                               | 5,733                |
| Library resources                        | 5,708                | 6,900                               | 4,044                |
| Other expenses                           | 3,689                | 3,500                               | 2,701                |
| Employee benefits - salaries             | 2,053,662            | 2,100,458                           | 2,008,505            |
| Staff development                        | 3,937                | 13,000                              | 4,603                |
|  | <u>2,118,124</u>     | <u>2,175,208</u>                    | <u>2,061,803</u>     |

## 5. Administration

|  | 2019           | 2019           | 2018           |
|--|----------------|----------------|----------------|
|  | Actual         | Budget         | Actual         |
|  | \$             | (Unaudited)    | \$             |
| Audit Fee                                      | 6,278          | 6,278          | 6,095          |
| Board of Trustees Fees                         | 2,725          | 3,000          | 2,670          |
| Board of Trustees Expenses                     | 2,331          | 3,200          | 2,334          |
| Communication                                  | 3,240          | 3,000          | 3,587          |
| Consumables                                    | 16,455         | 15,900         | 15,688         |
| Information and communication technology       | -              | 1,000          | 278            |
| Other  | 8,503          | 8,850          | 5,997          |
| Employee Benefits - Salaries                   | 104,502        | 100,178        | 95,114         |
| Insurance                                      | 5,449          | 5,763          | 5,764          |
| Service Providers, Contractors and Consultancy | 13,800         | 13,800         | 13,800         |
|  | <u>163,283</u> | <u>160,969</u> | <u>151,327</u> |

## 6. Property

|                                     | 2019           | 2019           | 2018           |
|-------------------------------------|----------------|----------------|----------------|
|                                     | Actual         | Budget         | Actual         |
|                                     | \$             | (Unaudited)    | \$             |
| Caretaking and Cleaning Consumables | 11,837         | 9,950          | 10,972         |
| Consultancy and Contract Services   | 40,983         | 41,000         | 43,371         |
| Cyclical Maintenance Expense        | 6,750          | 6,750          | 6,750          |
| Grounds                             | 21,254         | 15,444         | 18,339         |
| Heat, Light and Water               | 25,419         | 25,500         | 27,271         |
| Rates                               | 96             | 50             | 44             |
| Repairs and Maintenance             | 7,505          | 17,200         | 13,872         |
| Use of Land and Buildings           | 711,486        | 698,459        | 704,452        |
| Security                            | 2,020          | 1,500          | 1,800          |
| Employee Benefits - Salaries        | 46,985         | 42,744         | 56,775         |
|                                     | <u>874,335</u> | <u>858,597</u> | <u>883,646</u> |

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

## 7. Depreciation

|  | 2019          | 2019          | 2018          |
|--|---------------|---------------|---------------|
|  | Actual        | Budget        | Actual        |
|  | \$            | (Unaudited)   | \$            |
| Building Improvements                    | 16,921        | 15,771        | 16,921        |
| Furniture and Equipment                  | 28,209        | 26,292        | 28,290        |
| Information and Communication Technology | 9,836         | 9,168         | 11,702        |
| Leased Assets                            | 15,459        | 14,408        | 19,053        |
| Library Resources                        | 2,533         | 2,361         | 4,088         |
|  | <u>72,958</u> | <u>68,000</u> | <u>80,054</u> |



## 8. Cash and Cash Equivalents

|   | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Cash on Hand                                      | 300                  | 300                                 | 300                  |
| Bank Current Account                              | 225,353              | 94,766                              | 103,668              |
| Bank Call Account                                 | 814                  | 813                                 | 813                  |
| Cash and cash equivalents for Cash Flow Statement | <u>226,467</u>       | <u>95,879</u>                       | <u>104,781</u>       |

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

## 9. Accounts Receivable

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| Receivables                                | -                    | 15,791                              | 15,791               |
| Interest Receivable                        | 1,807                | 387                                 | 387                  |
| Teacher Salaries Grant Receivable          | 111,241              | 102,407                             | 102,407              |
|  | <u>113,048</u>       | <u>118,585</u>                      | <u>118,585</u>       |
| Receivables from Exchange Transactions     | 1,807                | 16,178                              | 16,178               |
| Receivables from Non-Exchange Transactions | 111,241              | 102,407                             | 102,407              |
|  | <u>113,048</u>       | <u>118,585</u>                      | <u>118,585</u>       |

## 10. Inventories

|            | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|------------|----------------------|-------------------------------------|----------------------|
| Stationery | 4,931                | 4,455                               | 4,455                |
|            | <u>4,931</u>         | <u>4,455</u>                        | <u>4,455</u>         |

## 11. Investments

The School's investment activities are classified as follows:

|                          | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--------------------------|----------------------|-------------------------------------|----------------------|
| Current Asset            | \$                   | \$                                  | \$                   |
| Short-term Bank Deposits | 299,668              | 302,106                             | 292,106              |
|                          | <u>299,668</u>       | <u>302,106</u>                      | <u>292,106</u>       |



## 12. Property, Plant and Equipment

|                                    | Opening<br>Balance (NBV) | Additions      | Disposals       | Impairment | Depreciation    | Total (NBV)    |
|------------------------------------|--------------------------|----------------|-----------------|------------|-----------------|----------------|
| 2019                               | \$                       | \$             | \$              | \$         | \$              | \$             |
| Building Improvements              | 288,388                  | -              | -               | -          | (16,921)        | 271,467        |
| Furniture and Equipment            | 98,303                   | 192,384        | -               | -          | (28,209)        | 262,478        |
| Information and Communication      | 16,725                   | 7,286          | -               | -          | (9,836)         | 14,175         |
| Leased Assets                      | 33,410                   | 10,094         | (2,978)         | -          | (15,459)        | 25,067         |
| Library Resources                  | 26,495                   | 8,299          | (13,177)        | -          | (2,533)         | 19,084         |
| <b>Balance at 31 December 2019</b> | <b>463,321</b>           | <b>218,063</b> | <b>(16,155)</b> | <b>-</b>   | <b>(72,958)</b> | <b>592,271</b> |

|                                    | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|------------------------------------|----------------------|-----------------------------|-------------------|
| 2019                               | \$                   | \$                          | \$                |
| Building Improvements              | 466,197              | (194,730)                   | 271,467           |
| Furniture and Equipment            | 566,283              | (303,805)                   | 262,478           |
| Information and Communication      | 92,948               | (78,773)                    | 14,175            |
| Leased Assets                      | 69,790               | (44,723)                    | 25,067            |
| Library Resources                  | 61,452               | (42,368)                    | 19,084            |
| <b>Balance at 31 December 2019</b> | <b>1,256,670</b>     | <b>(664,399)</b>            | <b>592,271</b>    |

|   | Opening<br>Balance (NBV) | Additions     | Disposals      | Impairment | Depreciation    | Total (NBV)    |
|---|--------------------------|---------------|----------------|------------|-----------------|----------------|
| 2018  | \$                       | \$            | \$             | \$         | \$              | \$             |
| Building Improvements                       | 305,309                  | -             | -              | -          | (16,921)        | 288,388        |
| Furniture and Equipment                     | 117,725                  | 10,541        | (1,673)        | -          | (28,290)        | 98,303         |
| Information and Communication<br>Technology | 19,455                   | 8,973         | (1)            | -          | (11,702)        | 16,725         |
| Leased Assets                               | 52,463                   | -             | -              | -          | (19,053)        | 33,410         |
| Library Resources                           | 25,011                   | 6,211         | (639)          | -          | (4,088)         | 26,495         |
| <b>Balance at 31 December 2018</b>          | <b>519,963</b>           | <b>25,725</b> | <b>(2,313)</b> | <b>-</b>   | <b>(80,054)</b> | <b>463,321</b> |

|   | Cost or<br>Valuation | Accumulated<br>Depreciation | Net Book<br>Value |
|---|----------------------|-----------------------------|-------------------|
| 2018  | \$                   | \$                          | \$                |
| Building Improvements                       | 466,197              | (177,809)                   | 288,388           |
| Furniture and Equipment                     | 375,962              | (277,659)                   | 98,303            |
| Information and Communication<br>Technology | 91,548               | (74,823)                    | 16,725            |
| Leased Assets                               | 71,607               | (38,197)                    | 33,410            |
| Library Resources                           | 72,366               | (45,871)                    | 26,495            |
| <b>Balance at 31 December 2018</b>          | <b>1,077,680</b>     | <b>(614,359)</b>            | <b>463,321</b>    |

### 13. Accounts Payable

|                                       | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---------------------------------------|----------------------|-------------------------------------|----------------------|
| Operating creditors                   | 120,115              | 16,173                              | 16,173               |
| Accruals                              | 6,278                | -                                   | -                    |
| Capital accruals for PPE items        | 35,432               | -                                   | -                    |
| Employee Entitlements - salaries      | 111,242              | 105,143                             | 105,143              |
| Employee Entitlements - leave accrual | 6,983                | 2,892                               | 2,892                |
|                                       | <u>280,050</u>       | <u>124,208</u>                      | <u>124,208</u>       |
| Payables for Exchange Transactions    | 280,050              | 124,208                             | 124,208              |
|                                       | <u>280,050</u>       | <u>124,208</u>                      | <u>124,208</u>       |

The carrying value of payables approximates their fair value.

### 14. Revenue Received in Advance

|       | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|-------|----------------------|-------------------------------------|----------------------|
| Other | 31,843               | 11,424                              | 11,424               |
|       | <u>31,843</u>        | <u>11,424</u>                       | <u>11,424</u>        |

### 15. Provision for Cyclical Maintenance

|   | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|---|----------------------|-------------------------------------|----------------------|
| Provision at the Start of the Year                    | 47,250               | 47,250                              | 40,500               |
| Increase/ (decrease) to the Provision During the Year | 6,750                | 6,750                               | 6,750                |
| Use of the Provision During the Year                  | -                    | -                                   | -                    |
| Provision at the End of the Year                      | <u>54,000</u>        | <u>54,000</u>                       | <u>47,250</u>        |
| Cyclical Maintenance - Current                        | -                    | -                                   | -                    |
| Cyclical Maintenance - Term                           | 54,000               | 54,000                              | 47,250               |
|   | <u>54,000</u>        | <u>54,000</u>                       | <u>47,250</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:

|  | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|-------------------------------------|----------------------|
| No Later than One Year                           | 13,251               | 21,520                              | 21,520               |
| Later than One Year and no Later than Five Years | 6,230                | 10,125                              | 10,125               |
| Later than Five Years                            | -                    | -                                   | -                    |
|  | <u>19,481</u>        | <u>31,645</u>                       | <u>31,645</u>        |

## 17. Funds Held for Capital Works Projects

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

|                      | 2019               | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$   | BOT<br>Contributions | Closing<br>Balances<br>\$ |
|----------------------|--------------------|---------------------------|----------------------------|------------------|----------------------|---------------------------|
| Block 2 & 3          | <i>completed</i>   | (2,175)                   | 294,000                    | (368,717)        | -                    | (76,892)                  |
| Block 2 MLE          | <i>completed</i>   | (3,675)                   | -                          | -                | 3,675                | -                         |
| Drainage             | <i>completed</i>   | (1,600)                   | 47,996                     | (46,366)         | -                    | 30                        |
| Block 1,2,3 Spouting | <i>in progress</i> | -                         | 30,000                     | (34,599)         | -                    | (4,599)                   |
| Totals               |                    | <u>(7,450)</u>            | <u>371,996</u>             | <u>(449,682)</u> | <u>3,675</u>         | <u>(81,461)</u>           |

### Represented by:

Funds Held on Behalf of the Ministry of Education  
Funds Due from the Ministry of Education

30  
(81,491)  
(81,461)

|             | 2018               | Opening<br>Balances<br>\$ | Receipts<br>from MoE<br>\$ | Payments<br>\$ | BOT<br>Contributions | Closing<br>Balances<br>\$ |
|-------------|--------------------|---------------------------|----------------------------|----------------|----------------------|---------------------------|
| Block 2 & 3 | <i>in progress</i> | -                         | -                          | (2,175)        | -                    | (2,175)                   |
| Block 2 MLE | <i>in progress</i> | -                         | -                          | (3,675)        | -                    | (3,675)                   |
| Drainage    | <i>in progress</i> | -                         | -                          | (1,600)        | -                    | (1,600)                   |
| Totals      |                    | <u>-</u>                  | <u>-</u>                   | <u>(7,450)</u> | <u>-</u>             | <u>(7,450)</u>            |

## 18. 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.

## 19. Remuneration

### Key management personnel compensation

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

|   | 2019<br>Actual<br>\$ | 2018<br>Actual<br>\$ |
|---|----------------------|----------------------|
| <i>Board Members</i>                        |                      |                      |
| Remuneration                                | 2,725                | 2,670                |
| Full-time equivalent members                | 0.46                 | 0.46                 |
| <i>Leadership Team</i>                      |                      |                      |
| Remuneration                                | 327,277              | 314,504              |
| Full-time equivalent members                | 3                    | 3                    |
| Total key management personnel remuneration | 330,002              | 317,174              |
| Total full-time equivalent personnel        | 3.46                 | 3.46                 |

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

### Principal

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

|  | 2019<br>Actual<br>\$000 | 2018<br>Actual<br>\$000 |
|--|-------------------------|-------------------------|
| Salaries and Other Short-term Employee Benefits: |                         |                         |
| Salary and Other Payments                        | 140 - 150               | 140 - 150               |
| Benefits and Other Emoluments                    | 0 -10                   | 0 - 10                  |
| Termination Benefits                             | -                       | -                       |

### Other Employees

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

| Remuneration<br>\$000 | 2019<br>FTE Number | 2018<br>FTE Number |
|-----------------------|--------------------|--------------------|
| 0                     | 0.00               | 0.00               |
|                       | 0.00               | 0.00               |

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

## 20. Contingencies

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities at 31 December 2018: nil).  
(Contingent assets at 31 December 2018: \$10,097).

### Holidays Act Compliance – schools payroll

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

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

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

## 21. Commitments

### (a) Capital Commitments

There were no capital commitments at 31 December 2019 - (31 December 2018 - nil)

### (b) Operating Commitments

As at 31 December 2019 the Board has entered into the following contracts:

- (a) Contract maintenance of a Risograph;
- (b) Operating lease of an EFTPOS terminal;
- (c) Rental of a visitor management system;
- (d) Rental of sanitary units;

|  | 2019<br>Actual<br>\$ | 2018<br>Actual<br>\$ |
|--|----------------------|----------------------|
| No later than One Year                           | 1,869                | 2,547                |
| Later than One Year and No Later than Five Years | 1,040                | 2,409                |
| Later than Five Years                            | -                    | -                    |
|  | <u>2,909</u>         | <u>4,956</u>         |

## 22. 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.

## 23. Financial Instruments

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

### Loans and receivables

|                             | 2019<br>Actual<br>\$ | 2019<br>Budget<br>(Unaudited)<br>\$ | 2018<br>Actual<br>\$ |
|-----------------------------|----------------------|-------------------------------------|----------------------|
| Cash and Cash Equivalents   | 226,467              | 95,879                              | 104,781              |
| Receivables                 | 113,048              | 118,585                             | 118,585              |
| Investments - Term Deposits | 299,668              | 302,106                             | 292,106              |
| Total Loans and Receivables | <u>639,183</u>       | <u>516,570</u>                      | <u>515,472</u>       |

### Financial liabilities measured at amortised cost

|  |                |                |                |
|--|----------------|----------------|----------------|
| Payables   | 280,050        | 124,208        | 124,208        |
| Finance Leases   | 19,481         | 31,645         | 31,645         |
| Total Financial Liabilities Measured at Amortised Cost | <u>299,531</u> | <u>155,853</u> | <u>155,853</u> |

## 24. Events After Balance Date

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

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

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

## 25. Adoption of PBE IFRS 9 Financial Instruments

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

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 11 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements

Henderson North School

## Kiwisport Funding

For the year ended 31 December 2019

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2019, the school received total Kiwisport funding of \$5,579 (excluding GST) from Ministry of Education.

The school employed coaches for sports activities during the year. These included dance, swimming, squash and skateboarding.



### Analysis of variance: Effective Pedagogy

School name and number Henderson North School (1308) - 2019

|   |   |  |   |
|---|---|--|---|
| <b>Focus: Effective Pedagogy</b>  |   |  |   |
| <b>Strategic Aim:</b> Review processes and procedures and ensure consistency throughout. Enhance teaching and learning practices across the school.   |   |  |   |
| <b>Baseline data:</b>   |   |  |   |
| <b>Literacy</b>   |   |  |   |
| <ul style="list-style-type: none"> <li>Our first school wide goal for 2019 was for 75% (reading) and 70% (writing) of students or more to be at or above their national curriculum expectation by the end of the year.</li> </ul> <p>End of year data showed that:</p> <ul style="list-style-type: none"> <li><b>Reading:</b> whole school achievement was 41.05% at or above expectations and a further (16.47%) of the students achieved at only one level below their National Curriculum Expectation. Maori and Pasifika achievement at or above were a little lower than the whole school at (36.84%) and (36.22%) but very similar.</li> <li><b>Writing:</b> Whole school achievement was 51.20% at or above National Curriculum Expectation. Maori achievement data showed that 47.24% of students achieved at or above expectations and Pasifika achievement was slightly higher at 48.82% at or above National Curriculum Expectation.. The data shows achievement levels of children in 2019-literacy, has dropped when compared to 2018.</li> </ul> <ul style="list-style-type: none"> <li>Our second goal was to accelerate learning of targeted learners so that at least 50% of them reached national standard for their age. The evidence shows that in:             <ul style="list-style-type: none"> <li><b>Reading:</b> in 2019, 15.87% of target learners reached their National Curriculum Expectation, with 16.67 % falling short by 1 or 2 sublevels.</li> <li><b>Writing:</b> 12% of target students reached at or above National Curriculum Expectation, but 51% fell short by just 1 or 2 sublevels.</li> </ul> </li> </ul> |   |  |   |
| <b>Numeracy</b>   |   |  |   |
| <ul style="list-style-type: none"> <li>Our first school wide goal for 2019 was for 75% of students or more to be at or above math curriculum expectation by the end of the year. End of year data showed that 63.31 % of our students achieved at or above expectation, Maori (55.91%) achievement showed that they are achieving well. However Pasifika (63.28%) achievement results were similar to whole school results..</li> <li>Boys outscored girls with 64.29% at or above compared to girls who scored 62.32%.</li> <li>Our second goal was to accelerate learning of targeted learners so that at least 50% of them reached National Curriculum Expectation for their age. Data showed that 21.74% of our mathematics target group achieved at or above expectations at the end of the year.</li> </ul>   |   |  |   |
| <b>Target:</b>  |   |  |   |
| <ul style="list-style-type: none"> <li>To develop effective teaching and learning strategies to improve engagement.</li> <li>Through this effective pedagogy, we will achieve our goal of at least 75% numeracy, 70% writing and 75% reading at or above Curriculum expectations.</li> <li>The refinement of our pedagogical practice will also allow us to accelerate target students' learning so that 50% at target students meet their achievement expectation.</li> </ul>  |   |  |   |
| <b>Actions (what did we do?)</b>  | <b>Outcomes (what happened?)</b>  | <b>Reasons for the variance (why did it happen?)</b>   | <b>Evaluation (where to next?)</b>  |
| 1. Continued to refine what effective pedagogy means at HNS.  | <ul style="list-style-type: none"> <li>HNS effective pedagogy is being used to influence all areas of the curriculum and is used as part of our appraisal process.</li> </ul> | <ul style="list-style-type: none"> <li>Impact varies according to the experience of our teachers, and also new teachers to the school. PD- from WAPA 2020 and COL has also enhanced practice.</li> </ul> | Continue implementing effective pedagogy through COL . WAPA 2020 PD and CFPLD<br>Develop further relationship based learning through impact coaching. |





|  |   |   |  |
|--|---|---|--|
| <p>2. Continue to engage in professional development to refine our definition of effective pedagogy for HNS.</p> | <p>Much professional development has taken place this year especially in the areas of Literacy through COL<br/>Cultural Responsiveness COL<br/>DMIC<br/>STEAM - WAPA 2020<br/>MASAM- WAPA 2020<br/>Professional Leadership groups - WAPA 2020</p> <ul style="list-style-type: none"> <li>• One expectation we continue to have difficulty meeting is the provision of release time to observe current practice in the classroom,</li> </ul> | <p>The impact of this has resulted in common goals, common language, practise within the school, especially the leadership team.<br/>Teachers are coming on board now but this rate is slower due to release funding and time.<br/>Some areas are moving faster than others e.g. Literacy, Cultural Responsiveness.</p> <p>As moderation becomes more effective so does consistency especially in the area of OTJ's which can be seen in data compared to 2017.especially in writing.</p> | <p>Implementation of this process has continued in 2019.However we have lost two of our impact coaches through job movement. We have evaluated our appraisal process and have included links to our effective pedagogy vision, as well as to the PTS.</p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy leaders will continue working together to assess our current practice against this vision and draw a plan to develop effective pedagogy in 2020.</li> <li>• The new plan will become a strategic focus in our Charter.</li> <li>• We will continue to ensure release and support for teachers and leaders to work together is provided, to ensure this process is collaborative, and progresses at a steady pace.</li> <li>• The plan continues to include PD for all staff and includes BT's and their mentors</li> <li>• We also will continue to hold regular leadership meetings to reflect on progress, review the plan and draw next steps.</li> <li>• It is important this process builds on the progress we have achieved recently like: <ul style="list-style-type: none"> <li>✓ modelling tools</li> <li>✓ Formative assessment</li> <li>✓ Student voice</li> <li>✓ Active learning</li> </ul> </li> <li>• See attached Effective Pedagogy strategic plan.</li> </ul> |
|--|---|---|--|



**Effective Pedagogy Plan 2018**

| Personalisation   | Curiosity and Creativity   | Possibility  | Experiences  | Community   | Professionalism  |
|---|--|--|--|---|--|
| <i>As a HNS teacher, I am committed to modelling and encouraging:</i>   |  |  |  |   |  |
| <i>personalising teaching and learning.</i>   | <i>engaging children's curiosity and creativity.</i>   | <i>creating a climate of possibility.</i>  | <i>learning through experience.</i>  | <i>reflecting the cultures of our community.</i>  | <i>promoting teachers as professionals.</i>  |
| <b>How do I do this?</b>  |  |  |  |   |  |
| <ul style="list-style-type: none"> <li>✓ Learning environment is inclusive</li> <li>✓ Interests of children drive learning</li> <li>✓ Children reflect on their learning</li> <li>✓ Children know their Next Steps</li> </ul> | <ul style="list-style-type: none"> <li>✓ Children self manage and are engaged in planning and learning</li> <li>✓ Learning is inquiry and discovery based</li> <li>✓ Children ask questions</li> <li>✓ Questions encourage critical thinking</li> <li>✓ Classrooms have humour and fun</li> <li>✓ Creativity has a central role across the curriculum</li> </ul> | <ul style="list-style-type: none"> <li>✓ Children feel confident taking risks</li> <li>✓ Programmes are flexible and adaptive</li> <li>✓ Goals are set and expectations are high for everybody</li> <li>✓ Planning responds to children's interests</li> <li>✓ Learning leads into action</li> </ul> | <ul style="list-style-type: none"> <li>✓ Children present/share work and ideas in original and varied forms.</li> <li>✓ Children are engaged.</li> <li>✓ Practical, hands on activities</li> <li>✓ Learning focused on process rather than product</li> <li>✓ Learning draws on experiences children already have</li> </ul> | <ul style="list-style-type: none"> <li>✓ Successes are celebrated</li> <li>✓ Cultural backgrounds of children are identified and catered for.</li> <li>✓ Children have a sense of belonging</li> <li>✓ Parents feel appreciated and welcomed to interact with school</li> </ul> | <ul style="list-style-type: none"> <li>✓ I confidently use a variety of strategies and resources to meet learners' needs.</li> <li>✓ My strengths are utilised</li> <li>✓ I collect, analyse and use assessment data.</li> <li>✓ I attend PD based on staff needs.</li> <li>✓ I use TAs effectively</li> <li>✓ I use time allocated to support and share.</li> <li>✓ We work together to meet whole school co-constructed goals (Strategic Plans)</li> </ul> |



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| <b>Focus: Literacy</b>   |  |   |   |
| <b>Strategic Aim:</b> Review processes and procedures and ensure consistency throughout. Enhance teaching and learning practices across the school.  |  |   |   |
| <b>Baseline data:</b>  |  |   |   |
| <b>Literacy</b>  |  |   |   |
| <ul style="list-style-type: none"> <li>Our first school wide goal for 2019 was for 75% (reading) and 70% (writing) of students or more to be at or above their national standard and by the end of the year.<br/>End of year data showed that:             <ul style="list-style-type: none"> <li><b>Reading:</b> whole school achievement was 41.05% at or above expectations with a further (16.47%) of the students achieving at only one level below their National Curriculum Expectation. Maori and Pacifica achievement was slightly lower than the whole school at( 36.84%) and (36.22%) reaching at or above National Curriculum Expectation. Girls achieved better when compared to boys-(45.41%) compared to (37.14%)</li> <li><b>Writing:</b> Whole school achievement was 51.20% at or above National Curriculum Expectation. Maori achievement levels showed that 47.24% Maori classified students achieved at or above expectations and Pacifica achievement was slightly higher at 48.82% at or above National Curriculum Expectation.. The data shows achievement levels of children in 2019-literacy, was less when compared to 2018. Girls again achieved slightly higher in writing (52.88%) compared to boys at (49.52%).</li> </ul> </li> <li>Our second goal was to accelerate learning of targeted learners so that at least 50% of them reached national standard for their age. The evidence shows that in:             <ul style="list-style-type: none"> <li><b>Reading:</b> in 2019, 15.87% of target learners reached their National Curriculum Expectation, with a further 16.67 % being 1 or 2 sublevels below the expectation.</li> <li><b>Writing:</b> 12% of target students reached at or above National Curriculum Expectation, however a further 51% were 1 or 2 sublevels below.</li> </ul> </li> </ul> |  |   |   |
| <b>Target:</b>   |  |   |   |
| <ul style="list-style-type: none"> <li>To improve oral language and vocabulary that ultimately will have an impact on Writing.</li> <li>Our school wide goal is for 75%(reading) and 70% (Writing) of all students or more will reach National Curriculum Expectaion by the end of 2019.</li> <li>Based on 2018 results reading and writing target groups have been identified and will be tracked regularly during the year. Our specific target for 2019 is to shift at least 50% of these students or more to the National Standards or above by the end of the year.</li> </ul>  |  |   |   |
| <b>Actions (what did we do?)</b>   | <b>Outcomes (what happened?)</b>   | <b>Reasons for the variance (why did it happen?)</b>  | <b>Evaluation (where to next?)</b>  |
| <p><b>1. Oral Language:</b></p> <p>To develop oral language from experiences and involvement from the wider curriculum</p>   | <p><b>Oral language matrix to support teachers at each year level had to be put on hold as trying to embed writing tool</b></p> <p><b>Conducted staff meetings, team meetings to model and build resource tools around oracy and how to integrate this into curriulum.</b></p> | <p><b>Some year levels focussed more than others on oracy and visual literacy. (Sharing and discussing)</b></p> <p><b>A key impact is the low oracy levels of children entering school, the number of ESOL students and the transience of students.</b></p> | <p><b>Continue with an oracy focus</b></p> <p><b>The oracy matrix has been introduced but still needs to be embedded in 2020</b></p> <p><b>Continue providing a variety of experiences and visual prompts to build vocabulary through the complete NZ curriculum especially</b></p> |



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|   | <p>Leaders worked with CPF D consultants through inquiry to observe and give feedback to teachers.</p>  | <p>Also impacting results are the high number of new teachers to the school with limited experience.</p> <p>The continued drop in children reaching at or above curriculum expectation in literacy over the past 5 years has led to senior management considering dropping expectation levels in charter from 75% to 65%.</p>  | <p>through reading to, poetry, questions</p> <p>Ensure that students oral language and writing exhibit a wider use of precise words and topic specific language.</p>   |
| <p>2. Writing:<br/>To embed writing for a purpose across the curriculum</p> | <p>Leaders have collected writing samples and moderated with Senior management to produce a portfolio.<br/>Moderation meetings have been held with teachers within school also as part of COL with leaders.<br/>Individual writing sample folders have been established for Junior classes and will show progress as children move through the school.<br/>Leaders with Vision consultants have refined HNS writing assessment matrix.<br/>COL is in the process of producing a moderation tool across schools as well.</p> | <p>Through observations and collection of samples leaders have a better perception of teaching and learning gaps.<br/>Teachers are becoming more consistent with OTJ's especially at Junior school level.<br/>Matrix tools are now introduced in the Senior School area. These will become embedded in 2020.</p> <p>Use of writing matrix across the school is becoming more embedded.</p> | <p>Moderation processes have shown an improvement throughout 2019.<br/>These will be continued.<br/>Gaps identified and now included in charter for 2020.<br/>These are:</p> <ul style="list-style-type: none"> <li>to embed writing for a purpose across the curriculum</li> <li>Develop deeper understanding of the writing processes.g plan, write,edit,share,publish</li> <li>Scaffold teachers on how to plan and teach writing.</li> <li>Giving formative feedback and feed-forward</li> </ul> |
| <p>3. Handwriting</p>   | <p>Familaise teachers with Barbara Bran approach to handwriting particularly in the Junior school. (Use of elements)<br/>Provided Resources<br/>Model this approach within classrooms.<br/>Encourage formalised handwriting sessions within daily programmes and use of common element language.</p>  | <p>Children have come to school forming letters incorrectly and with incorrect pencil grips<br/>Teachers are becoming more familiar with this approach and a common language is starting to develop.</p>   | <p>Continue with developing this approach with teachers and provide PD with Barbara Brann in 2020.</p>   |



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| <b>Focus: Numeracy</b>  |   |  |  |
| <b>Strategic Aim:</b> Review processes and procedures and ensure consistency throughout. Enhance teaching and learning practices across the school.   |   |  |  |
| <b>Baseline data:</b>   |   |  |  |
| <b>Numeracy</b>   |   |  |  |
| <ul style="list-style-type: none"> <li>• Our first school wide goal for 2019 was for 75% of students or more to be at or above math curriculum expectations by the end of the year.</li> <li>• End of year data showed that 63.31% of all students achieved at or above national expectations. Results also show that (55.91%) of Maori students achieved at or above expectation, and (63.28%) of Pasifica students achieved at or above National Curriculum Expectation.</li> <li>• Boys outscored girls with 64.29% at or above expectation compared to 62.32%.</li> <li>• Our second goal was to accelerate learning of targeted learners so that at least 50% of them reached national standard for their age. Data showed that 21.74% of our mathematics target group achieved at or above national standard at the end of the year.</li> </ul> |   |  |  |
| <b>Target:</b>  |   |  |  |
| <ul style="list-style-type: none"> <li>• to focus on Number Knowledge, Maths Literacy and problem solving</li> <li>• Our school wide goal is for 75% of students to be at or above Maths National Standards by the end of 2019.</li> <li>• Based on 2018 results a math target group has been identified and will be tracked regularly during the year. Our specific target for 2019 is to shift at least 50% of these students to the Curriculum expectations or above by the end of the year.</li> </ul>  |   |  |  |
| <b>Actions (what did we do?)</b>  | <b>Outcomes (what happened?)</b>  | <b>Reasons for the variance (why did it happen?)</b>   | <b>Evaluation (where to next?)</b>   |
| 1.Number Knowledge Develop through strand   | <p>The COL leadership in Maths, introduced DMIC in 2018 which has focused number knowledge through the strands and number sense warm ups.</p> <p>In school leaders are continuing to implement this new practice with support from impact coaches from Massey University.</p> <p>PD on DMIC has been provided to staff over the year by Massey Impact coaches and maths school leaders.</p> <p>Impact coaches have also provided teachers with in class support giving feedback and next steps.</p> <p>Held staff meetings to model effective teaching of number knowledge through DMIC.</p> <p>We have appointed another junior coordinator.</p> | <p>DMIC is challenging our teachers to change their pedagogies.</p> <p>DMIC mentors have been working with teachers individually as support.</p> <p>Much professional support has been given to teachers by in school leader.</p> <p>Process of changing maths teaching techniques has impacted on levels.</p> <p>Leader observations show that Number knowledge is being taught differently in each class.</p> <p>Teacher confidence in maths knowledge varies.</p> <p>Support has been provided to some teachers but finding release time has proven to be difficult at times due to funding and other COL commitments</p> | <p>Children have achieved well in Maths but observations and feedback from teachers tell us that we need to continue building support and raising confidence in teachers.</p> <p>In 2020 we as a school are going to ensure all teachers continue to adopt the DMIC approach.</p> <p>TOD planned for 2020.</p> <p>ICS with mentors from DMIC will help build confidence and knowledge in teachers.</p> <p>Focus area for 2020-planning, scaffolding children's learning and assessment.</p> <p>Will encourage a more accurate assessment procedure by developing through COL pre and post tests for each strand.</p> |



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|                          | Established planning and CCD assessment groups for assessment.  |  |  |
| 2. Maths Literacy        | Leaders have observed how teachers model what vocabulary is being used in oral and written forms.<br>Teachers launch problem by talking specifically about the language being used. Students are using language appropriate vocabulary to describe strategies they use. | Talking conversations with students is showing an improvement. Working in groups to develop strategies leads to this.<br>Need to work on identifying gaps in teaching and next step for students | Talk Moves prompt cards have been issued to be used by teachers and displayed as prompts for children.<br>2020 aim is to continue to promote; Calendar Maths in Juniors, maths centres, modelling books. also the inclusion of Te Reo. |
| 3. Problem Solving       | Leaders held staff meetings on 'Talk moves' and problem solving strategies. Impact coaches from Massey University have also held staff meetings on How to develop problem solving questions.  | 'Talk moves' is being used effectively by some teachers<br>Observations have shown teachers modelling good pedagogy in this area.  | Continue to work in this area by providing authentic experiences through the Math Strands - DMIC approach with all staff in 2020.  |
| 4. Assessment Moderation | Leaders have collected some GLOSS/JAM forms from classes.<br>PAT are being used from year 4 -6  | Some inconsistencies with OTJ'S  | Continue with moderation processes in 2020.<br>Working with DMIC on planning and assessment to develop alignment across the school<br>Senior management will continue to support Junior and Senior Maths leaders                       |

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF HENDERSON NORTH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Henderson North School (the School). The Auditor-General has appointed me, Matthew Coulter, using the staff and resources of BDO Auckland, 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 2019, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2019; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector Public Benefit Entity Standards Reduced Disclosure Regime as applicable to entities that qualify as tier 2.

Our audit was completed on 28<sup>th</sup> May 2020. This is the date at which our opinion is expressed.

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

#### Emphasis of Matter - COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 24 to the financial statements which outline the impact of the COVID-19 pandemic.

#### Basis for our opinion

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arise from the Public Audit Act 2001.

#### Other information

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

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

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

#### Independence

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

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



Matthew Coulter  
Partner  
BDO Auckland  
On behalf of the Auditor-General  
Auckland, New Zealand