

# FIORDLAND COLLEGE

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2019

#### School Directory

**Ministry Number:** 400

**Principal:** Lynlee Smith

**School Address:** 4 Howden St, Te Anau

**School Postal Address:** P O Box 23, Te Anau 9640

**School Phone:** 03 249 7819

**School Email:** admin@fiordlandcollege.school.nz

#### Members of the Board of Trustees

Name	Position	How Position Gained	Occupation	Term Expires
Nigel Humphries	Chair Person	Elected Jun-19	Motelier	Jun-22
Lynlee Smith	Principal		Principal	
Lena Cahill	Parent Rep	Elected Jun-16	Accounts Clerk	Jun-19
Madeleine Peacock	Parent Rep	Elected Jun-19	Tourism Manager	Jun-22
Russell Thomas	Parent Rep	Elected Jun-16	Tourism Manager	Jun-19
Murray Willans	Parent Rep	Elected Jun-19	Farmer	Jun-22
			Office	
Fiona McDonald	Parent Rep	Elected Jun-19	Administrator	Jun-22
Kathryn Wright	Parent Rep	Elected Jun-19	Councillor	Jun-22
Christoph Zink	Staff Rep	Elected Jun-19	Teacher	Jun-22
Cheryl Ralley	Staff Rep	Elected Jun-16	Teacher	Jun-19
Lucy Schuck	Student Rep	Elected Sep-19	Student	Sep-20
Makenzie Wilson	Student Rep	Elected Sep-18	Student	Sep-19

# FIORDLAND COLLEGE

Financial Statements - For the year ending 31 December 2019

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# Fiordland College

## 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.

Nigel Humphrie

Full Name of Board Chairperson

[Signature]

Signature of Board Chairperson

26/5/20

Date:

Ms Lynlee Smith

Full Name of Principal

[Signature]

Signature of Principal

26.05.20

Date:

# Fiordland College

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	3,614,080	3,512,617	3,456,147
Locally Raised Funds	3	159,689	124,640	344,952
Interest Earned		24,307	30,600	29,828
International Students	4	45,551	52,025	70,451
		<hr/>	<hr/>	<hr/>
		3,843,627	3,719,882	3,901,378
<b>Expenses</b>				
Locally Raised Funds	3	103,296	128,600	195,991
International Students	4	30,553	39,000	33,300
Learning Resources	5	2,330,540	2,296,875	2,207,411
Administration	6	234,538	235,100	220,865
Property	7	1,030,660	1,013,455	954,192
Depreciation	8	93,712	66,100	88,564
Loss on Disposal of Property, Plant and Equipment		139	-	2,025
		<hr/>	<hr/>	<hr/>
		3,823,438	3,779,130	3,702,348
<b>Net Surplus / (Deficit)</b>		20,189	(59,248)	199,030
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<hr/>	<hr/>	<hr/>
		20,189	(59,248)	199,030

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



**Fiordland College****Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2019

	<b>Actual 2019 \$</b>	<b>Budget (Unaudited) 2019 \$</b>	<b>Actual 2018 \$</b>
<b>Balance at 1 January</b>	<u>1,709,169</u>	<u>1,709,169</u>	<u>1,490,718</u>
Total comprehensive revenue and expense for the year	20,189	(59,248)	199,030
Furniture and Equipment Grant	-	-	19,421
<b>Equity at 31 December</b>	<u>1,729,358</u>	<u>1,649,921</u>	<u>1,709,169</u>
Retained Earnings	1,729,358	1,649,921	1,709,169
Reserves	-	-	-
<b>Equity at 31 December</b>	<u>1,729,358</u>	<u>1,649,921</u>	<u>1,709,169</u>

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



**Fiordland College**  
**Statement of Financial Position**  
As at 31 December 2019

		2019	2019	2018
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	9	151,587	168,680	368,267
Accounts Receivable	10	162,184	163,768	147,278
GST Receivable		10,981	112,725	6,435
Prepayments		7,230	7,099	10,666
Inventories	11	3,865	5,902	3,832
Investments	12	799,334	1,054,087	509,088
		<u>1,135,181</u>	<u>1,512,261</u>	<u>1,045,566</u>
<b>Current Liabilities</b>				
Accounts Payable	14	202,319	490,688	195,860
Revenue Received in Advance	15	83,381	162,361	96,772
Provision for Cyclical Maintenance	16	115,057	181,710	123,700
Finance Lease Liability - Current Portion	17	21,900	19,576	27,206
Funds held for Capital Works Projects	19	58,348	28,048	(47,396)
Funds held in Trust	18	15,000	20,000	20,000
		<u>496,005</u>	<u>902,383</u>	<u>416,142</u>
<b>Working Capital Surplus or (Deficit)</b>		639,176	609,878	629,424
<b>Non-current Assets</b>				
Investments (more than 12 months)	12	-	-	-
Property, Plant and Equipment	13	1,204,540	1,189,551	1,212,064
		<u>1,204,540</u>	<u>1,189,551</u>	<u>1,212,064</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	16	111,975	121,020	113,230
Finance Lease Liability	17	2,383	28,487	19,089
		<u>114,358</u>	<u>149,507</u>	<u>132,319</u>
<b>Net Assets</b>		<u>1,729,358</u>	<u>1,649,921</u>	<u>1,709,169</u>
<b>Equity</b>		<u>1,729,358</u>	<u>1,649,921</u>	<u>1,709,169</u>

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



# Fiordland College

## Cash Flow Statement

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual \$	Budget (Unaudited) \$	Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		717,833	693,926	732,722
Locally Raised Funds		182,529	178,557	277,726
International Students		14,585	49,127	73,350
Goods and Services Tax (net)		(4,546)	(106,290)	106,290
Payments to Employees		(416,289)	(408,730)	(406,100)
Payments to Suppliers		(435,682)	(136,620)	(826,022)
Interest Received		22,730	41,816	50,720
Net cash from / (to) the Operating Activities		81,161	311,787	8,686
<b>Cash flows from Investing Activities</b>				
Purchase of PPE (and Intangibles)		(80,204)	(41,150)	(222,336)
Purchase of Investments		(290,246)	(545,000)	525,000
Net cash from / (to) the Investing Activities		(370,450)	(586,150)	302,664
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	19,421
Finance Lease Payments		(28,135)	(668)	(27,069)
Funds Administered on Behalf of Third Parties		100,744	75,444	(75,444)
Net cash from Financing Activities		72,610	74,776	(83,092)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>(216,680)</b>	<b>(199,587)</b>	<b>228,258</b>
Cash and cash equivalents at the beginning of the year	9	368,267	368,267	140,009
<b>Cash and cash equivalents at the end of the year</b>	<b>9</b>	<b>151,587</b>	<b>168,680</b>	<b>368,267</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.



# Fiordland College

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

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

##### b) Basis of Preparation

###### **Reporting Period**

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

###### **Basis of Preparation**

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

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

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

###### **Standard early adopted**

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

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

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

###### **Measurement Base**

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

###### **Presentation Currency**

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

###### **Specific Accounting Policies**

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

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

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

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 13.



# **Fiordland College**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

#### ***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.

##### ***Other Grants***

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

##### ***Donations, Gifts and Bequests***

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

##### ***Interest Revenue***

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

#### **d) Use of Land and Buildings Expense**

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

#### **e) Operating Lease Payments**

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

#### **f) Finance Lease Payments**

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

#### **g) Cash and Cash Equivalents**

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

# Fiordland College

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### **h) Accounts Receivable**

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

#### **Prior Year Policy**

*Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable 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.*

#### **i) Inventories**

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

#### **j) Investments**

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

#### **Prior Year Policy**

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

#### **k) Property, Plant and Equipment**

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

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

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

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

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

#### **Finance Leases**

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

# Fiordland College

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements – Crown	40 years
Furniture and equipment	13 years
Information and communication technology	5-13 years
Plant and Machinery	5-13 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

#### **l) Impairment of property, plant, and equipment**

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

#### *Non cash generating assets*

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

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

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

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

#### **m) Accounts Payable**

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

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

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

#### **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from domestic or 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.

#### **p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.



# **Fiordland College**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

#### **q) Provision for Cyclical Maintenance**

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

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

#### **r) Financial Assets and Liabilities**

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

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.

#### **t) Borrowings**

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

Grants determined by the Minister of Education for operational activities includes all items (core components) included in the Operational Funding notice.

Borrowings include but not limited to operating leases and finance leases.

#### **u) 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.

#### **v) Budget Figures**

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

#### **w) 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.

**Fiordland College**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

**2. Government Grants**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Operational grants	613,564	603,817	587,573
Teachers' salaries grants	2,057,744	2,000,000	1,930,967
Use of Land and Buildings grants	820,855	805,555	805,555
Secondary tertiary alignment resource funding grant	33,192	33,386	31,855
Resource teachers learning and behaviour grants	41,761	25,000	28,997
Other MoE Grants	46,964	44,859	71,200
	<b>3,614,080</b>	<b>3,512,617</b>	<b>3,456,147</b>

**3. Locally Raised Funds**

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

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
<i>Revenue</i>			
Donations	16,384	14,850	118,811
Activities revenue	68,104	78,550	44,047
Trading revenue	14,310	4,000	7,777
Rental property revenue	23,294	20,240	23,920
Fundraising	5,030	7,000	7,367
Overseas Travel Recoveries*	-	-	124,749
Other revenue	32,567	-	18,281
	<b>159,689</b>	<b>124,640</b>	<b>344,952</b>
<i>Expenses</i>			
Activities expense	81,143	114,500	50,292
Trading expense	13,384	3,500	11,338
Rental property expense	8,769	10,600	9,612
Overseas Travel costs*	-	-	124,749
	<b>103,296</b>	<b>128,600</b>	<b>195,991</b>
<i>Surplus for the year Locally raised funds</i>	<b>56,393</b>	<b>(3,960)</b>	<b>148,961</b>

\*During 2018 there was a trip to Japan for the language students to visit country where language is primarily spoken.

**4. International Student Revenue and Expenses**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>Number</b>	<b>(Unaudited)</b>	<b>Number</b>
International Student Roll	4	4	5
	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
<i>Revenue</i>			
International student fees	45,551	52,025	70,451
<i>Expenses</i>			
Advertising	3,717	9,000	4,726
Commissions	7,390	9,000	9,174
International student levy	100	1,000	527
International Employee Benefit - Salaries	19,346	20,000	18,873
	<b>30,553</b>	<b>39,000</b>	<b>33,300</b>
<i>Surplus for the year International Students</i>	<b>14,998</b>	<b>13,025</b>	<b>37,151</b>

**Fiordland College**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

**5. Learning Resources**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Curricular	87,278	111,323	92,308
Learning Resources Information and communication technology	9,494	12,000	13,971
Extra-curricular activities	10,079	-	12,855
Learning Resources Library resources	1,686	4,607	1,464
Learning Resources Employee benefits - salaries	2,200,024	2,136,830	2,059,770
Staff development	21,979	32,115	27,043
	<b>2,330,540</b>	<b>2,296,875</b>	<b>2,207,411</b>

**6. Administration**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Audit Fee	8,195	7,500	6,821
Board of Trustees Fees	3,645	3,500	3,960
Board of Trustees Expenses	9,750	10,000	7,228
Communication	21,247	15,000	12,486
Consumables	5,717	6,200	9,861
Operating Lease	6,354	4,500	6,593
Postage	225	1,000	995
Other Admin costs	1,907	15,500	677
Admin Employee Benefits - Salaries	155,947	155,900	159,593
Insurance	21,551	16,000	12,651
	<b>234,538</b>	<b>235,100</b>	<b>220,865</b>

**7. Property**

	<b>2019</b>	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Budget</b>	<b>Actual</b>
	<b>\$</b>	<b>(Unaudited)</b>	<b>\$</b>
Caretaking and Cleaning Consumables	7,921	5,500	4,406
Cyclical Maintenance Provision	(8,550)	24,000	(41,800)
Grounds	16,641	21,000	16,636
Heat, Light and Water	44,337	41,500	45,629
Rates	7,600	6,800	6,845
Repairs and Maintenance	40,327	10,100	11,322
Use of Land and Buildings - Non-Integrated	820,855	805,555	805,555
Security	2,813	3,000	6,768
Property Employee Benefits - Salaries	98,716	96,000	98,831
	<b>1,030,660</b>	<b>1,013,455</b>	<b>954,192</b>

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

**Fiordland College**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

**8. Depreciation of Property, Plant and Equipment**

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Depn Buildings - School	11,817	11,000	11,817
Depn Furniture and Equipment	41,387	23,100	35,876
Depn Information and Communication Technology	10,096	20,000	11,053
Depn Library Resources	2,166	2,000	2,081
Depn Leased Assets	28,246	10,000	27,737
	<u>93,712</u>	<u>66,100</u>	<u>88,564</u>

**9. Cash and Cash Equivalents**

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Current Account	60,654	168,680	361,332
Bank Call Account	90,933	-	6,935
Short-term Bank Deposits with a Maturity of Three Months or Less	-	-	-
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	<u>151,587</u>	<u>168,680</u>	<u>368,267</u>

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

**10. Accounts Receivable**

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Debtors	1,378	30,400	2,694
Interest Accrued	12,793	-	11,216
Teacher Salaries Grant Receivable	148,013	133,368	133,368
	<u>162,184</u>	<u>163,768</u>	<u>147,278</u>
Receivables from Exchange Transactions	14,171	30,400	13,910
Receivables from Non-Exchange Transactions	148,013	133,368	133,368
	<u>162,184</u>	<u>163,768</u>	<u>147,278</u>

**11. Inventories**

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	3,865	5,902	3,832
	<u>3,865</u>	<u>5,902</u>	<u>3,832</u>

**12. Investments**

The School's investment activities are classified as follows:

	2019	2019	2018
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Current Asset			
Short-term Bank Deposits with Maturities Greater than Three Months and No Greater than One Year	799,334	1,054,087	509,088
Non-current Asset			
Long-term Bank Deposits with Maturities Greater than One Year	-	-	-

The carrying value of long term deposits longer than 12 months approximates their fair value at 31 December 2019.



**Fiordland College**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

**13. Property, Plant and Equipment**

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2019</b>						
Land	512,500	-			-	<b>512,500</b>
Buildings	265,922	-			(11,817)	<b>254,105</b>
Furniture and Equipment	339,912	30,940			(41,387)	<b>329,465</b>
Information and Communication Technology	33,088	46,360			(10,096)	<b>69,352</b>
Library Resources	15,574	2,765			(2,166)	<b>16,173</b>
Leased assets	45,068	6,123			(28,246)	<b>22,945</b>
<b>Balance at 31 December 2019</b>	<b>1,212,064</b>	<b>86,188</b>	<b>-</b>	<b>-</b>	<b>(93,712)</b>	<b>1,204,540</b>

The net carrying value of information and communication technology equipment held under a finance lease is \$22,945. (2018: \$45,068)

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2019</b>			
Land	512,500	-	<b>512,500</b>
Buildings	456,991	(202,886)	<b>254,105</b>
Furniture and Equipment	500,266	(170,801)	<b>329,465</b>
Information and Communication Technology	180,578	(111,226)	<b>69,352</b>
Library Resources	86,628	(70,455)	<b>16,173</b>
Leased assets	126,745	(103,800)	<b>22,945</b>
<b>Balance at 31 December 2019</b>	<b>1,863,708</b>	<b>(659,168)</b>	<b>1,204,540</b>

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
<b>2018</b>						
Land	512,500	-			-	<b>512,500</b>
Buildings	284,040	0	(6,301)		(11,817)	<b>265,922</b>
Furniture and Equipment	160,347	226,900	(11,458)		(35,876)	<b>339,912</b>
Information and Communication Technology	35,506	10,044	(1,409)		(11,053)	<b>33,088</b>
Library Resources	15,120	2,535			(2,081)	<b>15,574</b>
Leased assets	47,505	25,300			(27,737)	<b>45,068</b>
<b>Balance at 31 December 2018</b>	<b>1,055,017</b>	<b>264,779</b>	<b>(19,168)</b>	<b>-</b>	<b>(88,564)</b>	<b>1,212,064</b>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
<b>2018</b>			
Land	512,500	-	512,500
Buildings	456,991	(191,069)	265,922
Furniture and Equipment	469,326	(129,414)	339,912
Information and Communication Technology	134,218	(101,130)	33,088
Library Resources	84,524	(68,950)	15,574
Leased assets	120,622	(75,554)	45,068
<b>Balance at 31 December 2018</b>	<b>1,778,181</b>	<b>(566,117)</b>	<b>1,212,064</b>





**Fiordland College**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

**14. Accounts Payable**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	13,909	314,223	19,396
Accruals	18,969	7,968	7,968
Banking Staffing Overuse	2,300	16,000	16,000
Employee Benefits Payable - Salaries	148,013	133,368	133,368
Employee Benefits Payable - Leave Accrual	19,129	19,129	19,129
	<u>202,319</u>	<u>490,688</u>	<u>195,860</u>
Payables for Exchange Transactions	202,319	490,688	195,860
	<u>202,319</u>	<u>490,688</u>	<u>195,860</u>

The carrying value of payables approximates their fair value.

**15. Revenue Received in Advance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Grants in Advance - Ministry of Education	9,188	-	13,136
International Student Fees	33,373	61,440	64,339
Other	40,821	100,921	19,298
	<u>83,381</u>	<u>162,361</u>	<u>96,772</u>

**16. Provision for Cyclical Maintenance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	236,930	236,930	278,730
Increase to the Provision During the Year	27,178	65,800	33,502
Adjustment to the Provision	(37,076)	-	(75,302)
Use of the Provision During the Year	-	-	-
Provision at the End of the Year	<u>227,032</u>	<u>302,730</u>	<u>236,930</u>
Cyclical Maintenance - Current	115,057	181,710	123,700
Cyclical Maintenance - Term	111,975	121,020	113,230
	<u>227,032</u>	<u>302,730</u>	<u>236,930</u>

**17. Finance Lease Liability**

The School has entered into a number of finance lease agreements for photocopiers and laptops. Minimum lease payments payable:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	21,900	19,576	27,206
Later than One Year and no Later than Five Years	2,383	28,487	19,089
	<u>24,282</u>	<u>48,063</u>	<u>46,294</u>



**Fiordland College**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

**18. Funds Held in Trust**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Non-current	15,000	20,000	20,000
	15,000	20,000	20,000

In 2016 a bequest was received for \$25,000, by way of a medical scholarship to be awarded to deserving students. The scholarship will be awarded in amounts of up to \$5,000 per student.

**19. Funds Held for Capital Works Projects**

During the year the School received

	2019	Opening Balances \$	Receipts from MoE \$	Payments	Transfer to Profit & Loss	Closing Balances \$
Admin Remodel and Roof Replacement	<i>completed</i>	(74,207)	132,893	(86,073)	27,387	-
Heating upgrade	<i>in progress</i>	26,811		(17,595)	-	9,216
AMS Project (B & C Classroom & Toilet Remodel/Upgrade)	<i>in progress</i>	-	49,132	-	-	49,132
Totals		(47,396)	182,025	(103,668)	27,387	58,348

**Represented by:**

Funds Held on Behalf of the Ministry of Education	58,348
Funds Due from the Ministry of Education	-
	58,348

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	Transfer to Profit & Loss	Closing Balances \$
Admin Remodel and Roof Replacement	<i>in progress</i>	28,048		(102,255)	-	(74,207)
Heating upgrade	<i>in progress</i>	-	105,205	(78,394)		26,811
Totals		28,048	105,205	(180,649)	-	(47,396)

**20. Related Party Transactions**

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

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



**Fiordland College**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

**21. Remuneration**

*Key management personnel compensation*

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

	<b>2019 Actual \$</b>	<b>2018 Actual \$</b>
<i>Board Members</i>		
Remuneration	3,645	3,960
Full-time equivalent members	0.21	0.24
<i>Leadership Team</i>		
Remuneration	1,094,334	1,071,129
Full-time equivalent members	10.80	10.80
Total key management personnel remuneration	1,097,979	1,075,089
Total full-time equivalent personnel	11.01	11.04

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:

	<b>2019 Actual \$000</b>	<b>2018 Actual \$000</b>
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	140-150	150-160
Benefits and Other Emoluments	3-4	3-4
Termination Benefits	0	0

*Other Employees*

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

<b>Remuneration \$000</b>	<b>2019 FTE Number</b>	<b>2018 FTE Number</b>
100 - 110	3	1
	3	1

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

**22. Compensation and Other Benefits Upon Leaving**

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

	<b>2019 Actual \$0</b>	<b>2018 Actual \$0</b>
Total	0	0
Number of People	0	0

# **Fiordland College** **Notes to the Financial Statements** **For the year ended 31 December 2019**

## **23. Contingencies**

There are no contingent liabilities and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

### **Holidays Act Compliance – schools payroll**

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

The Ministry 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.

## **24. Commitments**

### **(a) Capital Commitments**

As at 31 December 2019 the Board has concluded the contract agreement for the Block A, D, F and G1 Roof Replacement and Structural Upgrade project.

The Board also has a contract to replace the Boiler. This project is fully funded by the Ministry and \$105,250 (2018: \$105,250) has been received to date of which \$96,034 (2018: \$78,394) has been spent on the project to balance date. Costs to be incurred to complete the project are \$1,461,670 which will be funded by the Ministry. This project has been approved by the Ministry.

As at 31 December 2019 the Board also received funding of \$49,132 which is the first instalment of funding for the AMS B & C Classroom & Toilet Remodel/Upgrade (2018: Nil) No expenditure has been incurred on this project in 2019 (2018: Nil).

2018: The school has a contract to renovate the Admin block as agent for the Ministry of Education. The project is fully funded by the Ministry and \$1.493m (2017: \$1.493m) has been received to date of which \$1.540m (2017: \$1.465m) has been spent on the project to balance date. Costs to be incurred to complete total \$86,000 which will be funded by the Ministry. This project has been approved by the Ministry

### **(b) Operating Commitments**

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

#### (a) operating lease of laptops

	2019 Actual \$	2018 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>-</u>

#### (b) operating lease of clip-on computer devices

	2019 Actual \$	2018 Actual \$
No later than One Year	-	-
Later than One Year and No Later than Five Years	-	-
Later than Five Years	-	-
	<u>-</u>	<u>-</u>

## **25. Managing Capital**

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but "attempts" to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

**Fiordland College**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

**26. Financial Instruments**

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

**Loans and receivables**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	151,587	168,680	368,267
Receivables	162,184	163,768	147,278
Investments - Term Deposits	799,334	1,054,087	509,088
Total Loans and Receivables	1,113,105	1,386,535	1,024,633

**Financial liabilities measured at amortised cost**

Payables	202,319	490,688	195,860
Borrowings - Finance Leases	24,282	48,063	46,294
Total Financial Liabilities Measured at Amortised Cost	226,601	538,751	242,154

**27. Events After Balance Date**

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

**28. 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 8 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 9 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

# **Fiordland College**

## **Board Report**

### **For the year ended 31 December 2019**

Kia ora Koutou,

The year has flown past and the time has come to write this report again. It has been a very rewarding year with so much happening in the school.

What a year it has been. All board members have settled into their new roles and all our board are contributing their expertise and experience to enable very stable governance for Fiordland College.

A big thank you to our Board members who give up their own time and go above and beyond the call of duty in their roles on the board. Every board member has great strengths and takes their roles very seriously understanding the difference between governance and management. A functional relationship between the Board and management ensures the smooth running of our school.

What has the Board been up to? We are always working on a few issues with the major ongoing project this year being the replacement of our school boiler. We no longer have any leaky roofs, thanks to the considerable work undertaken by the Ministry of Education. Our new Admin Block is admired by many others and is functioning well. We were thrilled how this project turned out. Once the boiler project is underway, planning for the next project begins. We are at the stage of looking at our teaching spaces and a way to encourage a more modern learning environment in B Block. There will be some change within this block and I am sure that some creative thinking will be required by all to get the best result. It is exciting what we can achieve if we all put our heads together.

The boiler project is out for tender now. While it was disappointing not to be able to look at alternatives for heating, we will have a new energy efficient wood chip boiler soon which is endorsed by the Government and one of 8 that attracted special funding for the project. This meant that we have freed up a bit of other money that was earmarked for this project to use with the B block.

We are always looking on how we can implement some form of Solar Energy in our site but must work around Ministry guidelines and funding.

Our energy park is still in the planning stages and we are looking at alternative ways of funding this development.

Thank you again to all our staff who make Fiordland College that special place, "A place where all can thrive".

I would also like to give a big thank you to Lynlee Smith for being our Principal. Lynlee, you have ensured that our school is achieving at its best and are always looking for new ways that our school can continue to deliver a world class education.

I am looking forward to 2020 and the exciting times that lie ahead. On behalf of the Fiordland College Board of Trustees, I would like to wish everyone in the school community a peaceful and happy Christmas and prosperous New Year.

Ngā mihi nui

Nigel Humphries  
Board Chair

## FIORDLAND COLLEGE ANALYSIS OF VARIANCE 2019

<b>Strategic Aim 1</b> The learning opportunities provided will enable all students to embrace the school's values of Effort, Respect, Integrity and Curiosity and so: <ul style="list-style-type: none"> <li>- reach their full potential throughout their time at school</li> <li>- transition successfully from school to their desired educational or vocational destination and</li> <li>- become positive lifelong learners.</li> </ul>				
<b>Target 1</b> To review the transition of students into Fiordland College.				
Actions (what did we do?)		Outcomes (What Happened)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
1.	Survey stakeholders and students (eg "Me and My School" survey data in regards to transition).	Made a conscious decision not to "over-survey" in 2019. Instead of using "Me and My School", chose to use NMSSA (National Monitoring Study of Student Achievement) for student survey.	No variance as surveying took place.	Act on findings of NMSSA when available and feed into future transitions as appropriate.
2.	Use the data gathered to determine next steps with relation to academic attainment, student engagement, attendance and behaviour.	Ongoing usage of NMSSA data as well as academic and other transition data. Data available includes MidYis, AsTTle, Year 7/8 Inquiries and minutes of Year 7/8 meetings.  Teachers, Form Teachers and Deans look at attendance data as well as academic and engagement data.	No variance.	Good teacher practice to continue with this.
3.	Make clear expectations at each transition point through a common understanding around wellbeing, achievement and student needs.	Limited progress although some things are happening around building relationships.	Hampered by a perceived FINSCoL barrier - needs to be more of a focus on sharing the way things are done and understanding that people do things differently rather than being dictated to. Approach has caused some resistance and will need further work. Future focus will be more on a shared knowledge rather than a common practice.	Focus on students enrolling during the year and those at the start of the year who do not start as Year 7s.
4.	Develop agreed practice across FINSCoL education providers, so that there are clear and consistent plans for transitioning students from one school to another.	There are a lot of conversations occurring between schools and individual teachers from FINSCoL schools.	This continues to be a work in progress as leadership in the various schools has been a moving feast. New relief principal at Mossburn 2019, and appointed to FT position for 2020. Principal resignation from NSC end of 2019. ASTs both need to be replaced in 2020 (through leave and a resignation) and WST appointments will also need to be made.	Transfer of data (Primary to Secondary) to HoDs Mathematics/English.  HoDs indicate a set of data they would like to see and ensure that information gets fed to individual teachers.

5. Continue to work closely with Te Anau and Mararoa Schools to ensure that we have shared understandings.	<p>Year 3 link through being penpals with Year 9s is underway.</p> <p>Junior Art Class (Year 2/3 from Te Anau School)</p> <p>Technology class from Mararoa School.</p> <p>Links through FiNSCoL with WSTs.</p> <p>Seeing Te Anau School teachers at Fiordland College more (several also have children at FC) and Fiordland College visit Te Anau School more regularly.</p> <p>Students across the three schools also interact regularly in community activities such as Scouts, Swimming, Yachting, Athletics etc which assists with transitions.</p>	Some really good collaboration has come out of the teacher initiatives around this action.	Maintain links already established.
6. Opportunities for FC Year 7 and Te Anau/Mararoa School Year 6 teachers to work together are being provided.	<p>One transition workshop held at Northern Southland College for teachers of Years 6-7 and deans.</p> <p>Further opportunities to work with Year 6-7 teachers at TOD on 4 June.</p> <p>Moderation sessions planned and occurred in Term 4 through FiNSCoL for Year 6 and 7 teachers.</p>	No variance.	Liaison with Mararoa School Senior teacher for transition into Year 9
7. Identify "data drop" points, within school and between schools eg Year 6 to Year 7. Gather information and evidence around this.	<p>Probably more a perceived "drop point" rather than an actual one given the amount of data we receive on incoming Year 7s. Some data comes with them and some we gather.</p> <p>Drop point also around what they leave with in Year 6 and what they bring at the start of Year 7. An action point could be to ascertain if this perception is true. Need to take into account a possible drop over summer and the change of systems and the way things are done at the respective schools.</p>	Modes of assessment differ between primary and secondary schools. Decreasing resilience of students coming to Secondary School.	Improve transition for incoming Year 8/9 students from Mararoa School and other students arriving at other year levels.
8. Develop and implement robust systems for effective communication around transitioning students and first time parents (ie parents new to secondary school environment)	<p>Work has been underway for 3 years. Dean is doing work on finding ways to articulate transition expectations to teachers, students, parents/carers.</p> <p>Interviews of Year 7 students and parents with Principal work well.</p> <p>Day 1 BBQ for Year 7s and interaction with staff is a well-established practice.</p> <p>Several form teachers spend a lot of time with parents during the transition period.</p>	This is an area that needs constant attention to ensure first-time parents are comfortable that their sons/daughters are settling in their new school. It will never be a job completed, but always one that is ongoing and as variable as the families that become part of the school community.	Keep looking for every opportunity to assist with transition of students new to Te Anau.



9. Find ways to articulate transition expectations to teachers, students, parents/caregivers.	<p>Newsletter used. Letters home from Dean and Orientation Day in December and day for Year 7s and 13s in January. Fair to say the parents who have students at College for the first time struggle more than the students. Powhiri being planned for beginning of 2020 for all new students/staff. Effort/homework grades are reported fortnightly to all Year 7/8 parents from Term 4.</p>	Powhiri for new students did not take place, due a bereavement for a key player.	<p>Maintain and continue efforts in this area.</p> <p>Early planning for the introduction of a welcome powhiri for students new to the school in 2021 will need to take place.</p> <p>Te Anau School has appointed a new teacher who is culturally skilled. We will work together wherever this is possible.</p>
10. To give parents/caregivers tools to assist their children to transition from Year 6 to Year 7.	Orientation Day and Day 1 students/parents BBQ; regular information home; Peer Support Programme, parent involvement in Co-Curricular weeks	Very positive feedback from parents around this initiative and having the opportunity to meet ALL teachers with only the Year 7 and Year 13 students on site.	<p>Area for improvement is to have Year 6 students (and their parents) more prepared before they arrive. Perhaps Year 6 pack could include advice for parents on how to assist with the transition. Send FC newsletter to Y6 parents Term 3-4 too.</p>
11. Organise Guidance Counsellor alternatives for Terms 2-4	<p>Done – two trainee guidance counsellors. One through BTI and one through Capable NZ and Otago Polytechnic are working with our students. External Counselling services used as required.</p>	<p>Really good success evident with both trainees, who worked really well within the pastoral care system at the College.</p> <p>Good working relationship also established with external counsellor.</p>	<p>Return to permanent Guidance Counsellor role in 2020.</p> <p>Continue to work with trainees as appropriate.</p>
12. Develop a checklist for student induction (Years 8-13) into Fiordland College.	Not yet completed. Some checklists exist (including ICT) – need to be amalgamated.	Some variation in practice evident.	SLT yet to complete. Needs to be broken down into who does what.
13. WST Inquiry (using Spirals of Inquiry) around student wellbeing at transition to Y7.	<p>WST Inquiry was around local curriculum and cross curricular approach but not specifically on transition. A group of Year 7/8 teachers also doing Inquiry around student wellbeing</p>	Focus of inquiry changed, when it became evident that this was going to be more meaningful than what had initially been mooted.	Student wellbeing included in 2020 targets.
<b>Summary of progress against Target</b>	In terms of reviewing the transition of students into Fiordland College, a lot of reviewing has occurred and some initiatives have been implemented. More work is still required, but really good progress has been made towards this target.		

<b>Strategic Aim 1</b>	<p>The learning opportunities provided will enable all students to embrace the school's values of Effort, Respect, Integrity and Curiosity and so:</p> <ul style="list-style-type: none"> <li>- reach their full potential throughout their time at school</li> <li>- transition successfully from school to their desired educational or vocational destination and</li> <li>- become positive lifelong learners.</li> </ul>			
<b>Target 2</b>	To show progress in achievement made by priority learners.			
Actions (what did we do?)	Outcomes (What Happened)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)	
1. Define and identify who our priority learners in 2019 are.	<p>Have defined what priority learners are and have identified specific priority learners. Will not be reporting against this in 2019.</p> <p>Spreadsheet prepared and populated with priority learners and learning needs but needs to have the levels for each subject included and given to HODs for specific monitoring.</p> <p>At Dept meetings priority learners are specifically noted.</p> <p>Depts discuss students who are at risk or have specific learning needs – but they are not necessarily our identified "priority learners".</p>	<p>The time needed to process this shift in thinking was longer than expected. Good progress has been made and we will be ready to action in 2020.</p>	<p>Reporting specifically on Priority Learners will start in 2020 once teachers have the full information.</p> <p>Work in progress as HODs need to report on success of strategies used.</p> <p>The final linkage needs to be made in the first few weeks of the year.</p> <p>LSC will be added to pastoral team.</p>	
2. Identify current levels of achievement, wellbeing for individual students.	<p>This is done for all students, not just for priority learners.</p> <p>Wellbeing – the learning support register includes those affected with wellbeing issues.</p>	<p>This is a work in progress.</p>	<p>Develop this work further.</p>	
3. Identify the targeted strategies for our priority learners.	<p>All departments are identifying students needing extra support and those who are Gifted &amp; Talented (G &amp; T). Led by Deans and SCT.</p> <p>Clarification has occurred around priority learners and the need to not have the same students 'hammered' from different learning areas. Staff PD on setting up inquiries held with all staff.</p> <p>HOD is working with Year 7 staff and students – moving into developing specific strategies.</p>	<p>Success in getting teacher aide and student aide hours has been of benefit and noticeable that having teacher aides in classrooms has become "normalised" and accepted.</p> <p>Ongoing meetings with MoE Learning Support Manager have been beneficial in terms of funding and other support.</p>	<p>Continue this work.</p>	
		<p>Identifying the targeted strategies for our priority learners will be important as this will feed into the inquiries.</p>		

4. Teachers of priority learners to have individual inquiries around those students.	Inquiries are taking place and each Department is doing well in this regard. Collaborative inquiries are ongoing. Staff PD has taken place.	Individual Department have work hard to identify individual student needs in their Learning Areas.	Put into place the strategies identified. Mini inquiries become common practice.
5. Measure progress made.	Measured systemically every 6 months (also continuously in each teaching department). Also triangulated against external testing by departments.  MidYiS and Asttle also used. MidYiS Results 2018-2019 show positive residual in English, Maths and Science (ie value has been added in those areas) so shows priority learners are being looked after.	Good data evident to show progress being made by individual students.	Continue to use SMART measurement of students as they progress through the school. Needs to be related back to priority learners – will be done in 2020.  Work to be done around reporting the progress of these students both by HODs for subject areas and Deans for the overview.
6. Reflect and report on the success of the strategies implemented.	Done at deans' meetings and department meetings – good sharing. Also done at PD meetings. At deans' meetings – split into inquiry groups. Not a formal report – but verbal reporting has taken place.	This work is still in developmental stages and will be ongoing in 2020.	Continue to provide opportunities for sharing of the strategies.
7. Measure engagement and well-being of all our learners, with a specific reference to our priority learners.	Can measure engagement via attendance, effort and homework data. Group interviews at Year 10 gave good engagement feedback. Engagement data is available for all students but not necessarily with reference to priority learners.	This work is also still in developmental stages and will be ongoing in 2020.	Separate out the data for priority learners in 2020. Group interviews to be extended to Year 9-12.
8. Enhance the opportunities for Māori to learn about their language, culture and identity.	Several students have opted to study Te Reo via te Kura so the opportunity is there.  Move to change marae trip from Year 11 to Year 9 was positive.  Education Perfect Maori Language Week challenge had high levels of engagement by students and teachers.	Challenge around finding suitable personnel to lead this area. Unable to continue kapa haka group in 2019 but being done at primary school level. Suitable staffing to allow this to happen is extremely difficult to source.	Explore alternative staffing in 2020.
<b>Summary of progress against Target</b>		Work has gone into producing the Learning Support Register (LSR), identifying students who need extra support and teacher strategies to work with these students. Priority learners (separate from those on the LSR) need to be identified early so that reporting the progress of these students, both by HODs for subject areas and Deans for the overview, can happen. This will be an expectation from 2020 onwards.	

<b>Strategic Aim 2 The focus in Years 7-10 will be on:</b> <ul style="list-style-type: none"> <li>- acquiring knowledge</li> <li>- learning skills</li> <li>- building confidence and self-management skills</li> <li>- scaffolding</li> <li>- laying foundations for independent learning success in the senior school</li> </ul>				
<b>Target 3 To prepare in readiness for the introduction of the Digital Technologies Curriculum in 2020.</b>				
<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. Establish a Digital Technologies team which will lead the development of the FC Digital Technologies Curriculum Document.	HOD Technology is leading the team which includes HoDs. A spreadsheet has been prepared to identify what has already been achieved and what more needs to be done.	Occurred in Term 4, not Term 1, due to workload issues and ongoing PD.	HoDs to complete the shared spreadsheet. Guiding document to be developed.	
2. Team to develop further actions to be undertaken to ensure DT readiness for 2020.	Progress is steady and gradual, avoiding the dangers of jumping in too soon and making mistakes that might be avoided.	Developmental and takes time to set things in place and to build expertise.	Consideration around timetabling options.	
3. CoL-wide PLD around developing a DT curriculum across the CoL.	FINCoL Digital Technologies PLD sessions run at FC and Te Anau School. TOD on 4 June – afternoon UTB session looked at DT curriculum and how to put it in place. Upskilling the HOD so that implementation can take place.	We have had good support to build teacher competence and now just need to keep our momentum to ensure this is implemented in individual classrooms.	Meeting specific PD requirements tailored to individuals' needs. Further UTB hours to be used (16 hours available to Fiordland College).	
4. BYOD is established practice at FC.	Purchase of further chromebooks within specific Learning Areas to ensure all students have access. Survey of Years 7-10 students was useful in confirming that there were only 20 students who don't have a device but this is not reflected in the numbers bringing them to school.  Implementing a trial in 2020 to have a supply of chromebooks held at the office which students borrow on a "sign out" basis.	Not yet established practice due to some student apathy/avoidance around bringing their own devices.  Teachers are taking a lead in the trial rather than students at this point.	Explore ways to ensure all students bring their own devices.  Responsibility becomes student-driven rather than teacher-driven.	

5. Rationalise classroom use during the course of the B-Block upgrade.	Deferred due to delays in getting B-Block upgrade started. Although not as disruptive as the Admin Block renovation, certain areas will need to be blocked off at different times.	B Block upgrade has been delayed.	Rationalise classroom use during the course of the B-Block upgrade.
6. Working towards disestablishing B3 as a specialist computer suite and reverting to a classroom.	Removed B3 as a computer room – completed.	No variance.	
7. PD for staff as appropriate to build staff capability in DT.	FINSCoL Digital Technologies PLD sessions run at FC and Te Anau School. TOD on 4 June – afternoon UTB session looked at DT curriculum and how to put it in place.  Also ongoing opportunities for all staff.	Good PLD support through FINSCoL application.	Meeting specific PD requirements tailored to individuals' needs. Further UTB hours to be used (16 hours available to Fiordland College). This is one of two PLD priorities for 2020.
8. WST Inquiry (using Spirals of Inquiry) around the Digital Technologies Curriculum and contextualized learning.	Inquiry around contextualized learning has occurred but not specifically around DT.	Focus of inquiry has been changed.	
<b>Summary of progress against Target</b>	A considerable amount of PD and department discussion has been undertaken. Anecdotal evidence is that teachers are much more comfortable heading into the introduction of DT, with the focus now being on sorting out the details.		

<b>Strategic Aim 3</b> <b>Fiordland College results are above the decile average for each level of NCEA and above the national average for merit and/or excellence grades.</b>				
<b>Target 4</b> <b>To ensure NCEA performance is as expected for a particular cohort of students when judged against national and decile averages.</b>				
<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. Form Teacher and Dean monitor on ongoing basis the academic progress of students.	Homework monitoring occurs for Years 11-13, with some year levels going particularly well.	Quality of monitoring is not consistent and needs some extra work.	Need more structure to form time and clearer expectations of senior form teachers.	
2. Monitoring leads to interventions/learning interviews (using enlarged interview team) where needed.	Some very good examples of interventions and learning interviews.	Quality of intervention and learning interviews is not consistent and needs some extra work.	Clarification of form teacher and dean expectations is required.	
3. From whole school data and departmental data, HoDs identify students who should get Achieved, Merit or Excellence in their specific Learning Areas.	Systemic data provided for Year 10 students moving into Year 11 and for the following years.  Identification is taking place around whether students are meeting expected grades and why not. This then feeds back into Action 2 above.  Summary report provided to the Board.	The AP and HoDs take a lead in ensuring this happens.	Check systems are accurate via triangulation and continue.	
4. Homework monitoring occurs for years 11-13.	This now occurs, but needs some monitoring. Some, but not all, teachers using the data very effectively.	Inconsistency around input of data and follow-up. Some lack of teacher buy-in.	Clarification of expectations from SLT to teachers at all year levels.	
5. Teachers to outline the importance of external standards using indicative testing and follow up.	Teachers focused on this well. All students are now taking Derived Grade examinations more seriously than in the past.	Noted that if there is an issue around chronic illness, students may require a reduced programme and may not rely on DG exams.	Continue to stress importance of external standards. Maintain systemic message around interruptions to external study.	
6. Early identification of likely scholarship candidates.	Students self-identified in 2019. Mentoring groups available via NetNZ but not all students took up this opportunity.	No variance.	Looking at identification of current Year 12 students who may be scholarship students in 2020.	
7. Stress the importance of external assessment to appropriate students	A specific focus on imparting the message of the importance of Derived Grade exams has helped in this regard.	Changing the DG exams to a full week may have helped to emphasise the seriousness of the DG exams – had previously been held over 3-4 days.	Continue	

8. Introduce specific mentoring for students identified as slipping behind their capability.	This is led by the Dean but done by individual subject teachers who will know if students are slipping behind.  Form teachers are playing a key role.		Specific guidance by the Deans for students identified as slipping behind their capability to be implemented in 2020.
9. Investigate the possibility of limiting the number of justified absences for school events for students	Some work has been done in this area. SLT now makes decision on which activities may continue, which has helped to restrict the number of requests.  Unexpected opportunities (eg visiting author) and are considered on an individual basis but are not guaranteed especially if the lead-in time is too short.  During 2019 some events/activities were turned down for seniors in particular.	SLT have closely monitored this in 2019 and will continue to do so in 2020.	Focus will be on limiting what will be included in the calendar at the outset and avoiding having the same students involved in multiple activities.  Staff will be advised that if an event or activity is not on the calendar it is unlikely to occur.
10. Investigate ways that we can get school life/work/device use balance for our students.	Discussions were held.  Messages have been included in the newsletter.  Difficult to prove there is an impact on students' learning.	An ongoing issue – even during the 2019 external exams students were still working, playing sport and socializing. These all impacted on this target.  Paid work is exacerbated in a community which struggles for staff at this time of year.  A work in progress – a continuing frustration	Will look at itemizing some of these barriers when the guide to parents is updated.  Include research-based information to parents. Use visiting speakers to reinforce the message.
<b>Summary of progress against Target</b>	<p>Early tracking data indicated that 90% of students would achieve as or above expected. Final analysis showed that this target was met:</p> <p><b>Year 11 Pass rates</b> 32/34 got L1 (The 2 students who did not pass either had learning needs that required a separate programme or had very low attendance and other issues).</p> <p><b>L1 Certificate Endorsements</b> 11 Excellence 11 Merit</p> <p>This represents the highest proportion of L1 Certificate Endorsements at Fiordland College since the introduction of Endorsements in 2011, with the percentage of Excellence Endorsements significantly higher than normal.</p> <p><b>Level 2 Pass rates</b> 22/22 who completed the year got L2 (the calculated value is due to students who left during the year)</p> <p><b>L2 Certificate Endorsements</b> 4 Excellence 10 Merit</p> <p>This represents the highest proportion of L2 Certificate Endorsements at Fiordland College since the introduction of Endorsements in 2011. There were also a few students who were just below the 50 credit threshold for endorsements who could have moved to Merit Endorsement or from Merit Endorsement to Excellence Endorsement with a couple of standards with better results.</p>		

	<p><b>Level 3 Pass rates</b></p> <p>18/19 got L3 (1 student missed by 3 credits after losing some credits due to authenticity problems ).</p> <p>17/19 gained University Entrance (UE).</p> <p>19/19 students gained the level of education that they required to make their next step into further education, training and employment.</p> <p><b>L3 Certificate Endorsements</b></p> <p>11 Merit</p> <p>0 Excellence</p> <p>It is disappointing that the students did not gain any Excellence Endorsements. There were students capable of doing this. The students identified themselves that easy entry on to their choice of University course (based on pre-approval from Y12 results, etc.) allowed them to take a relaxed approach to their Y13 studies. Some of these students also still prioritise many other things over academic rigour.</p>
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<b>Strategic Aim 5      Fiordland College is a world renowned centre of environmental excellence where we lead best practice in environmental education.</b>				
<b>Target 5      To improve the physical environment of Fiordland College to reflect the environmental focus.</b>				
<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. Sustainable practices are fostered within the school.	Caretaker proactive in undertaking a range of jobs, including improving physical environment (eg issue with blocked drains). Separation of bins has occurred. Hand towels have been replaced with biodegradable paper.	This is seen as a priority by all in the school, so there is very good buy-in from all staff and from most students. Many families and local businesses also support the school in this.	Focus on sustainable practices on an ongoing basis.	
2. The natural environment is used as a key context for the delivery of the curriculum.	Natural environment is used extensively in delivery of the curriculum – this is one of the school's strengths.	As with Action 1.	Continue with this.	
3. Maintain involvement with and continue to support the KRTK project.	Some examples are: Year 7s worked on a project during Rec period (lizard/weta hotels and plant signage). The School Council ran a mufti day on 7 June and some of the funds raised went towards signage. Junior Students go to KRTK sessions at Library on weekly basis.	As with Action 1.	No longer DOC funding for KRTK but new ways of funding it are being pursued by the Community Trust.	
4. The local environment is used as a tool for curriculum integration.	This is now fully embedded.	No variance.	Will continue.	
5. Work through the implementation of the Zayed Sustainability Project.	No application was made to the Zayed Sustainability Project but the purpose behind the project is still being pursued as the Whitiki Te Huarere project. An alternative funding source is being explored. A meeting of board members was held on 14 November to advance an application to the Community Trust South	Funding.	Seeking alternative funding.	
6. Improve the physical environment of the College to reflect the environmental focus.	A lot of internal maintenance is happening eg Huts and Library (blinds and painting). A meeting was held with the Ministry around the condition of buildings.	Ongoing challenge around the age of the buildings and the need for modernisation.	Will also be incorporated in the B Block upgrade.	

7. The boiler has been replaced with a sustainable/renewable energy source.	Progress has been slow in terms of finalizing the plan and getting final Ministry sign-off.	Funding and design difficulties.	Ongoing
8. Plan for and implement a year 7/8 Playground area in the College grounds.	Planning for a Year 7/8 playground area in the College grounds is underway. Consultation with the Ministry of Education around regulations has occurred. Also consulted with Park Supplies. Ideally wish to incorporate environmental aspects.	Still in planning.	Ongoing
9. Work through the B-Block modernization process.	B Block plans have been finalised.	Awaiting tenders.	Ongoing
10. Complete the Student Council shade sail project.	Linked to Action 8 above and likely removal of the Huts in due course.		Ongoing
11. Develop signage around values and environmental status.	This is linked to the completion of the B Block MLE upgrade.	On hold pending B Block work.	Ongoing
12. Investigate landscaping around the Music Room entrance.	Discussions with the Caretaker have occurred and some ideas have been noted.	On hold due to new build for LSC and RTL B offices.	Ongoing
13. Investigate covered bike rack spaces for staff and students.	Investigations into covered bike rack spaces for staff and students has occurred. Looked at the option of hanging bikes and trialing this in a few areas.	Trial underway.	Will need to look at replacing old racks with ones that will accommodate bikes with 29" wheels in future.
<b>Summary of progress against Target</b>	Improvements have been made to reflect the environmental focus. Many major projects have been held up in planning stages. There will be ongoing work in this area in 2020.		

# **Fiordland College**

## **Kiwisport Report**

### **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 \$4,780. (2018: \$4,303)

The funding was put towards the cost of employing a Sports Co-Ordinator who ensures growing numbers of students are encouraged to participate in and are exposed to a wide range of sporting activities at the School.

## **INDEPENDENT AUDITOR'S REPORT**

### **TO THE READERS OF FIORDLAND COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

The Auditor-General is the auditor of Fiordland College (the School). The Auditor-General has appointed me, Kenneth Sandri, using the staff and resources of Crowe, 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 19, 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 Cash Flow Statement 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.

Our audit was completed on 26 May 2020. This is the date at which our opinion is expressed.

The basis for our opinion is explained below, and we draw your attention to the possible effects of COVID-19. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements and the statement of service performance, we comment on other information, and we explain our independence.

#### **Emphasis of Matter – COVID-19**

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

#### **Basis of 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 information included on pages 20 to 33, 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.



Kenneth Sandri  
Crowe New Zealand Audit Partnership  
On behalf of the Auditor-General  
Invercargill, New Zealand