

# SOUTH OTAGO HIGH SCHOOL



## ANNUAL REPORT

**FOR THE YEAR ENDED 31 DECEMBER 2021**

**School Directory**

<b>Ministry Number:</b>	393
<b>Principal:</b>	Mike Wright
<b>School Address:</b>	40 Frances Street, Rosebank, Balclutha 9230
<b>School Phone:</b>	03 418 0517
<b>School Email:</b>	<a href="mailto:principal@sohs.school.nz">principal@sohs.school.nz</a>

# **SOUTH OTAGO HIGH SCHOOL**

Annual Report - For the year ended 31 December 2021

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# South Otago High School

## Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Julian Witt

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Full Name of Presiding Member



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Signature of Presiding Member

27 April 2022

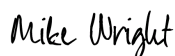
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Date:

Michael Wright

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Full Name of Principal



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Signature of Principal

27 April 2022

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Date:

# South Otago High School

## Members of the Board

For the year ended 31 December 2021

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Jules Witt	Presiding Member	Elected	Dec 2023
Mike Wright	Principal ex Officio	ex Officio	
Paul Crawford	Parent Representative	Elected	April 2022
Bronwyn Campbell	Parent Representative	Elected	April 2022
Angela Ferguson	Parent Representative	Selected	April 2022
Emma Kell	Parent Representative	Elected	Dec 2023
Mike Beeby	Staff Representative	Elected	April 2022
Chirag Thakker	Student Representative	Elected	Nov 2021
Ryan Williams	Student Representative	Elected	Oct 2022

# South Otago High School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	6,006,405	5,680,150	5,942,471
Locally Raised Funds	3	571,190	534,872	482,851
Interest Income		17,454	25,000	43,927
Gain on Sale of Property, Plant and Equipment		-	2,000	5,471
International Students	4	-	1,000	22,087
		<u>6,595,049</u>	<u>6,243,022</u>	<u>6,496,807</u>
<b>Expenses</b>				
Locally Raised Funds	3	372,127	327,890	304,743
International Students	4	145	9,300	14,619
Learning Resources	5	4,525,958	4,171,609	4,247,248
Administration	6	282,588	302,950	298,249
Finance		3,471	-	2,325
Property	7	1,211,937	1,608,371	1,625,163
Depreciation	11	217,262	170,000	213,734
Loss on Disposal of Property, Plant and Equipment		1,015	1,000	-
		<u>6,614,503</u>	<u>6,591,120</u>	<u>6,706,081</u>
<b>Net (Deficit) for the year</b>		(19,454)	(348,098)	(209,274)
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(19,454)</u>	<u>(348,098)</u>	<u>(209,274)</u>

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

# South Otago High School

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		2,637,997	2,637,997	2,847,271
Total comprehensive revenue and expense for the year		(19,454)	(348,098)	(209,274)
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		15,380	-	-
<b>Equity at 31 December</b>		2,633,923	2,289,899	2,637,997
Retained Earnings		2,633,923	2,289,899	2,637,997
<b>Equity at 31 December</b>		2,633,923	2,289,899	2,637,997

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

# South Otago High School

## Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	974,271	549,190	734,788
Accounts Receivable	9	335,603	320,275	320,275
GST Receivable		17,514	14,174	14,174
Prepayments		19,123	22,076	22,076
Investments	10	1,677,836	1,621,790	1,621,790
Funds owing for Capital Works Projects	17	-	236,630	236,630
		<u>3,024,347</u>	<u>2,764,135</u>	<u>2,949,733</u>
<b>Current Liabilities</b>				
Accounts Payable	12	493,250	645,094	645,094
Revenue Received in Advance	13	13,801	15,119	15,119
Provision for Cyclical Maintenance	14	345,396	531,200	484,200
Finance Lease Liability	15	44,976	37,593	37,593
Funds held in Trust	16	14,447	59,244	59,244
Funds held for Capital Works Projects	17	347,029	-	-
Funds Held on Behalf of the ALLis Cluster	18	46,534	46,534	46,534
		<u>1,305,433</u>	<u>1,334,784</u>	<u>1,287,784</u>
<b>Working Capital Surplus/(Deficit)</b>		1,718,914	1,429,351	1,661,949
<b>Non-current Assets</b>				
Investments	10	-	37,255	37,255
Property, Plant and Equipment	11	1,100,292	1,082,229	1,044,729
		<u>1,100,292</u>	<u>1,119,484</u>	<u>1,081,984</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	148,433	209,942	56,942
Finance Lease Liability	15	36,850	48,994	48,994
		<u>185,283</u>	<u>258,936</u>	<u>105,936</u>
<b>Net Assets</b>		<u>2,633,923</u>	<u>2,289,899</u>	<u>2,637,997</u>
<b>Equity</b>		<u>2,633,923</u>	<u>2,289,899</u>	<u>2,637,997</u>

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

# South Otago High School

## Statement of Cash Flows

For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
		\$	\$	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		1,572,222	1,374,584	1,388,111
Locally Raised Funds		580,137	534,872	464,632
International Students		-	1,000	10,957
Goods and Services Tax (net)		(3,340)	-	(37,000)
Payments to Employees		(826,983)	(686,839)	(650,464)
Payments to Suppliers		(1,400,767)	(1,227,715)	(1,020,212)
Interest Received		23,374	25,000	43,264
Net cash from/(to) Operating Activities		(55,357)	20,902	199,288
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	1,000	5,471
Purchase of Property Plant & Equipment (and Intangibles)		(209,950)	(207,500)	(172,668)
Purchase of Investments		(18,791)	-	(36,477)
Net cash from/(to) Investing Activities		(228,741)	(206,500)	(203,674)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		15,380	-	-
Finance Lease Payments		(48,515)	-	(36,616)
Funds Administered on Behalf of Third Parties		556,716	-	(1,014,500)
Net cash from/(to) Financing Activities		523,581	-	(1,051,116)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>239,483</b>	<b>(185,598)</b>	<b>(1,055,502)</b>
Cash and cash equivalents at the beginning of the year	8	734,788	734,788	1,790,290
<b>Cash and cash equivalents at the end of the year</b>	<b>8</b>	<b>974,271</b>	<b>549,190</b>	<b>734,788</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 Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.



# South Otago High School

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### 1.1. Reporting Entity

South Otago High School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### 1.2. Basis of Preparation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

###### **Cyclical Maintenance**

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.

###### **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 11.

### **Critical Judgements in applying accounting policies**

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

#### *Classification of leases*

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

#### *Recognition of grants*

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

### **1.3. 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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. 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. 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 revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

#### **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.

### **1.4. 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.

### **1.5. 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.

### **1.6. 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.

### **1.7. Accounts Receivable**

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

recovery.

### 1.8. 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.

### 1.9. Property, Plant and Equipment

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

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

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

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

#### **Finance Leases**

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

#### **Depreciation**

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	15-40 years
Furniture and equipment	5-40 years
Information and communication technology	3-5 years
Motor vehicles	5-10 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

### 1.10. 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.

### 1.11. 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.

### **1.12. Employee Entitlements**

#### *Short-term employee entitlements*

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

#### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

### **1.13. Revenue Received in Advance**

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

### **1.14. Funds Held in Trust**

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

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

### **1.15. Shared Funds**

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

### **1.16. 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).

### **1.17. Financial Instruments**

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

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

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

### **1.18. Borrowings**

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

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

**1.19. 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.

**1.20. Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**1.21. 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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	1,325,710	1,210,984	1,245,631
Teachers' Salaries Grants	3,637,469	3,287,494	3,565,601
Use of Land and Buildings Grants	771,854	1,018,187	975,548
Other MoE Grants	231,472	123,585	116,419
Other Government Grants	39,900	39,900	39,272
	<u>6,006,405</u>	<u>5,680,150</u>	<u>5,942,471</u>

The School has not opted in to the donations scheme for this year.

## 3. Locally Raised Funds

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	54,910	66,250	39,771
Fees for Extra Curricular Activities	184,023	179,927	145,415
Trading	176,387	153,550	138,998
Fundraising & Community Grants	3,960	3,000	11,029
Other Revenue	151,910	132,145	147,638
	<u>571,190</u>	<u>534,872</u>	<u>482,851</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	161,213	168,290	131,919
Trading	210,914	159,600	172,824
	<u>372,127</u>	<u>327,890</u>	<u>304,743</u>
<i>Surplus / (Deficit) for the year Locally raised funds</i>	<u>199,063</u>	<u>206,982</u>	<u>178,108</u>

## 4. International Student Revenue and Expenses

	2021	2021	2020
	Actual	Budget	Actual
	Number	(Unaudited)	Number
International Student Roll	-	1	1
	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
International Student Fees	-	1,000	22,087
<b>Expenses</b>			
Student Recruitment	4	2,300	905
Employee Benefit - Salaries	34	1,000	2,321
Other Expenses	107	6,000	11,393
	<u>145</u>	<u>9,300</u>	<u>14,619</u>
<i>(Deficit) / Surplus for the year International Students</i>	<u>(145)</u>	<u>(8,300)</u>	<u>7,468</u>

## 5. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	267,642	361,083	244,555
Equipment Repairs	-	-	411
Information and Communication Technology	76,351	90,050	77,764
Library Resources	5,002	2,532	1,946
Employee Benefits - Salaries	4,133,432	3,655,294	3,877,893
Staff Development	43,531	62,650	44,679
	<u>4,525,958</u>	<u>4,171,609</u>	<u>4,247,248</u>

## 6. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	7,191	4,000	6,253
Board Fees	5,002	5,500	4,785
Board Expenses	11,612	10,500	10,122
Communication	5,864	6,300	6,499
Consumables	13,561	10,800	30,851
Operating Lease	9,939	36,300	9,324
Other	16,039	17,150	17,325
Employee Benefits - Salaries	175,222	167,400	173,568
Insurance	23,076	30,000	23,187
Service Providers, Contractors and Consultancy	15,082	15,000	16,335
	<u>282,588</u>	<u>302,950</u>	<u>298,249</u>

## 7. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	30,035	21,110	21,428
Consultancy and Contract Services	53,183	58,300	52,708
Cyclical Maintenance Provision	60,843	200,000	284,746
Grounds	7,819	10,250	15,760
Heat, Light and Water	52,127	60,500	53,629
Rates	2,243	2,500	2,097
Repairs and Maintenance	66,519	79,500	47,774
Use of Land and Buildings	771,854	1,018,187	975,548
Security	6,963	7,500	8,626
Employee Benefits - Salaries	160,351	150,524	162,847
	<u>1,211,937</u>	<u>1,608,371</u>	<u>1,625,163</u>

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

## 8. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	974,271	549,190	734,788
Cash and cash equivalents for Statement of Cash Flows	<u>974,271</u>	<u>549,190</u>	<u>734,788</u>

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

Of the \$974,271 Cash and Cash Equivalents, \$364,884 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

Of the \$974,271 Cash and Cash Equivalents, \$46,534 is held by the School on behalf of the ALLis cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

## 9. Accounts Receivable

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	9,452	19,717	19,717
Interest Receivable	7,664	13,584	13,584
Banking Staffing Underuse	-	115	115
Teacher Salaries Grant Receivable	318,487	286,859	286,859
	<u>335,603</u>	<u>320,275</u>	<u>320,275</u>
Receivables from Exchange Transactions	17,116	33,301	33,301
Receivables from Non-Exchange Transactions	318,487	286,974	286,974
	<u>335,603</u>	<u>320,275</u>	<u>320,275</u>

## 10. Investments

The School's investment activities are classified as follows:

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Current Asset			
Short-term Bank Deposits	1,677,836	1,621,790	1,621,790
Non-current Asset			
Long-term Bank Deposits	-	37,255	37,255
Total Investments	<u>1,677,836</u>	<u>1,659,045</u>	<u>1,659,045</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Building Improvements	439,311	80,811	-	-	(44,627)	475,495
Furniture and Equipment	331,875	72,306	-	-	(47,116)	357,065
Information and Communication Technology	84,225	78,385	-	-	(52,206)	110,404
Motor Vehicles	84,117	-	-	-	(26,817)	57,300
Leased Assets	74,911	42,890	-	-	(42,906)	74,895
Library Resources	30,290	2,786	(4,353)	-	(3,590)	25,133
<b>Balance at 31 December 2021</b>	<u>1,044,729</u>	<u>277,178</u>	<u>(4,353)</u>	<u>-</u>	<u>(217,262)</u>	<u>1,100,292</u>

The net carrying value of equipment held under a finance lease is \$74,895 (2020: \$74,911)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Building Improvements	1,051,161	(575,666)	475,495	970,350	(531,039)	439,311
Furniture and Equipment	1,546,986	(1,189,921)	357,065	1,488,935	(1,157,060)	331,875
Information and Communication Technology	642,498	(532,094)	110,404	564,113	(479,888)	84,225
Motor Vehicles	197,619	(140,319)	57,300	212,287	(128,170)	84,117
Leased Assets	173,153	(98,258)	74,895	168,528	(93,617)	74,911
Library Resources	110,119	(84,986)	25,133	125,348	(95,058)	30,290
<b>Balance at 31 December</b>	<u>3,721,536</u>	<u>(2,621,244)</u>	<u>1,100,292</u>	<u>3,529,561</u>	<u>(2,484,832)</u>	<u>1,044,729</u>

## 12. Accounts Payable

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Creditors	128,693	317,690	317,690
Accruals	7,191	6,253	6,253
Banking Staffing Overuse	1,022	-	-
Employee Entitlements - Salaries	331,395	292,340	292,340
Employee Entitlements - Leave Accrual	24,949	28,811	28,811
	<u>493,250</u>	<u>645,094</u>	<u>645,094</u>
Payables for Exchange Transactions	493,250	645,094	645,094
	<u>493,250</u>	<u>645,094</u>	<u>645,094</u>

The carrying value of payables approximates their fair value.

## 13. Revenue Received in Advance

	2021	2021 Budget	2020
	Actual	(Unaudited)	Actual
	\$	\$	\$
Other Revenue in Advance	13,801	15,119	15,119
	<u>13,801</u>	<u>15,119</u>	<u>15,119</u>



#### 14. Provision for Cyclical Maintenance

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Provision at the Start of the Year	541,142	541,142	270,602
Increase/ (decrease) to the Provision During the Year	78,083	200,000	75,450
Adjustment to the Provision	(17,240)	-	209,296
Use of the Provision During the Year	(108,156)	-	(14,206)
Provision at the End of the Year	493,829	741,142	541,142
Cyclical Maintenance - Current	345,396	531,200	484,200
Cyclical Maintenance - Term	148,433	209,942	56,942
	493,829	741,142	541,142

#### 15. Finance Lease Liability

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

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
No Later than One Year	47,574	38,466	38,466
Later than One Year and no Later than Five Years	38,080	49,267	49,267
Future Finance Charges	(3,828)	(1,146)	(1,146)
	81,826	86,587	86,587
Finance lease liability - Current	44,976	37,593	37,593
Finance lease liability - Term	36,850	48,994	48,994
	81,826	86,587	86,587

#### 16. Funds Held in Trust

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Funds Held in Trust on Behalf of Third Parties - Current	14,447	59,244	59,244
	14,447	59,244	59,244

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

#### 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:

2021	Opening Balances	Receipts from MoE	Payments	Board Contributions	Closing Balances
	\$	\$	\$	\$	\$
Pomahaka Block Upgrade	(240,764)	851,312	(590,090)	-	20,458
Hall Window replacement	(91)	91	-	-	-
Ring Water Main	8,400	-	(2,640)	-	5,760
Block D Modification Accessibility - ref: 219244	(4,578)	130,000	(60,275)	-	65,147
Photocopying Room Flood Repairs - 220933	(797)	-	-	797	-
Block F/K Rationalisation	450	-	(450)	-	-
Boiler Scheduled Work	750	-	-	-	750
Turf Outdoor Court Resurfacing - ref: 393.20.05	-	162,000	-	-	162,000
Paving and Retaining Walls - ref 393.21.03	-	94,914	(2,000)	-	92,914
Totals	(236,630)	1,238,317	(655,455)	797	347,029

#### Represented by:

Funds Held on Behalf of the Ministry of Education

347,029  
347,029

2020	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
Spouting Repair/Replace	6,812	-	(6,812)	-	-
Pomahaka Block Upgrade	998,078	572,342	(1,811,184)	-	(240,764)
Security Alarm Upgrade	423	-	(423)	-	-
Block F/K Rationalisation	23,734	-	(23,284)	-	450
Boiler Scheduled Work	10,490	-	(9,740)	-	750
Boiler Wind Damage	-	24,320	(24,320)	-	-
Hall Window replacement	-	14,619	(14,710)	-	(91)
Ring Water Main	-	9,900	(1,500)	-	8,400
Block D Modification Accessibility - ref: 219244	-	-	(4,578)	-	(4,578)
Photocopying Room Flood Repairs - 220933	-	62,895	(63,692)	-	(797)
Totals	1,039,537	684,076	(1,960,243)	-	(236,630)

### 18. Funds Held on Behalf of the ALLis Cluster

South Otago High School is the lead school and holds funds on behalf Asian Language Learning in School's Programme (ALLis).

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held at Beginning of the Year	46,534	46,534	47,404
Funds Spent on Behalf of the Cluster	-	-	(870)
Funds Held at Year End	46,534	46,534	46,534

South Otago High School signed a funding agreement with the Ministry in September 2016, for the set up & provision of Asian language teaching in the South Otago area. Cluster Schools include Balclutha School (3710), Clinton School (3723), Clutha Valley (3724), Milton School (3772), Romahapa School (3811), Rosebank School (Balclutha) (3812), Stirling School (3836), St Joseph's School (Balclutha) (3826), St Mary's School (Milton) (3831), The Catlins Area School (0394), Tokoiti School (3845), Tokomairiro High School (0392) and Waiwera South School (3858).

### 19. 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.

### 20. Remuneration

#### Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy and Assistant Principals, Senior Leadership Support and Senior Staff Person.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	5,002	4,785
<i>Leadership Team</i>		
Remuneration	610,852	596,529
Full-time equivalent members	5.00	5.00
Total key management personnel remuneration	615,854	601,314

There are seven members of the Board excluding the Principal. The Board had held eleven full meetings of the Board in the year. The Board also has five Finance and five Property members. They meet monthly, the week prior to the Board meetings. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	160 - 165	150 - 160
Benefits and Other Emoluments	4 - 5	4 - 5
Termination Benefits	0 - 0	0 - 0

### Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 -110	6.00	7.00
110 -120	6.00	2.00
	<u>12.00</u>	<u>9.00</u>

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

## 21. 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:

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

## 22. Contingencies

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

### Holidays Act Compliance – schools payroll

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

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

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

## 23. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has entered into the following contract agreements for capital works.

(a) A contract for Pomahaka Block upgrade to be completed in 2022, which will be fully funded by the Ministry of Education. \$2,438,436 has been received of which \$2,417,978 has been spent on the project to date; and

(b) A \$8,400 Ring Water Main contract to be completed in 2022, which will be fully funded by the Ministry of Education. \$8,400 has been received of which \$2,640 has been spent on the project to date; and

(c) A \$130,000 Block D Modification Accessibility contract to be completed in 2022, which will be fully funded by the Ministry of Education. \$130,000 has been received of which \$64,853 has been spent on the project to date; and

(d) A \$162,000 Turf Outdoor Resurfacing contract to be completed in 2022, which will be fully funded by the Ministry of Education. \$162,000 has been received of which nil spending has been recorded on the project to date; and

(e) A \$94,914 Paving and Retaining Wall contract to be completed in 2022, which will be fully funded by the Ministry of Education. \$94,914 has been received of which \$2,000 has been spent on the project to date.

(Capital commitments in relation to Ministry projects at 31 December 2020: \$1,229,459)

### (b) Operating Commitments

As at 31 December 2021 the Board has not entered into any operating contracts.

(Operating commitments at 31 December 2020: nil)

## 24. Financial Instruments

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

### Financial assets measured at amortised cost

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash and Cash Equivalents	974,271	549,190	734,788
Receivables	335,603	320,275	320,275
Investments - Term Deposits	1,677,836	1,659,045	1,659,045
Total Financial assets measured at amortised cost	<u>2,987,710</u>	<u>2,528,510</u>	<u>2,714,108</u>

### Financial liabilities measured at amortised cost

Payables	493,250	645,094	645,094
Finance Leases	81,826	86,587	86,587
Total Financial liabilities measured at amortised Cost	<u>575,076</u>	<u>731,681</u>	<u>731,681</u>

## 25. Events After Balance Date

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

## 26. Comparatives

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

## 27. COVID 19 Pandemic on going implications

### Impact of Covid-19

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

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

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

### Impact on operations

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

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

### Reduction in locally raised funds

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

### Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

### Reduction in International students

Under alert levels 4, 3, 2, and 1 International travel is heavily restricted. The school has been unable to welcome and enrol prospective international students which has resulted in a reduction in revenue from student fees & charges from International students and/or Board of Trustee operated boarding facilities.

# Analysis of Variance Reporting



<b>School Name:</b>	South Otago High School	<b>School Number:</b>	393
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<b>Strategic Aim:</b>	Targeting student learning at Y9+10 through inquiry learning to raise the achievement for both at risk of not achieving and at risk of not reaching their full potential. Use of strategies for differentiated learning to enhance student engagement and achievement				
<b>Annual Aim:</b>	Raising the numbers of students in Y9+10 who gain merit and excellence endorsements in their junior courses				
<b>Target:</b>	Year 10 cohort to maintain or improve the endorsement rate that they currently hold at Y9 (201)				
<b>Baseline Data:</b>		<b>Merit</b>	<b>Excellence</b>	<b>Merit</b>	<b>Excellence</b>
	2019 Y9	19 (22%)	10(12%)		
	2019 Y10			48 (40%)	13 (13%)
	2020 Y9	31 (29%)	3 (3%)		
	2020 Y10			41 (49%)	18 (22%)
	2021 Y9	20(16%)	3 (2.5%)		
	2021 Y10			34(32%)	11(10%)

# Analysis of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Teachers engaged in professional development to develop differentiated learning examples.</p> <p>Principal involved and shared own work and was active participant in developing the programme of work with facilitator and WST's.</p> <p>Teachers shared own practice and developed own projects to trial differentiated learning with students</p> <p>Student voice gathered to show the impact of the work which was undertaken</p>	<p>Students reported better engagement.</p> <p>Teachers noted improved participation by students.</p> <p>Whilst there is some improvement in attainment for the cohort moving from Y9 to Y10 the progress for Y9 was disappointing.</p>	<p>Whilst differentiated learning in classrooms was trialed it was not used consistently and for every unit of work. This is going to take further support and development to embed.</p> <p>Parental involvement through conferencing was disrupted due to Covid Alert level changes</p> <p>We were not able to establish the routine and practice of buddy(peer) support for teachers to shared practice further.</p> <p>Disruptions to learning and learnt behaviours from previous lockdowns have also hindered progress</p>	<p>Continue to embed good practice and reinforce the need to cater for diverse learners.</p>
<p><b>Planning for next year:</b></p>			
<p>In 2022 the staff will further engage in professional development to support the development of differentiated learning in the classroom. New staff into the school are also bringing in new ideas. With changes to alert level/ Covid protection framework we are looking at different ways to engage parents in student learning.</p>			

<b>Strategic Aim:</b>	Raising Merit and Excellence endorsement rates at NCEA L1, 2 and 3						
<b>Annual Aim:</b>	Raising Merit and Excellence endorsement rates at NCEA L1, 2 and 3 to at least the national mean in 2019. Also to raise the achievement rates of students gaining a vocational pathway endorsement at L2						
<b>Target:</b>	Students to gain endorsements at least equivalent to the national mean for similar decile Co-ed school						
<b>Baseline Data:</b>	<b>NCEA Level</b>	<b>Merit 2019</b> (National data)	<b>Excellence 2019</b> (National data)	<b>Merit 2020</b> (National data)	<b>Excellence 2020</b> (National data)	<b>Merit 2021</b> (National data)	<b>Excellence 2021</b> (National data)
	<b>1</b>	20.0 (34.8)	14.4 (20.1)	30.1 (32.8)	8.2 (20.8)	31.7 (32.2)	4.8 (21.1)
	<b>2</b>	13.3 (25.9)	9.3 (16.7)	8.1 (25.3)	12.8 (17.6)	11.1 (24.2)	4.2 (17.7)
	<b>3</b>	8.9 (27)	8.9 (15.1)	11.8 (26.6)	15.7 (17.6)	11.8 (25.6)	9.8 (17.8)

# Analysis of Variance Reporting



<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<ul style="list-style-type: none"> <li>On going mentoring work to reinforce to students the value of merit and excellence credits.</li> <li>Differentiated learning to improve access to the learning and promote student engagement.</li> </ul>	<p>Merit data at NCEA L1 is comparable to the national mean.</p> <p>Excellence data and L1-3 and Merit data L2+3 is lower than national means would suggest is what we should expect.</p> <p>Student retention beyond compulsory schooling age continues to be strong</p> <p>Not all courses provide the opportunity for students to gain Merit or Excellence credits</p>	<p>The positive results with NCEA L1 merit are encouraging.</p> <p>This cohort of students have consistently achieved well and have shown significant gain in achievement since Y9 2019 and Y10 2020.</p> <p>The school retains most students beyond the compulsory schooling age. It would be useful to see data that shows the achievement based upon student retention from Y11 to the end of Y13 as a comparison.</p> <p>Timing of lock downs and other disruptions to student learning has also hindered progress in raising student achievement.</p> <p>The last lock down also provided increased opportunities for students to transition to employment which compounded the issues of student achievement</p> <p>Changes to re-submission rules means that students who achieved or gained a merit were unable to re-submit to gain an excellence or higher grade. This is a culture</p>	<p>The next steps will be build upon the achievements and embed the good practice which is starting to have an effect on student achievement.</p> <p>Need to reinforce that re-submission is not an option for students and that they need to do their best effort first time round.</p> <p>Encourage teachers to provide formative assessment feedback prior to final assessment.</p>



		change in particular for students where resubmission was possible regardless of grade from first attempt	
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**Planning for next year:**

Whilst working to grow the importance of achieving at a high level will still be a challenge the more immediate challenge will be how to deliver teaching and learning both face to face and online in an ever changing environment as a result of the global pandemic. The focus for 2022 will be to continue to grow high achievement culture from the junior school through to senior years whilst ensuring that students

<b>Strategic Aim:</b>	Provide learning opportunities to support the wellbeing of students and staff.
<b>Annual Aim:</b>	Provide opportunities to support the wellbeing of staff and students.
<b>Target:</b>	To implement a planned programme of learning opportunities and interventions to support wellbeing.
<b>Baseline Data:</b>	<ul style="list-style-type: none"> <li>● Wellbeing in school NZCER survey results Term 3 2020 students and staff (Copy available upon request)</li> <li>● PB4L Restorative Practices- baseline data surveys students and staff</li> <li>● Skylight data Year 9 students.</li> </ul>

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Student leaders promoted wellbeing amongst students</p> <p>Teachers developed guidelines to support their own wellbeing.</p> <p>Follow '5 ways to wellbeing':</p> <ul style="list-style-type: none"> <li>• Be active</li> <li>• Give</li> <li>• Connect</li> <li>• Keep learning</li> <li>• Take notice</li> </ul> <p><i>Examples: staff student sport events, staff participation in out of school sport, participation in fund raising activities, friendly competition (staff/ student), participation in daily staffroom quiz, teaching learning and development of Te Reo and Tikanga Maori, acknowledge staff contribution for tasks or projects completed, shared morning teas, celebrations.</i></p> <p>School supported staff to ensure that they were working reasonable hours and encouraged to leave at an appropriate time.</p> <p>Further training in restorative practices.</p>	<p>Student engagement in well being practice noted</p> <p>Student voice notes enjoyment and participation when this was lead by senior student peers.</p> <p>At risk young people engaged in programmes to support positive choices and outcomes.</p> <p>Teachers engaged in restorative practice which saw reduced referrals as teachers had the tools to work with young people.</p> <p>Feedback comments from student teachers and new staff comment on warm/ friendly atmosphere in the staffroom.</p> <p>High participation rates in staff events</p> <p>Flow on saw positive feedback from students</p> <p>High engagement in learning</p> <p>Reduced number of serious discipline incidents</p> <p>Reduced involvement of SLT in pastoral care for poor student behaviour or attitude.</p>	<p>Teachers were pro-active in participating</p> <p>Promotion as a whole school concern for staff and student well being</p> <p>Reinforcement by student leaders helped to promote wellbeing as a focus for students</p> <p>Student leaders were prepared to share and this was supported through coaching by staff and support from Mentor Teachers in the delivery.</p>	<p>The next stage is to continue to develop this culture and embed the good practice which has been developed.</p> <p>The school will look to continue seek new opportunities</p>

Travellers Programme utilised to support students who may have been at risk.

Sharing of advice from professional organisations and follow up

**Planning for next year:**

Looking to 2022 we will continue with a focus on teacher well being and embed the good practice which has started. We will continue with the work that has been undertaken in 2021 to promote student well being.



# SOUTH OTAGO HIGH SCHOOL

December 2021

## Re: Kiwisport Funding 2021

Kiwisport is a government funding initiative to support students' participation in organised sport. During 2021 the school received total Kiwisport funding of \$11,177.22 (excluding GST). The funding was spent on the employment of a Sports coordinator who is employed for 25 hours per week during term time.

**MIKE WRIGHT**  
Principal



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## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF SOUTH OTAGO HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

The Auditor-General is the auditor of South Otago High School (the School). The Auditor-General has appointed me, Aaron Higham, using the staff and resources of BDO Invercargill, to carry out the audit of the financial statements of the School on his behalf.

#### Opinion

We have audited the financial statements of the School on pages 3 to 18, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 27 April 2022. This is the date at which our opinion is expressed.

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

#### Basis for our opinion

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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



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

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

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

Our responsibilities arises from the Public Audit Act 2001.

#### Other information

The Board is responsible for the other information. The other information comprises the Members of the Board, Analysis of Variance and Kiwisport paragraph information included on page 2 and on pages 19 to 27, but does not include the financial statements, and our auditor's report thereon.

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

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

#### Independence

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

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

Aaron Higham  
BDO Invercargill  
On behalf of the Auditor-General  
Invercargill, New Zealand