



BURNSIDE HIGH SCHOOL

TE KURA O WAIMAIRI-IRI

Greens Road, Burnside
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Christchurch 8540, New Zealand
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ANNUAL REPORT

2020

No 319



'personal excellence and care for others'



be respectful have pride strive to excel

Burnside High School

Te Kura o Waimairi-iri

ANNUAL REPORT 2020

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SCHOOL DIRECTORY

As at 31 December 2020

Ministry Number: 319

Principal: Phil Holstein

School Address:
151 Greers Road
Burnside
CHRISTCHURCH 8053

School Postal Address:
P. O. Box 29-677
CHRISTCHURCH 8044

School Phone: +64 3 358 8383

School Email: admin@burnside.school.nz

BOARD OF TRUSTEES 2020

As at 31 December 2020

Parent Representatives

Mr Charles Breurkes (Chairperson) - Re-elected June 2019 to June 2022

Mrs Andrea Loubser - Co-opted May 2017, Elected June 2019 to June 2022

Ms Tracy Scott - Elected June 2019 to June 2022

Mr Chris Dann - Elected June 2019 to June 2022

Co-opted Members

Mr Brent Crammond - formally selected May 2017, Co-opted June 2019 to June 2022

Elected Deputy Chairperson September 2020

Staff Representative

Mr Murray Paull - Elected June 2019 to June 2022

Student Representative

Miss Victoria Ding – Elected September 2020 to September 2021

Miss Anna Kenworthy – Elected September 2019 to September 2020

Principal

Mr Phil Holstein - appointed Term 1 2015

Board Secretary

Ms Sheryl Crase – from March 2018

Members' resigned 2020

Mr James McNeill - (Deputy Chairperson) - Re-elected June 2019, resigned September 2020

KIWISPORT

KiwiSport is a Government funding initiative to support students' participation in organised sport. In 2020, the school received total KiwiSport funding of \$58,826 (excluding GST). The funding was spent on general sports equipment and as a contribution to Sports Administrator salaries. The number of students participating in organised sport decreased from 41% to 39% over the period 2019 to 2020.



**BURNSIDE
HIGH SCHOOL**

TE KURA O WAIMAIRI-IRI

REPORTS:

- **CHAIRPERSON**
- **PRINCIPAL**

BOARD CHAIRPERSON'S REPORT

Tēnā koe

The Burnside High School Board of Trustees is responsible for the wellbeing of all students and staff, for improving learning outcomes, and for monitoring and guiding many aspects of the running of the school. We ensure that there is a robust Strategic Plan that aims to improve outcomes and wellbeing for all of our students and we approve an Annual Plan each year. We are required to be a good employer of staff; to minimise risks; to ensure that finances and property are well managed; and to ensure that the health and safety of every person on the school site is appropriately attended to. We support the principles of Te Tiriti-o-Waitangi and it is our concern, as a board, that students, irrespective of gender identity, nationality or spiritual belief, feel respected, cared for and affirmed at our school.

The 2020 year has been unique and challenging, most notably due to impacts of the Coronavirus pandemic.

The school suffered revenue loss due to decreasing numbers of international students. The Ministry of Education made some emergency funding available to us for compensation for Coronavirus related costs.

A large number of students were affected by the cancellation of trips and sporting events. Student learning was interrupted and staff were required to rapidly implement entirely different and sometimes challenging ways of managing the wellbeing and teaching of their students. In our case this was through Schoology, our recently implemented, on line, school learning and management system.

Due to the level four lockdown period 2,500 students, together with 300 staff, enacted a spectacular and well coordinated transition from normal school days to online learning from home - and some weeks later a successful transition back.

We commend them highly for their capacity to accomplish this so resiliently and effectively. A very high number (as compared with the national average) of students returned to school very quickly after the lockdown.

And surpassing that, students progressed through the latter part of the year positively and successfully to achieve significantly above the decile 8 to 10 national average at all three NCEA levels. Pleasingly, our levels of Excellence and Merit endorsements remained consistently high and overall NCEA results appear to be our best over the last 5 years. Outstanding results were achieved in University Entrance, Scholarship (80 awarded including 12 Outstanding and one First in Subject), ICAS, Cambridge Mathematics and other academic external examinations.

From the wisdom of student voices and research completed by staff subsequent to the lockdown period we learned new facts about study habits and preferences. We have acknowledged, and will implement, these through our Annual Plan for 2021.

Master planning work has featured during 2020. Board and staff members continued to collaborate with Architects and the Ministry of Education to move our concept plan for a somewhat improved and remodelled school to a more detailed stage. New building requirements were investigated through input

from appropriate stakeholders. More detailed preliminary plans have been made for a technology block and a new library and student support centre.

Preliminary planning for refurbishment of the badly leaking school pool is also well under way.

I take this opportunity to thank members of staff, students, family members and trustees of the Board.

Anna Kenworthy, our board student representative during 2020; Miss Victoria Ding, year 10 during 2020 and elected to replace Anna; Mr Murray Paull, our staff representative; parent representatives Tracy Scott, Brent Crammond, Andrea Loubser and Chris Dann; Mr James McNeill, who was with us for four years and resigned earlier in the year; board Secretary Ms Sheryl Crase; Miss Andrea Griffin who is an ex-officio member; and of course our principal, Mr Phil Holstein also sits on the board.

We will welcome Wayne Muncaster in 2021 who replaces Andrea Loubser as trustee and Finance Committee Chair since Andrea also recently resigned.

I thank you all for your generous commitment of time, wise and appropriate advice and insights, and your thorough management of board matters.

I would like to express special thanks to our Principal, Mr Phil Holstein. Mr Holstein has led our school for over six years now and during that time has been outstanding in his commitment and dedication in that complex and continually challenging role. He was re-elected for a sixth year as President of the Canterbury West Coast Secondary Principals' Association during 2020. Fulfilment during the year of his programme relating to his receipt of the prestigious, nationally recognised, Woolf Fisher Trust Fellowship award has been delayed due to Coronavirus related travel restrictions.

Thank you to our Associate Principal, Ms Andrea Griffin, members of the Senior Leadership Team, faculty and team leaders, teaching staff, and support staff.

Warmest congratulations and well done to year 13 students who graduated at the end of the year. We wish them well with the new and different adventures that are beginning for them.

We acknowledge with compassion the many international students who have been unable to return home to be with family over the December/January holiday break due to the pandemic.

We thank whānau and caregivers for their assistance in our supporting of their teenagers.

No reira.

Me mahi tahi tātou, mo te oranga o te katoa.

We should work together for the wellbeing of everyone.

Noho ora mai

Nāku noa, nā

Charles Breurkes
Presiding Member (Chair), Burnside High School Board of Trustees

PRINCIPAL'S REPORT

(Extracts from the Principal's address at the Senior Graduation and Prizegiving Ceremony, Christchurch Town Hall, October 2020)

For me, this year is summed up by the following two images:



The first is the 60th Anniversary crest of Ti Kōuka, the cabbage trees that stand so proudly on our school grounds. This memento acknowledges 2020 as the **60th year since Burnside High School opened**.

This is a significant milestone, and students and staff will recall the two foundation staff members who addressed us at assembly and in the staffroom at the beginning of this year. I enjoyed meeting the foundation students, hearing their stories, and seeing how fondly they recalled their school years. In a wonderful initiative, our 2020 Head Students have created a permanent video record of 56 former students, with a goal to record one student from each of the 60 years. Thank you E Wen Wong, Sam Turner, Emma Hollingworth and Noah Hartley for this important historical record.

The second image on the programme is the tui nourishing itself on ti kōuka.

Kia whakarongo ake au

Ki te tangi a te manu nei

Tui-i-i, tui-i-i, tuituia –

Listen to the cry of the bird

Weave....weave....weave

This Tauparapara (chant) is the cry of the tui as it builds its nest. It translates: bind, join, be united as one. What draws us together with others is what matters in life.

Facing the challenges of living in a COVID world.

At our school we care for and respect others, taking responsibility for our behaviour. Never has this been as important as it was this year. How each one of us behaved had so much influence on our collective health and destiny! The very fact that we can gather here, at this celebration, bears testimony to our achievement. I am proud of what each one of us did, what our school achieved, what Aotearoa New Zealand has achieved. Well done Year 13 for coming through the year so well, in the face of uncertainty, change, challenge and disappointments. It is not the year that you wanted, nor what we wanted for you.

How adaptable we can be when faced with challenges and barriers! While we learned what it is to be locked down, locked out, bubbled, hand sanitised, isolated, socially distanced, masked, tracked, traced, and tested; I witnessed you as a group making the best of the situation. You used technology and your creativity to reach out to each other and maintain your community. Like the tui, you found ways to unite and work together. You found ways to connect, have fun, be supportive. You continued to value your education. As I have said to you many times this year: *You can't adjust the wind, but you can adjust the sails accordingly.* How we view things, how we respond to life's challenges, makes us stronger and builds our confidence.

You have all been shaped by what I call the Burnside Experience, and what many call the cabbage tree years. Those trees, ti kōuka, are the constant. We see them each day as we arrive at school and, knowing that they have been there for not only the 60 years of Burnside High School's existence, but for centuries, reminds us that we are part of something bigger than ourselves.

"No matter what is thrown at the cabbage trees: wind, storms, fires - they have stood the test of time and they always come back, regenerate themselves and grow stronger."

Despite everything, 2020 has still been a very successful year: in academic work, in cultural activities, in the arts, in sport, in leadership, and in service. I acknowledge and thank all those who work for the Burnside High School community.

A student becoming a high performer depends on a range of key factors, none more important than the teacher's passion, enthusiasm, energy, commitment, and willingness to improve and develop their practice. A skilled teacher is the best educational advantage that can be given to students. My heartfelt thanks goes to the staff, for their belief in the school, their dedication to teaching, and for the positive influence they have had on so many young lives. They have certainly gone the 'extra mile' this year. Staff, you form the fabric of the school. You are helped by a wonderful team of support staff who work tirelessly to ensure that our school runs smoothly; and that staff and students are supported in their teaching and learning. Thank you support staff for everything you do.

We are very fortunate as a school to have a reputation that attracts great staff. Long-serving staff are important and valued, as they pass on the ethos and values of our school. We acknowledge five loyal staff members who are leaving our community after significant service. Congratulations and thank you to Ms Christa Jellyman, Health and Physical Education– 9 years of service; Ms Ashley Taylor, Health and Physical Education– 11 years of service; Ms Suzie Risbridger from the Mathematics Faculty leaves after 13 years; Mr Peter Weusten – from the Mathematics Faculty after 24 years; and Mrs Leah Preston our school nurse for 25 years.

A special congratulations to Matt White, Divisional Principal of Te Puna Raki North Division who has just been appointed as Principal of Wairarapa College, commencing in 2021. We are very proud of him, but we will miss you Matt. Go well.

Working alongside our teaching and support staff, we are very fortunate to have a strong, skilled, and committed group of volunteer parents who give their time for the benefit of the school. Thank you to our Board of Trustees, especially to Charles Breurkes as Chairperson, for your support and wise counsel. My thanks to the PTA, in particular Shanthini Govindasamy as secretary and Tonia Konstantinopoulou as treasurer who have supported us in many ways throughout the year. The PTA has contributed to the cost of tonight's venue, so that all whānau and friends can see their students graduate.

Success is dependent on whānau who value education, who actively support our school; and who instil in their children the drive to do well at school and in life. To the families here tonight, thank you for doing your job as parents. We depend on you so much, if we are to do our job well. Tonight your sons and daughters shine, and you too should be congratulated for the ongoing role you play.

We have so many successful, high-performing students here. They are good people who take responsibility for their learning, are leaders of themselves, have high expectations, work to the best of their ability, participate in the life of the school, are open to change. They constantly seek ways to do things differently, to improve, to monitor themselves and seek advice on their performance, to measure themselves against their goals, to be held accountable.

Congratulations prizewinners. Be proud of your successes, as we are proud of you. The awards you receive this evening are recognition of the effort and commitment you have shown.

Congratulations to the graduands and thank you for your contributions to school life over the last 5 years. Most of you will have been in formal education since you were five years old.

Recte sic dirige cursum. Kōwhiria te huanui tika. Along this path direct your journey correctly.

I hope you feel you have been guided through Burnside High School; that you have attained the qualifications you were capable of and that you needed; and that you developed the personal qualities and confidence to choose the right pathways in life. I hope you will remember with pride and affection the security, support, shelter, and strength of your cabbage tree years. This ceremony marks the moment when you leave the puna of Waimairi-iri: when you leave secondary education to enter the world beyond; to take up your rightful place as adults. Our aim is to create great students. Students who achieve excellence as scholars and as individuals while developing high quality relationships with others. Students who leave us to become great citizens; to make a positive contribution to society: in their work, with their families, in their friendships, and in their communities. Students: you do us proud. Your successes, and the wonderful individuals that you are, shape Burnside High School's reputation as a great school; and we all benefit from that reputation.

I hope we provided you with the environment, the values, the ethos and high-performing culture that allowed you to thrive. I hope we helped you identify and nurture your talents, your abilities, your interests. I hope we helped you aspire to be great now; and to be great in the future. Recognise that your successes are dependent on both yourself, and the support and contributions of others. Always take time to thank and acknowledge the people who have supported, taught, and mentored you along the way.

These people do not seek gratitude, but a thank you makes the world of difference. We can all do better at this!

To all of you who have been part of this most remarkable of years, the 2020 year at Burnside High School, thank you. I feel very privileged to serve as Principal.

No reira, tena koutou, tena koutou, tena koutou katoa.

Phil Holstein
Principal





**BURNSIDE
HIGH SCHOOL**
TE KURA O WAIMAIRI-IRI

NAG 2: SELF-REVIEW



Annual Plan and Outcomes for 2020

This document is to be read in conjunction with:

- The BHS Strategic Plan 2020-2022, Student Achievement Target Plan 2020, International Student Strategy 2020-2022, Māori and Bi-Cultural Strategy 2020-2022, Pasifika Strategy 2020-2022, Digital Strategy 2020-2022, Waimairi-iri Kāhui Ako Learning Plan and the Principal's Performance Management Action Plan 2020

Progress Indicators:

- A = Achieved
- PA = Partially Achieved
- IP = In progress
- N = Not Achieved
- O = Ongoing

KEYSTONE 1: TE TUAKIRI ME TŪHONO / IDENTITY AND BELONGING

STRATEGIC GOAL: To continually build and maintain a school culture that reflects the Burnside ethos and values (bhs) so that they are inherent in the way staff, students and whānau think, act as individuals, and relate with others

TARGET	ACTIONS	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
1.1 To promote the Wellbeing of all staff and students Strategic Plan Goal: 1.2	1.1.1 To deliver professional development and training on VIA (Values in Action) – Classification of Character Strength – with teaching staff through Monday morning PD sessions and staff hui	Deputy Principal – Wellbeing Wellbeing Team (WBT)	<i>Teaching Staff are actively using VIA indicators in their personal and professional life via a staff wellbeing survey (in Term 4)</i>	O	PA
	1.1.2 To continue with and implement a variety of staff wellbeing initiatives throughout the year	Wellbeing Team (WBT) Faculties	<i>Programme distributed to staff</i> <i>Various initiatives are undertaken and reviewed via a staff survey (in Term 4)</i>	O	A
	1.1.3 To train teachers and trial positive psychology (the Waka model) with a selection of Year 9 classes	Wellbeing Team (WBT)	<i>Training and trials completed and plans ready for implementation with all Year 9 classes in 2021</i>	PA	

	1.1.4	To continue to hold regular meetings with support staff with a wellbeing focus – once a term	Deputy Principal – Wellbeing Wellbeing Team (WBT) Principal Lesley McLachlan (Staff Induction)	<i>Support staff feel valued, connected and supported (via wellbeing surveys)</i>	O	A
1.2 To strengthen the provision of te reo Māori at BHS <i>Refer: Māori and Bi-Cultural Strategy</i> Strategic Plan Goal: 1.3	1.2.1	To appoint and support a new te reo Māori kaiako (teacher)	Deputy Principal – Engagement	<i>Qualified teacher appointed with mentor PLD provided Whānau/Ope Taua Committee formed</i>	A	
	1.2.2	To further develop the delivery of te reo programmes	Kaiako Head of Faculty – Languages	<i>Schemes of work and resources updated and online</i>	IP	A
	1.2.3	To appoint and support new kapa haka tutor(s)	Deputy Principal – Engagement TIC Kapa Haka	<i>Student voice reflects an increase in understanding of Māori culture and tikanga Kapa haka group performs at appropriate school events</i>	O	A
	1.2.4	To further develop te reo capability with staff	CRP/MSA Team He Māhuri	<i>Online and face-to-face te reo opportunities offered to staff e.g. Aotearoa Rockstars Project, Te Kura, Te Ahu o te reo Māori. All staff hui included in te reo PLD Te reo lessons offered to staff conducted by te reo teachers and Māori leaders</i>	O	O

KEYSTONE 2: KIA Ū KI TE AKO / PURPOSEFUL AND ENGAGING LEARNING EXPERIENCES

STRATEGIC GOAL: Students and staff are challenged and supported to take ownership of their learning

TARGET	ACTION	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS		
				MID-YEAR	FINAL	
<p>2.1 Promote Excellence – progressively embed a culture of reflective practice amongst staff</p> <p>(To support BHS and Waimairi-iri Kāhui Ako Student Achievement Target)</p> <p>Strategic Plan Goal: 2.1</p>	2.1.1	PD facilitators (Within School COL roles) confirmed and in place ready to start the year	Deputy Principal – Teaching and Learning	<i>PD facilitators are appointed with a clear job description that includes expected outcomes</i>	A	
	2.1.2	To develop and implement an ongoing, co-ordinated school-wide staff professional learning programme to enhance student engagement. An inquiry approach will be used to consolidate culturally responsive practice, collaboration, wellbeing, literacy and the use of Schoology	Professional Learning Facilitators Group	<i>The Staff PD programme is produced and distributed to staff at start of Term 1</i> <i>The programme is run on Monday mornings</i>	A	
				<i>Goal setting conversations and review will show that teachers are changing their practice and reflecting on its impact in response to their PD programme/specific student needs.</i>	IP	PA
				<i>Curriculum areas will show evidence of professional learning and its impact in their planning and/or practice (during Faculty Review Days)</i>	IP	NA
				<i>Gather feedback regarding the Professional Learning Programme to inform the 2021 plan</i>	Term 4	A
<p>2.2 Encourage Flexibility – teaching and learning pedagogies that promote student agency and capability</p> <p>Strategic Plan Goal: 2.2</p>	2.2.1	Review the collaborative, cross-curricular learning programme of 2019	Deputy Principal – Teaching and Learning	<i>Review undertaken and summary of findings presented to staff</i>	A	
	2.2.2	Review end-of-year reporting, exams and other scheduled activities	Collaboration Facilitator	<i>A plan for 2021 is ready for consideration by CLT in Term 4, 2020</i>	IP	A
	2.2.3	Develop a proposal for Term 4, 2021, for Year 9 and 10 students	AST – Teaching and Learning Darryn Findlay			

KEYSTONE 3: KIA TŪHONO TE HAPORI / PARTNERSHIP WITH OUR COMMUNITY

STRATEGIC GOAL: To build positive and meaningful relationships with the local and international community to enhance the quality of the school's learning environment and improve the range and relevance of learning opportunities for students

TARGET	ACTION	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
3.1 To have a good quality school uniform which is identifiable, cost-effective and provides some choice for students and parents <i>Strategic Plan Goal: 3.1</i>	3.1.1 Seek the views of all stakeholders on the current uniform	Deputy Principal Wellbeing	<i>A school uniform proposal that has a range of practical options approved by the BOT by the end of Term 1, 2021</i>	NA	A
	3.1.2 Develop a school uniform proposal for Board consideration	Uniform Review Committee/PTA Student Council Senior Prefects		IP	Deferred to Term 3, 2021

KEYSTONE 4: KIA TIPU, KIA PUĀWAI / SUSTAINABLE GROWTH

STRATEGIC GOAL: To further develop the systems, facilities, resources and landscape of the school

TARGET	ACTION	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS		
				MID-YEAR	FINAL	
<p>4.1 To plan for and upgrade the BHS Campus – facilities, learning spaces and grounds – as per the Canterbury Schools Rebuild Programme</p> <p>Note: Deadlines and dates are reliant on MOE decisions and construction schedules</p> <p>Strategic Plan Goal: 4.1</p>	4.1.1	To regularly communicate with staff, students and whānau about master plan developments	Property Committee Master Planning Team BHS Business Manager	<i>Consultation with stake holders as appropriate</i> <i>Regular updates in newsletters and at staff/parent meetings</i>	A	
	4.1.2	To complete a master plan for the Burnside HS campus based on the Education Brief	BHS Facilities Manager Board of Trustees MOE Property Manager	<i>A master plan which addresses the provision of a high-quality physical learning environment. Learning spaces will reflect the needs of 21st century learners and give the opportunities for all of them to succeed within a landscape that reflects bi-cultural New Zealand and the local cultural and botanical heritage</i>	A	
	4.1.3	To complete the upgrade of the fire extraction system in the Aurora Centre		<i>Work completed by end of Term 1</i>	IP	A
	4.1.4	To determine priority project(s) utilising the 2020 school investment package		<i>Priority Project confirmed and approved (by end of Term 2)</i>	A	
<p>4.2 To redevelop the school website so that it reflects the worth and ethos of the school and the services and opportunities it provides</p> <p>Strategic Plan Goal: 4.3</p>	4.2.1	To continue to work with 'Hail' (Graphic Design and Marketing Company) to complete the upgrade our current website	Hail Enrolment and Publications Officer Deputy Principal – Achievement IT Manager International Student Director Principal	<i>That the new BHS website is in place (by the end of Term 1) that integrates Moodle/Schoology and Hail</i> <i>It is well designed, informative and easily accessible (user-friendly) to all interested parties</i>	A	

COMMENTS: MID-YEAR

It has been a busy and successful first half-year on a number of fronts:

1.1 Wellbeing of all Staff and Students

- ***Professional development and training***

- The wellbeing team have delivered two whole staff professional development sessions on Character Strengths (VIA). The first session was in Term 1 and introduced the concept and practice of using character strengths in both a personal and professional context – in our day-to-day lives and in the classroom and workplace. The second session took place in Term 2 and concentrated on connectivity and how character strengths helped during the lockdown period – especially in terms of resilience. A further session will be delivered as part of the wellbeing whole staff sessions in Term 3 and will focus on how to introduce this into the classroom.

- ***Staff wellbeing initiatives***

- The following activities continue to be on offer for the staff:
 - Wellbeing room; Walking group; Book club; Healthy eating support crew; Wednesday yoga; Board games in the staff room; Film club; Meditation group; B45 training on Friday mornings; September challenge; Massages; Staff shout outs.
 - The staff wellbeing Schoology page is up and running (with readings and resources).

- ***Train teachers and trial positive psychology (the Waka model) with a selection of Year 9 classes***

- Due to the interruptions of the year, the Waka Model was not completed (by outside providers) and, therefore, the wellbeing team had a planning day on Thursday 23 July to finalise our own BHS model and to create a programme for introducing wellbeing into the classroom at Year 9 in 2021. The following was achieved:
 - A BHS model created and is at present being produced graphically.

- A timeline and plan for introducing wellbeing (equipping students with the skills and strategies to manage their own wellbeing now and in the future) at a Year 9 level in 2021, through form classes (draft). The programme will follow a theme each term based on the Te Whare Tapa Wha model:
 - Term 1: Taha Whanau – social wellbeing
 - Term 2: Taha Hinengaro – mental and emotional wellbeing
 - Term 3: Taha Tinana – physical wellbeing
 - Term 4: Taha Waitua – spiritual wellbeing
 - Professional development for the Year 9 Support Prefects is also planned – to assist form teachers in introducing Wellbeing next year
 - Professional development sessions for staff are planned in Terms 3 and 4 this year
- **Regular meetings with support staff with a wellbeing focus**
 - One session has been held this year, with another planned for Term 3.

***Note:** The BHS Student Wellbeing Leaders have attended a Christchurch-wide student conference, discussing the impact of COVID-19 on our students. They are planning several school-wide activities as a result (these are still in the planning stage).*

1.2 Strengthen the provision of te reo Māori at BHS

- Whaea Amber Goldsworthy and Kōkā Tania Gilchrist have been appointed as Kaiako te reo Māori. They are mentored by Sonja Consedine and supported by Chu Prasertdee, HoF Languages, and Matt White, Deputy Principal – Engagement. Amber has completed the Matariki Tuia leadership programme and Mary Ross PRT PD. They have both completed the Tuahiwi Marae education workshop and will attend Ngāi Tahu Kura Reo PD that was postponed due to COVID-19. Several students have changed from half-year te reo Māori to full-year, while no students have changed from full-year to half-year.
- Schemes of work are being updated. Amber has been collaborating with kaiako at Hagley College and Linwood College.
- Michelle Manuel has been appointed as Kapa Haka Tutor and is assisted by Taipari Mahanga. To reflect the nature and intent of our kapa haka round, our sessions are named Te Whare Tapere, the house of entertainment. The rōpu will perform at the whānau hui on Thursday 6 August and compete at Tūhono in September at the Town Hall.

- Staff Hui began with karakia, waiata and culturally responsive activity e.g. Matariki. A new course – Year 11-13 Māori Studies and Performing Arts has been approved for 2021. Tania is leading Monday staff PLG te reo workshops for the next six weeks (Term 3). Eighteen students are involved in the Aotearoa Rockstars Project, an initiative involving students teaching te reo at the Fendalton New World, Jellie Park, Fendalton Library and with BHS reception staff. The Aotearoa Rockstars Project includes professional development opportunities for staff. Alan Robertson, Chantal Koning and Matt White have completed the MOE Te Ahu o te reo Māori which is facilitated by Te Rūnanga o Ngāi Tahu.

** The 2019/2020 Year 9 – 10 Engagement Survey Data supports the ongoing development of te reo with staff.*

2.1 Promote Excellence

- Our focus is always on effective teaching and learning which leads to improved outcomes for our students. We align the professional development programme with the strategic priorities of Burnside High School and the annual Student Achievement Target.
- In 2020, there is an emphasis placed upon improving engagement, consolidating and putting into practice the learning that has taken place around collaboration, culturally responsive practice, literacy and wellbeing over the past few years, particularly in relation to the Year 10 cohort. It has been identified that the Year 10 cohort over a number of years have demonstrated a drop in the level of engagement. This pattern is nationwide.
- The Monday morning programme was developed in collaboration with the professional learning facilitators and with feedback from the SLT and the CLT. It was distributed to all staff at the beginning of Term 1 and consists of sessions for:
 - Professional learning groups with an inquiry approach
 - New learning around engagement
 - Schoology for those who need it and opt in sessions for upskilling
 - Faculty-led review and development of programmes
 - Plus, own choice linked to personal goals
- The professional learning facilitators (15) were appointed in November 2019 and the team consists of:
 - **Culturally Responsive Practice:** Nathan Sandes, Amanda Keith, Bob Tellick
 - **Literacy:** Julia Johnson, Teresa Burgess, Caroline Forde, Carl Burr
 - **GATE:** Sandra Pooch
 - **Wellbeing:** Olivia Wells, Caroline Cook, Sarah Maguire
 - **Collaboration:** Erin Ryder
 - **Schoology:** Carl Johnston, Alison Middelkoop
 - **Specialist Classroom Teacher:** Jon Land

- The professional learning programme has been impacted on by the school closure due to COVID-19. We missed six Monday morning PD sessions as a result. This has meant that the continuity of PLGs was lost and we revised the programme to take account of this. We also wanted to change our focus within the theme of Student Engagement to reflect on the learnings from the lockdown period.
- To date, we have focussed on the data gathered through the Engagement Surveys and used the initial PLG sessions after we moved to Level 1 in Term 2 as an opportunity to gather feedback from staff around what worked well during our time of distance learning and what we want to do going forward from this experience.
- Staff are about to go into a series of faculty-based sessions where the focus is on developing engaging blended learning programmes based on student and teacher voice and supported with evidence-based research. There is the opportunity to explore this in terms of practice (subject specific pedagogy) and content (programmes of learning). It is intended that faculties use data to develop a focus and an action plan of what they want to achieve in the PD sessions to improve engagement in their faculty area, with an initial focus on Year 10. Staff are collecting data from their classes about what engages them in their learning and this will form part of the basis for the faculty focus in Terms 3 and 4. They are using the process of inquiry as an approach to reflect on what the needs of the students are and putting into practice actions to address those needs.
- Due to COVID-19, Faculty Review Days have been deferred to 2021. As a result, our measure of success will be evidenced in the sharing of faculty approaches in the cross curricular PLG sessions in Term 4.

2.2 Encourage Flexibility

- We are continuing to review end-of-year reporting, exams and other scheduled activities. The Collaboration Facilitator will be discussing with individual HOFs their needs at this time of the year. This will lead to the development of proposals for the end of 2021 to go to CLT in Term 4.

3.1 School Uniform Review

- ***Seek the views of all stakeholders on the current uniform***
 - Due to the interruptions of 2020, there has been a delay in starting this review; however, during Terms 1 and 2 we researched the process other schools have employed, and our aim for Terms 3 and 4 is to develop our own strategy and to 'Seek the views of all stakeholders on the current uniform.' This will be actioned through the establishment of a uniform committee and community, student and parent surveys.

4.1 Planning for and Upgrade of BHS Campus

- On Wednesday 24 June, the BHS Master Plan Stage 1 was approved (with priorities set) by the Board of Trustees and we are awaiting sign off from the MOE. The master plan is the culmination of twelve months' work and will inform the redevelopment of our campus over the next 20 years – an important and exciting prospect for the school.
- At the end of Term 2, we had preliminary design workshops with architects from Baldasso Cortese Nordanus (BCN) and the Ministry for both the Science/Technology Block and the central Learning Services Hub – Learning Support/Careers/Counselling/Divisional Deans/Canteen and Library. These were very productive sessions.
- During Term 3, the architects and Ministry will continue to meet with representatives from these key areas and faculties to discuss their working spaces.
- It is envisaged that by September 2021, a start will be made on a new science and technology block that will include 26 learning spaces. Also planned for 2021, is an upgrade of our school swimming pool, resurfacing of courts, and the creation of a new drop off, and pick up point on Memorial Avenue. Plans are underway to minimise the impact on students and staff during this first stage of our redevelopment plan.
- This is an exciting opportunity for BHS to enhance its facilities and provide the best possible campus for our school community.

4.2 School Website

- We were excited to announce the launch of Burnside High School's newly designed website on **Thursday 2 April**. This is a very significant event, as the website will be our main promotional and information source for prospective students this year. All schools have agreed not to hold Open Nights in 2020.
- With the new website, our goal was to create a user-friendly browsing experience for our school community and to provide easy access to commonly used features for students, parents and staff, while giving a snapshot of the excellent range of learning opportunities available at our school.
- **Main features include:**
 - **The home page** offers a range of drop-down menus leading you to key information about our school and programmes. This includes the Principal's Welcome, key staff, enrolment information, the school calendar and opportunities available for our students. Further

down on the home page are links to our latest news items, newsletters and student achievements. From the home page, there is always a feed of the latest news items and achievements.

- **Links to students' portal** which will take users to a range of tools and information which are used on a regular basis. The Parent Portal takes you to the login section to access our KAMAR portal. There are also numerous links to access **Schoology** – Burnside High School's online learning platform.
- **Burnside bulletin** – our Head Prefects and other Student Leaders have been compiling the **Burnside Bulletin** – online video clips with news information and tips to get through the current home confinement. These are updated regularly. These can be accessed from the bottom of the home page.
- **News and yearbooks** – the last three years online yearbooks and newsletters can be accessed from the bottom of the **Our School** drop-down menu. This link also includes newsletters and a range of the most recent news and achievements.
- **COVID-19 updates** – a link to the latest information regarding COVID-19 and Burnside High School's response can also be found on the home page.
- A huge thank you to **Alan Robertson** (Deputy Principal – Achievement) and **Bernadette Shaw** (Promotions and Enrolments Officer) our website development team for all their work to make this happen. The response to our new website has been overwhelmingly positive.

COMMENTS: END-OF-YEAR

Introduction

2020 was an extraordinary year, dominated by the uncertainty and impact of the Coronavirus Pandemic. This had a significant influence on student learning; presented new challenges for staff and students alike; and required us also to make adjustments to the Annual Plan. Therefore, everything we planned and achieved should be put in the context of living in a COVID world!

In spite of everything we experienced, it was still a year of successes in academic work, in cultural activities, in the arts, in sport, in leadership, and in service. It is clear from the National attendance statistics that Burnside students were keen to return onsite, following the extended lockdown period scoring well above the national averages. 2020 also proved an outstanding year for our students and staff in NCEA Levels 1, 2 and 3, Scholarships, Cambridge Mathematics, and in University of Canterbury STAR courses.

What drew us together as a nation this year was Covid-19 and this experience has shown how adaptable we can be when faced with challenges and barriers. While we learned what it is to be locked down, locked out, bubbled, hand sanitised, isolated, socially distanced, masked, tracked, traced, and tested; we all made the best of the situation by working together, the students, staff, whānau and Board of Trustees.

Congratulations to all students on their achievements, and thank you to the staff who worked with them. They have certainly gone the 'extra mile' this year. I am proud of what our school achieved and for coming through the year so well.

1.1 Wellbeing of all Staff and Students

- **Professional development and training**

- Full teaching staff PD was delivered over four sessions during the year, concentrating on whanaungatanga and character strengths training.

- **Staff wellbeing initiatives**

- The following activities continued to be on offer for the staff: The Wellbeing room; Walking group; Book club; Healthy eating support crew; Wednesday yoga; Board games in the staff room; Film club; Meditation group; B45 training on Friday mornings; September challenge; Massages; Staff shout outs.
- The staff wellbeing Schoology page continued to provide readings and resources for staff.
- A post lockdown staff wellbeing survey was conducted.

- **Train teachers and trial positive psychology (the Waka model) with a selection of Year 9 classes**
 - Due to the interruptions of the year, the Waka Model was not completed (by outside providers) therefore, the wellbeing team had a planning day on Thursday 23 July to finalise our own BHS model and to create a programme for introducing wellbeing into the classroom at Year 9 in 2021. The following was achieved:
 - A BHS model was created.
 - The Year 9 Tiakina Wellbeing Programme (equipping students with the skills and strategies to manage their own wellbeing now and in the future) was written; resources and teacher handbook supplied to form teachers.
 - Professional development for the Year 9 Support Prefects is planned in early Term 1, 2021 – to assist form teachers in introducing Wellbeing to Year 9.
 - The programme was introduced to staff in Term 4, 2020.
- **Regular meetings with support staff with a wellbeing focus**
 - Termly meetings with support staff were held this year which included two wellbeing sessions. The focus then shifted to te reo in Term 4 and will continue into 2021.

1.2 Strengthen the Provision of te reo Māori at BHS

- Our two new te reo teachers have had a very successful first year. They form a good team who complement and support one another. Their dual approach has proved to be very successful and they look forward to building on this in 2021.
- Schemes of work have now been updated and teaching and learning programmes developed for junior programmes as well as NCEA levels 1 and 3.
- Our kapa haka tutors will continue again next year. We aim to compete in the kapa haka regionals in 2021 and to grow the number of students in the rōpu (group). The rōpu performed at the Whānau Hui in September, at the senior graduation/prizegiving and at the Poroporoaki Ceremony at the end of the year. They also successfully competed at Tūhono in October (at the Town Hall) where they received awards for their performance and the group placed second in the Haka.
- All staff meetings now begin with karakia and waiata. Te reo teachers and Māori leaders have led and assisted with Faculty PLD and led Monday morning staff te reo workshops in Term 3 (6 weeks). Staff are encouraged and supported to enrol in Kā Poupou Reo o Tahu

(immersion te reo language course). This will continue to be a focus in 2021 as we work towards our goal of all staff having a basic proficiency in te reo

- A small group of staff organised and held 'Te whānau Māori' on Wednesday lunchtimes and Tuesday afterschool in K1. This was set up as a safe and inclusive meeting place where students (and staff) could pop in to study, complete art work, get assistance with homework. Sessions on mihi mihi and Tikanga were also available where a small group of students and staff learnt our school waiata. A great initiative.

2.1 Promote Excellence

- In Terms 3 and 4, staff were involved in faculty-based sessions where the focus was on developing engaging blended learning programmes based on student and teacher voice and supported with evidence-based research. There was the opportunity to explore this in terms of practice (subject specific pedagogy) and content (programmes of learning). It was intended that faculties use data to develop a focus and an action plan of what they want to achieve in the PD sessions to improve engagement in their faculty area, with an initial focus on Year 10. Staff collected data from their classes about what engages them in their learning and this formed part of the basis for the faculty focus. Faculties utilised this time in different ways.

Examples include: the Social Sciences faculty where key themes around engagement were identified based on data collected from students and small groups worked on developing approaches to address each of these themes. A similar approach was used in the Mathematics Faculty. In the Physical Education and Health Faculty, a faculty-wide focus was developed based on improving the provision of te reo in lessons in order to promote more culturally responsive practice to engage students.

- Despite the restrictions placed on us by the response to COVID-19, we made progress with professional learning to continue to develop an understanding of student engagement and move to responding better to the needs of our students.
- The need to change our pedagogy overnight in response to the lockdown proved that our previous focus on professional learning related to Schoology had meant that our staff were in an excellent position to be able to deliver distance learning. The feedback from students after this period of distance learning showed that many of them thrived in the ability to take more ownership of their learning. We have tried to recognise in the plans for our ongoing professional learning programme.
- In response to staff feedback, the **focus of the staff professional learning programme in 2021** has been established – 'Increasing Student Agency to enhance Student Engagement'.

The aim is to develop an understanding of flexible teaching and learning approaches that can be used to improve the capabilities of students to be self-managing learners and provide them with opportunities to demonstrate these capabilities.

The Monday morning programme will consist of:

- Full staff sessions at the beginning of the year to develop a school-wide shared understanding of student agency and how it sits within the overall theme of engagement. There will be opportunities to extend and build on the work completed in Faculties in 2020.
 - PLG sessions which are thematic, where teachers opt into literacy, online learning, culturally responsive practice, wellbeing and a generic option. These PLGs will focus on how we can use these themes to achieve student agency e.g. literacy could focus on how we can develop literacy approaches which have an element of student agency.
- Wellbeing sessions will also continue in 2021.
 - The Professional Learning Facilitators (14) for 2021 were appointed in September 2020 and the team will consist of:
 - **Culturally Responsive Practice:** Nathan Sandes, Amanda Keith, Bob Tellick
 - **Literacy:** Julia Johnson, Susan Briggs, Caroline Forde, Anne-Marie Hampton
 - **GATE:** Sandra Pooch
 - **Wellbeing:** Sarah Maguire, Keryn Stark, Nicola Delaney, Jayne Crawford
 - **Online learning/Schoology:** Carl Johnston, Alison Middelkoop
- Plus**
- **Specialist Classroom Teacher:** Jon Land

Note: Culturally sustainable practice will underpin all approaches.

2.2 Encourage Flexibility

- We completed the review of end-of-year reporting, exams and other scheduled activities. The Collaboration Facilitator gathered the feedback from HOFs, analysed this and presented it to SLT. In response to this feedback, the Collaboration Facilitator worked with the Deputy Principal – Teaching and Learning to develop three proposals for consideration by SLT and CLT. These proposals are currently being discussed in preparation for a decision to be made early in 2021.

3.1 School Uniform Review

- ***Seek the views of all stakeholders on the current uniform***
 - Term 4 saw the establishment of a uniform committee and the delivery of community, student and parent surveys. These will be analysed in Term 1, 2021.

4.1 Planning for and Upgrade of BHS Campus

- A project steering group has been established and meets monthly.
- Progress on the design plans for the new Science/Technology Block and Student Support Services/Library Hub are progressing. Design workshops are now focused on detail for these blocks – both are complex in nature.
- We are still waiting for confirmation from the Ministry Design Review Panel (DRP) for the Project (Master Plan); there are issues around space entitlements. This has proved frustrating and has certainly slowed progress.
- The Maynard Marks weathertightness report for the Admin/Library and I and J Blocks is currently being reviewed by the MOE Weathertightness Review Panel.
- It is noted that the Ministry is not intending to do much with the Admin Building at this point. Cost implications of addressing weathertightness issues are not yet known.
- Geotech sampling has been carried out by consultants to test the ground structure where the new buildings are to be located.
- Our aims for 2021 are:
 - Seek funding support from the MOE to acknowledge additional workloads on our Property Manager and Business Manager and for other key staff involved with the project including relief cover.
 - To complete the designs for stage 1 and 2 (Science and Technology and Student Support and Library Blocks) and hopefully the general teaching block (stage 3).
 - Carry out the refurbishment of the school pool funded by the 2020 school investment package in the second half of the year.

‘Kia kaha, kia manawanui kotahi: Be strong, be kind’



Student Achievement Target: 2020 Action Plan and Outcomes

To be read in conjunction with the BHS Strategic Plan 2020-2022, the Annual Plan 2020, the BHS Māori and Bi-Cultural Strategy 2020-2022 and the BHS Pasifika Strategy 2020-2022

Strategic Goal:

To enhance engagement in learning so that students achieve:

- At least NCEA Level 2 or equivalent to equip them with a solid learning foundation to be successful in pursuing further studies or entry to the workplace
- NCEA Levels 1–3 and Scholarship at levels that are consistently at or above the national averages for Decile 8 –10 schools
- Merit and Excellence endorsements at each level of NCEA, and Scholarships above that of Decile 8 –10 schools

In addition:

- Students, with special needs and those who have IEPs', will achieve their identified goals
- Māori* and Pasifika students' achievement will be comparable to that of all students at the school.

* Retention of all Māori students into the senior school is a focus.

Progress Indicators:

A	=	Achieved
PA	=	Partially Achieved
IP	=	In-progress
N	=	Not Achieved
O	=	Ongoing

Annual Target (Year Two):

To improve the transition, engagement of the 2019 Year 9 cohort (Year 10 in 2020) so that they are prepared, by the end of Year 10, to achieve well in NCEA Level 1 (at or above national average for Decile 8-10 schools). (This is aligned with the Waimairi-iri Kāhui Ako/Community of Learning Student Achievement Challenge).

Action: Year 10 teachers develop positive relationships with their students so that they feel safe, develop a sense of belonging, and are engaged in their learning. Groups of Year 10 students who are at risk of not achieving are identified, offered support, and their progress (including attendance) monitored through to the end of Year 10. There will be a focus on Māori and Pasifika students.

Expected Outcomes:

- At least 90% of Year 10 students attend regularly (have 90% + attendance rate)
- At least 90% of Year 10 students fortnightly grades average a 3 or above
- At least 85% of Year 10 students are involved in at least one co-curricular activity
- Year 10 students are engaged in their learning at BHS as evidenced by indicators used in the Term 4 Engagement in Learning survey and Lockdown survey

Measured by:

Analysis of: Term 4 Engagement Surveys, Me and My School Survey (2019), Lockdown Survey, Fortnightly Grades, attendance data, co-curricular data and NCEA achievement results.

Rationale:

In 2018, the 'One Term Here' survey of Year 9 students identified issues in their transition to BHS that we could improve on. Year 9 is a critical year to form the basis for future positive outcomes. Therefore, we planned to track, monitor and support the 2019 Year 9 group through to the end of Year 11 in order that they have the foundation for success in NCEA Level 1 in 2021. We would use Student Engagement Surveys, Fortnightly Grades, attendance data, and 'Me and My School' Survey results to inform our decision making.

Annual Target – Action Plan

GOALS	ACTIONS	RESPONSIBILITY	MEASURES/PRODUCTS/EXPECTED OUTCOMES	PROGRESS	
				MID-YEAR	FINAL
1.1 To identify Year 10 students who are at risk of not engaging in their learning	1.1.1 Identify the 'at risk group' of Year 10 students for 2020	Year 9 and Year 10 Deans Within School Kāhui Ako CRP and Literacy Leaders (WST's)	<i>At risk students are identified through this data</i> <i>Teachers are fully aware of the 'at risk' students in their classes</i>	A	
	1.1.2 To hold focus groups with a range of Year 10 students to collect more detail about what helps/hinders their engagement in learning	Across and Within School Kāhui Ako Teachers (AKAL's/WST's)	<i>Overall engagement data collected and at risk student group updated</i>	A	
2.1 Targeted student group(s) progress is closely monitored	2.1.1 Attendance and fortnightly grades concerns are identified and followed up	Form Teachers and Pastoral Team	<i>Deans monitor and follow up on attendance of all students below 90 % attendance</i>	O	A
	2.1.2 At the end of Term 4, re-do the 'Engagement in Learning' survey with the Year 10 cohort to review level of student engagement	Across School Kāhui Ako Leaders (AKAL's)	<i>Survey data shows Year 10 students are engaged in their learning at BHS as evidenced by indicators used in the Term 4 Engagement in Learning survey and Lockdown survey</i>	Term 4	A
3.1 To develop and provide support programmes for the identified students	3.1.2 Diagnostic information (e-asTTle data) shared with Year 10 teachers (and Head of Learning Support) who then analyse and use this information to determine next steps for student learning through the class teacher meetings held every term.	Within School Kāhui Ako Literacy Teachers (WST) All Year 9 and 10 Class Teachers HOD Learning Support	<i>Evidence of the use of diagnostic information being used to inform teaching practices is on google docs</i> <i>Effective practices are shared during scheduled class teacher meetings</i> <i>Identified 'at risk' students are supported with appropriate interventions</i>	O	A
	3.1.3 Support provided to identified students in all subject areas	HOF's/HOD's and Class Teachers	<i>Support plans are developed, implemented and reviewed</i>	O	A
	3.1.4 To provide mentoring for identified Year 10 'at risk' Māori and Pasifika students	WST Kāhui Ako CRP Teachers, Student Academic Mentors, Youth Workers	<i>A mentoring programme is in place and students are met with on a regular basis and feel positive about the support they receive</i>	O	A

	3.1.5 To promote involvement in co-curricular activities	Sports Co-ordinators, Arts Co-ordinator, Heads of Sport, Arts and Culture Divisional Teams	<i>85% of students in Year 10 are involved in the co-curricular life of the school (at least one activity)</i>	O	PA
4.1 To further develop teachers' practices through the staff professional learning programme	4.1.1 Regular Professional Development sessions focused on effective pedagogy (Monday mornings). Our 2020 focus is student engagement in Year 10	Deputy Principal Teaching and Learning WST Teachers AKAL Leaders	<i>Refer Annual Plan 2020 for details</i>	O	A
5.1 To review Year 10 courses and assessment programmes	5.1.1 Faculty Review Days to include reviews of schemes and assessment programmes, student engagement (including evidence of student voice) and achievement	Senior Leadership Team Heads of Faculty Heads of Department Faculty Teaching Staff	<i>Student voice/feedback analysed HOF's/HOD's are working to enhance Year 10 courses to ensure they are authentic, relevant and engaging</i>	IP	PA
6.1 To continue to explicitly celebrate student successes/academic progress of Year 10 students	6.1.1 All staff to use the positive reinforcement system to acknowledge student progress, including: shout-outs and certificates, praise postcards, in assemblies; and at the Poroporoaki, Fiafia night and the Year 10 Prizegiving	Teachers Divisional Principals Divisional Head Deans Year 10 Teachers Year 10 Deans Senior Leadership Team	<i>Students feel affirmed and valued for their efforts in all endeavours Culture of academic excellence is reinforced</i>	O	A

COMMENTS – Mid-Year

Background: The ‘Me and My Schools’ survey in 2019 identified that Year 10 students were the ‘least engaged’ in their schooling at BHS. This is a common trend throughout New Zealand. The ‘Engagement in Learning’ survey undertaken in Term 4, 2019, was designed to begin a deeper analysis of the possible reasons for this and attempt to put measures in place to rectify some of the identified issues around engagement. The survey was sent out electronically to over 500 Year 9 students with 375 responses.

1.1 Identify Year 10 At Risk Student Group

- The Junior Deans move with their Year 9 cohorts through until the end of Year 10. They know the students and, therefore, are in a good position to identify, monitor and offer support to the ‘at risk’ group.
- **‘Student Engagement’ Focus Groups:** This year six focus groups of Year 10 students were organised, to dive deeper into aspects of student engagement. This took place in Terms 1 and 2 (four groups before lockdown and two after onsite learning resumed). Students were randomly selected from the whole Year 10 cohort and were asked a series of co-designed questions around student engagement. A total of 54 students participated in the focus groups. The questions asked were co-designed by BHS staff as part of the Professional Learning Group (PLG) sessions, in which they got to comment and suggest questions they wanted further expansion on and answers too. *Refer ‘Executive Summary of Engagement Data for 2019 Year 9 Cohort’ for details.*
- Thank you to Rachaelle Stidder and Nadene Brouwer (Across School Kāhui Ako Teachers) and Sandra Pooch (Within School GATE Coordinator) for undertaking this work – the results and executive summary were presented at a Monday morning Staff PD session to set the scene for Professional Learning Groups.

2.1 Monitor Progress of Targeted Students – the Divisional Head Deans, in conjunction with the Year 10 Deans and form teachers, monitor attendance/lateness data and fortnightly grades for Year 10 students on a regular basis.

- **Attendance Summary**

- **Term 1** – showed Year 10’s average attendance rate of **90.9%** (cf BHS average of 90.3%) with 69.4 % of Year 10 students in the 90-100% attendance range and 20.7% in the 70-80% range.
- **Term 2** – showed Year 10’s average attendance rate of **95.2%** (cf BHS average of 95%) with 87.8% of Year 10 students in 90-100% attendance range and 8.9 % in the 70-80% range.

Note: Overall (Year 9-13) more students were attending regularly in Term 2, 2020 (85.5%) than in the same term of 2019 (66.0%).

- **Fortnightly Grades Summary** – there are 483 students in the current Year 10 data set.
 - The average overall fortnightly grade for a Year 10 student is **4.1** (consistent with data from the same cohort at the end of 2019). This is an average taken across all subjects for all students.
 - Of the 311 students having an overall average above 4, 15 students are scoring in excess of 4.5 (an increase from 9 when they were in Year 9).
 - There is a minimum score of 2.7 at the lower end and a maximum of 4.7 at the top.
 - Overall 475 (**98%**) of Year 10 students average a 3 or above – we have a very good Year 10 cohort this year.

3.1 Develop and Provide Support Programmes for the Identified Students

- **Junior Leadership Programmes:** For eight weeks during Term 3, groups of targeted Māori and Pasifika students come out of class for sessions with leaders from Te Ora Hou:
 - **Mana Wahine** leadership programme (12 students) – Wednesdays period 3 led by Chontel Makitane.
 - **Tama Tu, Tama Ora** leadership programme (12 weeks) – Wednesdays periods 3 and 4 led by Kiwa Kahukura.
 - **Year 10 Mentoring** (14 students) – meet with Nathan Sandes, Amanda Keith, Bob Tellick (Facilitators for Cultural Responsive Practice) and Kiwa Kahukura (Te Ora Hou) on a fortnightly basis during period 1 on Wednesdays. It is a time to check in with these students and make connections with them using their fortnightly grades as a basis for discussion. The themes for these sessions are around ‘identity and belonging’. In addition, when they are ready, students work on the NZQA Unit Standard on whakapapa. Strategies to improve fortnightly grades are developed and students are encouraged to seek and take up opportunities to participate in the wider life of the school. The eight to ten students who attend the sessions regularly are making good progress.
- **Co-Curricular Participation** – our **goal is 85%** of students in Year 10 to be involved in the co-curricular life of the school (at least one activity): Co-curricular activities are regularly promoted by Sports Coordinators, Divisional Principals/Deans/Prefects at assemblies and through the school notices. Data shows that **79%** (376 students) are involved with at least one activity.

A significant number of whom are involved in up to nine activities! Our challenge now is to encourage the remaining **22%** (108) of Year 10 students.

Note: This percentage split of this cohort is almost the same as it was last year as Year 9 students.

4.1 Further Develop Teachers' Practices through the Staff Professional Learning Programme – refer Annual Plan for details.

5.1 Review of Year 10 Courses and Assessment Programmes

- Due to the impact of the COVID-19 pandemic, only the Languages Faculty was able to be reviewed in the first half year of this year. The development of Year 9 and 10 Te Reo Māori courses are a focus for this faculty in 2020.

Note: The decision has been made to postpone the other Faculty Reviews that were timetabled until 2021.

- As part of the Staff Professional Learning Programme this year, seven of the Monday morning sessions (during Term 3) are designated as 'Faculty time' to review and develop Year 10 courses and programmes.

6.1 Celebrate Student Successes/Academic Progress – staff use the BHS student acknowledgement system to acknowledge student progress and achievements.

- During Term 4, 2019, the BHS Values Team prepared a new digital Student Acknowledgement System ready for implementation this year. Jan Alabaster (Mathematics) was co-opted for her specialist skills with KAMAR, our student management system. She provides support to ensure the digital system runs smoothly.
- This year, the students receive digital shout outs (and certificates) through KAMAR. A 'shout out summary' (last 10) are now included with students fortnightly grades reports. These have been well received by students, staff and whānau.
- In addition, students are also acknowledged and congratulated for their achievements and successes at weekly assemblies; Fortnightly draws, based on number of shout outs received are held in assemblies for Canteen vouchers; Mall vouchers are also given out as prizes once a term.
- Praise postcards can be awarded by the Principal, DP's, Deans and Counsellors to any student who has done something special at any stage through the year, especially related to displaying the qualities of the BHS Values.
- The Principal regularly meets with high achieving students to congratulate them on their notable successes and the Board of Trustees recognises students gaining National honours/representation.

Note: We are now looking to extend this to recognise students' progress in fortnightly grades, introducing BHS Values badges and the concept of a Year 10 Certificate to acknowledge successful completion of two years in junior school.

COMMENTS – End of Year

2.1 Monitor Progress of Targeted Students – the Divisional Head Deans, in conjunction with the Year 10 Deans and form teachers, monitor attendance/lateness data and fortnightly grades for Year 10 students on a regular basis.

- **Attendance Summary**
 - **Term 3** – showed Year 10's average attendance rate of **90.6%**
 - **Term 4** – showed Year 10's average attendance rate of **86.5%**
 - **Over the full year the average attendance rate was 91.1% (achieved our goal)**
- **Fortnightly Grades Summary (for year)** – there are now 493 students in the current Year 10 data set.
 - The average overall fortnightly grade for a Year 10 student was **4.1** (the same as at mid-year point). This is an average taken across all subjects for all students.
 - Of the 333 students (61%) having an overall average above 4, 32 students (6.5%) are scoring in excess of 4.5 (an increase of 17 from mid-year).
 - There is a minimum score of 2.7 at the lower end and a maximum of 4.7 at the top.
 - Overall 488 (**99%**) of Year 10 students average a 3 or above – we have a very good Year 10 cohort this year.
- **Year 10 Engagement Survey summary included:**
 - **Students are most engaged:**
 - When the topic is interesting/relevant/fun: increase from 32% in 2019 to 34.5% in 2020 (not much change but still the most important).
 - When the social nature of learning is realised e.g. group work/friends: increase from 12% to 26% (perhaps related to returning from lockdown).

- Teacher efficacy comments: increase from 10% to 19% – students noted the difference that their teachers were now much more of a significant part of their learning journey.
- Students enjoy listening to music and/or working alone: increase from 7% to 12% (students like doing both of these together).
- **Students are least engaged** (there is minimal change with this):
 - Loud environments that are distracting: decreased from 28% to 18% in 2020.
 - Being bored and not motivate: slight increase from 15% to 17% in 2020.
 - Topics are not interesting/irrelevant context: slight increase from 11% to 13.5% in 2020.
- **Other comments:**
 - Response to the question 'What subjects have you noticed have been trying harder to engage you since lock-down and how have they done this?' Initial analysis shows that most subject areas were mentioned equally with Science mentioned more frequently. Reasons included interactive activity, explaining instructions, fun tasks and helping us to manage our time/study.
 - Negligible differences were seen with their effort in learning, students culture feeling valued, whether their parents see value in education and whether students were proud to be here.

3.1 Develop and Provide Support Programmes for the Identified Students

- **Year 10 Mentoring** (14 students) – mentoring proved successful in setting and maintaining fortnightly progress results (Engagement). Additionally, attendance of all students either stabilized or improved. Five students achieved level 1 whakapapa credits. Feedback from all students was positive with particular reference to learning how to set and monitor personal and school-focused goals, dealing with confrontation and becoming more aware of their cultural identity.

Students signalled that they wish to continue with their mentoring in Year 11 as a support for success in Year 11. Two students have also expressed a desire to become assistant Tuakana (student mentors) to help with next year's Year 9. Students suggested that more cultural art time would be an improvement for 2021 and some joint time with Year 9 at the start of the year so they can share what they have learnt about BHS.

- **Co-Curricular Participation** – our goal was 85% of students in Year 10 to be involved in the co-curricular life of the school (at least one activity).

Data shows that overall 77% (379 students) were involved with at least one activity. There were slightly more students involved in co-curricular activities, but a lower percentage than mid-year, because of an increased number of new Year 10 enrolments late in the year.

We were encouraged though that many students (281) were involved in multiple activities. The most was 13 activities:

Number of Activities	Number of Students
13	1
12	2
11	0
10	5
9	2
8	6
7	12
6	21
5	25
4	49
3	72
2	87
1	100

4.1 Further Develop Teachers’ Practices through the Staff Professional Learning Programme – refer analysis of Variance of Annual Plan for details.

5.1 Review of Year 10 Courses and Assessment Programmes

- Due to the loss of contact time because of COVID-19, the seven Monday morning sessions (during Term 3) of the Staff Professional Learning Programme that were designated as ‘Faculty time’ to review and develop Year 10 courses and programmes did not eventuate as planned. Faculties were given some flexibility on how they used this time for other immediate priorities. However, some Faculties did make a start on the review and development of their Year 10 courses and programmes.

6.1 Celebrate Student Successes/Academic Progress

- During Term 4, 2019, the BHS Values Team prepared new digital **Fortnightly Grades Awards** to recognise students' progress in fortnightly grades throughout the year.
- **Endeavour Certificates** are sent to all Year 9 and 10 students on their end-of-year Fortnightly Grades report who achieved either:

3.5 - 4.0 average = **Bronze**;

4.0 - 4.5 average = **Silver**;

4.5 - 5.0 average = **Gold**.

These are based on average grades total over four terms.



- During the year the effort averages are shown on all the reports:

Year 10 Average Fortnightly Reports Summary (493 students):

Endeavour Award	Criteria (average grade)	Frequency	Percentage (%)
Gold	4.5 to 5.0	32	6.5
Silver	4.0 to 4.49	301	61.0
Bronze	3.5 to 3.9	119	24.25
Did not achieve Award	Less than 3.5	41	8.25



**BURNSIDE
HIGH SCHOOL**

TE KURA O WAIMAIRI-IRI

NAG 4: PROPERTY AND FINANCE

PROPERTY SUB-COMMITTEE

Personnel

There were no changes of the Property Committee personnel during 2020.

The members are, Phil Holstein (Principal and Property Committee Chair), Charles Breurkes (Presiding Member, Board of Trustees) Brent Crammond (Board of Trustees), Murray Paull (Staff Board Representative), Wally Lauder (Facilities Manager), Tom Music (Business Manager), Andrea Griffin (Associate Principal, ex officio) and Sheryl Crase (Secretary, Board of Trustees)

The Property Committee's brief:

- To ensure that the school complies with the negotiated conditions of any existing asset management agreement, and implements a maintenance programme to ensure that the school's buildings and facilities provide a safe and healthy learning environment for students.
- To plan for and establish procedures/processes that ensure that maintenance work, property upgrades and any upgrade (new building projects) are carried out to the correct standard and within the parameters of the Ministry of Education's property policies and guidelines.
- To meet monthly (or sooner if required) during school term time to attend to the above.

Review of the year ended 31 December 2020:

Master Planning

Since the 4 September 2010 and 22 February 2011 Canterbury earthquakes, 5 year building maintenance plans and the funding for them, have been frozen by the Ministry of Education. All major works projects have been suspended because of this action. With the school's Education Brief and Roll Review finalised with the Ministry late 2018, Master Planning began in May 2019.

A draft Master Plan was presented to the school mid 2020 by the Ministry of Education and the design team from Baldasso Cortese Noordanus (BCN). After the initial Master Plan was presented a series of Preliminary Design Workshops were held, consulting with faculty groups from Science, Technology, Learning Support, Guidance, Deans and the Library.

At this time, a Project Steering Group (PSG) was established to lead and coordinate planning and consultation. The PSG comprises of the Property Committee, Ministry of Education Managers and the Project Manager (AECOM).

Feedback was sought and received from key groups and a Master Plan completed and presented to the school and MoE for approval in late term 4. We are awaiting confirmation from the Ministry Design Review Panel (DRP) for the project (Master Plan); there are issues around space entitlements. In particular concern has been raised by the school with the Ministry of Education, regarding the School Property Guidelines split between general learning classrooms (60%) and specialist classrooms (40%). This split does not work well for large schools like Burnside High where there is a broad selection of curriculum courses on offer. A case has been presented by the school to the Ministry of Education to consider this. This has proved frustrating and has certainly slowed progress.

The highlights of the finalised Master Plan are:

- New (Block 1) - 25 learning space building for Science and Technology Faculties expected construction start Q1- 2022, completion Q3 - 2023.
- New (Block 2) - Library/Support Services building, start date yet to be determined.
- New (Block 3) – 8 general learning space building, start date yet to be determined.
- Weather tightness repairs to existing I, J and Administration/Library buildings. The existing Library will be repurposed into a Multi-purpose performance, Cultural Centre and Drama learning space.
- Student - pick up/drop off zone on the Memorial Avenue frontage.
- Resurfacing of the Astroturf courts.
- Refurbishment /repairs to the swimming pool.

The above new buildings/upgrades are being funded from the school's Christchurch Schools Rebuild (CSR) programme, for a Burnside High School Build Roll of 2,100 students. Further School Investment Package (SIP) and Board funds have been allocated to the swimming pool project.

The Master Plan also provides for a Future Master Plan Roll of 2,700 students. This will be developed in the future with funding to be provided under the normal 5 Year Agreement funding process.

The school community is looking forward to progressing the final stages of planning for the CSR projects in 2021 with expected construction to start at the beginning of 2022.

COVID-19 impacts

COVID-19 posed a lot of issues for the school as it did across all other sectors of New Zealand communities and organisations, with these issues expected to continue into 2021 and beyond. As far as the Property Department was concerned there was a need for continual cleaning of high risk touch areas throughout the school day, as well as the regular application of surface sanitiser on all surfaces throughout the school buildings.

Other key activities:

- The Staffroom Kitchen was upgraded to a commercial kitchen wash-up area for health and safety reasons. This has been well received by the staff using this area.
- CCTV upgrades around the Admin/Aurora Carpark. Special thanks to the PTA for funding support for these projects.
- Further LED lighting was installed in the Aurora Centre.
- All other mandatory safety requirements regarding property, such as building 'warrant of fitness', fire safety 'warrant of fitness', safety tagging of portable electrical equipment, boiler inspections and certifications have been completed.
- The Aurora Centre fire protection upgrade solution was agreed to by the Christchurch City Council, New Zealand Fire and Emergency and the school's fire engineers for the project. The upgrade was completed and signed off at the end of 2020. The school expects the Christchurch City Council will finally issue a Code of Compliance for the Aurora Centre February 2021.
- The only cyclical maintenance programme work carried out in 2020 was the re-oiling of the cedar weatherboards of N block. General building maintenance was carried out by the school's maintenance staff and contractors on an as needs basis.

Goals for 2021:

- Seek funding support from the MOE to acknowledge additional workloads on our Property Manager and Business Manager and for other key staff involved with the project including relief cover.
- To complete the designs for stage 1 and 2 (Science and Technology and Student Support and Library Blocks) and hopefully the general teaching block (stage 3).
- Carry out the refurbishment of the school pool funded by the 2020 school investment package in the second half of the year.
- Cyclical Maintenance - exterior painting of M block (walls and roof).
- To complete negotiations with regards to Board owned property with the Ministry of Education, namely the Hunter Gymnasium.
- Planning for the upgrade the Hockey/tennis turf and the Student pick up/drop off zone on the Memorial Avenue frontage - CSR funding.

Finally, a note of thanks to all members of the Property team and those involved in the Master Planning process. This has been a busy year and I would like to acknowledge the efforts of the staff, management and committee members involved.

Phil Holstein
Chair, Property Sub-Committee

FINANCE SUB-COMMITTEE

Personnel

Andrea Loubser - Chair

Charles Breurkes

Phil Holstein (Principal)

Tom Music (Business Manager)

Sheryl Crase (Secretary, Board of Trustees)

Committee's Brief

- To oversee the management of the school's financial resources.
- To compile the annual budget, monitor the financial performance of the school relative to budget, monitor investments and make recommendations to the Board of Trustees on all financial matters impacting the school.
- Meet monthly to attend to the above.

Review of the Year Ended 31 December 2020

- The school ends the year with a surplus of \$416,247 after providing for depreciation of \$790,130.
- The Working Capital is \$ 4,315,351 (2019: \$3,607,337).
- This result in the face of Covid-19 impacts was greatly assisted by additional government grant funding to offset some effects of the pandemic, along with several areas of expense being reduced due to either lockdown or reduction in resources and experiences being able to be provided under various Covid level restrictions.
- Included in the surplus above are net expenses of \$15,690 relating to the Aurora Centre repair and remediation work which commenced in December 2017 and which were completed in 2019. This includes the amount refunded by main contractors relating to overpayments in 2019, along with agreed legal and project management fees relating to completing the project. The final insurance settlement regarding earthquake related repairs of \$171,395 is included in the other income in the 2020 accounts (2019: \$300K received part settlement).
- The net surplus from international students decreased by \$508,710 (39%) compared to the 2019 figure due to a reduction in FTE to 124.63 (2018: 168.05), predominately related to ongoing effects of Covid-19 on student recruitment. Some cost savings (approx. 11%) were possible with the reduced activity in this area.

- The net surplus from the Aurora Centre (including direct overheads) decreased by \$132,801 (75%) compared to 2019. This was heavily affected by the extensive impact of Covid-19 on events and regular hires. The income was \$168k below budget, and while offset by some savings in direct and overhead expenses, the overall result was severely impacted.
- Interest received decreased by \$59,424 for the year (30%). This reflects the ongoing reductions in investment rates offered on term deposits.
- After assessing the property plan, the ten year Cyclical Maintenance provision increased slightly to \$516,193 (2019: \$512,715), reflecting the ongoing maintenance requirements based on information currently available. This only includes buildings which management is reasonably certain will exist beyond the “Master-planning” process as part of the Christchurch School rebuild project.
- The Board has noted the contingent liability facing the school with regard to the Christchurch School rebuild. Planning continues into 2021 to confirm the full scope of these projects. The proportion required by the school to meet its share of the obligations for both its wholly and jointly owned buildings will be clarified as the planning process progresses.
- Capital items to the value of \$411,360 were purchased (2019: \$361,644) including lease additions for teacher laptops in line with current accounting practice.
- The Finance and Administration team continue to work well with new experienced staff continuing the positive systems from previous years. The committee greatly appreciates the loyalty and excellent services provided by the finance and administration staff.
- The committee continues to appreciate the endeavours of the School’s Management teams in working within the financial constraints of ever increasing costs.
- We thank Andrea Loubser for her work as Chair of the Finance Committee. Andrea was co-opted to the board in May 2017 bringing Chartered Accountancy skills to the position. She resigned from the board at the end of the 2020 year. Management staff and Board members thank her for her service to Burnside High School during this time. The Board is to welcome Wayne Muncaster into the role of Trustee and Finance Committee Chair in the upcoming 2021 year.

Goals for the Year Ended 31 December 2021

- A budget deficit of \$796,092 has been set for the 2021 year and adopted by the Board of Trustees. This includes depreciation of \$747,803. The board has acknowledged the continued impact of COVID 19, in particular to additional income streams. It was considered that the school had sufficient resources and reserves to sustain such a budget deficit in the short term. Maintaining a healthy working capital position continues to be an important objective.

- Capital expenditure of \$330,998 is planned to maintain the schools resources and facilities at an appropriate standard. This includes continued investment in assets related to teaching and curriculum areas along with significant investment in the remediation of the school swimming pool.
- The management team will continue to review internal processes and seek to improve business systems. Areas such as accounts payable, budgeting and monthly reporting will continue to be a focus.
- The main role of the committee for the year will be to work with the School's Management teams to achieve a sustainable operational budget, particularly with continuing impact of COVID 19 and potential investment in Christchurch School Rebuild programme.
- A further goal of the committee is to continue work through a five year financial planning cycle to maintain the schools fiscal health ahead of proposed zoning and roll changes.

Tom Music
Business Manager
On behalf of the Finance Committee

Burnside High School

Statement of Responsibility

For the Year Ended 31 December 2020

The Board of Trustees (the Board) has pleasure in presenting the annual report of Burnside High School incorporating the financial statements and the auditor's report, for the year ended 31 December 2020.

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

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

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

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

Charles Breurkes

Full Name of Board Chairperson



Signature of Board Chairperson

28 May 2021

Date:

Phillip Maurice Holstein

Full Name of Principal



Signature of Principal

28 May 2021

Date:

BURNSIDE HIGH SCHOOL**STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSES**

For the Year Ended 31 December 2020

	Note	2020 ACTUAL \$	2020 BUDGET (Unaudited) \$	2019 ACTUAL \$
Revenue				
Government Grants	2	21,631,498	16,649,045	19,671,881
Other Grants	3	140,184	133,556	122,572
Interest	4	135,755	195,952	195,179
Local Fundraising	5	1,011,261	1,295,947	1,247,142
Other Income	6	476,893	418,450	765,384
International Students	7	1,788,392	2,178,911	2,422,429
Gain on Sale - Fixed Assets		-	500	-
		25,183,983	20,872,361	24,424,587
Expenses				
Local Fundraising	5	416,475	758,148	622,506
Learning Resources	8	16,720,421	15,790,550	16,146,341
Administration	9	1,232,184	1,241,212	1,171,507
Property	10	4,523,619	1,413,100	4,234,577
Aurora Repair and Remediation	10	15,690	-	569,969
Other Income Expenditure	6	71,923	116,910	102,312
International Students	7	987,746	1,052,913	1,113,073
Depreciation	11	790,130	811,309	822,585
Loss on Disposal of Equipment		9,548	-	3,626
		24,767,736	21,184,142	24,786,496
Net Surplus (Deficit)		416,247	(311,781)	(361,909)
Other Comprehensive Revenue & Expenses		-	-	-
Total Comprehensive Revenue & Expense for the Year		416,247	(311,781)	(361,909)

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



BURNSIDE HIGH SCHOOL
STATEMENT OF CHANGES IN NET ASSETS / EQUITY
For the Year Ended 31 December 2020

	Note	2020 ACTUAL \$	2020 BUDGET (Unaudited) \$	2019 ACTUAL \$
Balance at 1 January		8,120,165	8,120,165	8,472,074
Total Comprehensive Revenue & Expense for the year		416,247	(311,781)	(361,909)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		-	-	10,000
Equity at 31 December	33	8,536,412	7,808,384	8,120,165
Retained Earnings		8,536,412	7,808,384	8,120,165
Reserves		-	-	-
Equity at 31 December 2020		8,536,412	7,808,384	8,120,165

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.



BURNSIDE HIGH SCHOOL
STATEMENT OF FINANCIAL POSITION
As at 31 December 2020

	Note	2020 ACTUAL \$	2020 BUDGET (Unaudited) \$	2019 ACTUAL \$
TOTAL EQUITY		8,536,412	7,808,384	8,120,165
Represented By:				
Current Assets				
Cash and Cash Equivalents	12	556,101	323,546	939,336
Accounts Receivable	15	1,082,202	998,939	1,010,524
Prepayments		249,260	359,812	375,223
Inventories	14	6,204	5,311	5,311
Investments	13	6,187,263	6,187,263	5,669,477
		8,081,030	7,874,871	7,999,871
Current Liabilities				
Accounts Payable	16	1,390,869	1,334,332	1,205,628
Borrowings - due in one year	17	-	-	-
Revenue Received in Advance	18	1,255,392	1,576,671	1,576,671
Provision for Cyclical Maintenance	22	117,833	117,833	22,222
Provision for Leave		239,230	238,866	238,866
Finance Lease Liability - Current Portion	21	29,391	28,913	70,011
Funds held in Trust	19 & 23	565,021	791,836	1,111,193
Funds held on behalf Waimairi-iri ALLIS Cluster	24	-	-	-
Funds Held for Capital Works Projects	25	167,943	167,943	167,943
		3,765,679	4,256,394	4,392,534
Working Capital Surplus (Deficit)		4,315,351	3,618,477	3,607,337
Non Current Assets				
Property, Plant and Equipment	20	4,636,336	4,603,527	5,027,480
		4,636,336	4,603,527	5,027,480
Non Current Liabilities				
Borrowings - due beyond one year	17	-	-	-
Finance Lease Liability	21	16,915	15,260	24,159
Provision for Cyclical Maintenance	22	398,360	398,360	490,493
		415,275	413,620	514,652
NET ASSETS		8,536,412	7,808,384	8,120,165

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



BURNSIDE HIGH SCHOOL
STATEMENT OF CASH FLOWS
For the Year Ended 31 December 2020

		2020 ACTUAL	2020 BUDGET (Unaudited)	2019 ACTUAL
	Note	\$	\$	\$
Cashflows from operating activities				
Government Grants		5,270,063	4,649,046	4,560,514
Other Grants		140,184	133,556	122,572
Local Funds		1,583,141	1,712,836	2,113,907
International Students		1,336,560	2,178,911	2,098,201
Interest Received		144,610	195,952	206,505
GST		(14,686)	19,825	(14,327)
Funds Administered on Behalf of Third Parties		(534,536)	(307,722)	(54,747)
Payments to Employees		(4,827,277)	(4,649,484)	(4,766,180)
Payments to Suppliers		(2,487,896)	(3,499,062)	(4,356,719)
Cyclical Maintenance Payments in the year		(19,213)	(95,008)	(97,882)
Net cash from operating activities		590,950	338,850	(188,156)
Cashflows from investing activities				
Property, Plant & Equipment		(411,972)	(360,891)	(359,971)
Investments		(517,787)	(517,786)	261,971
Net cash to investing activities		(929,759)	(878,677)	(98,000)
Cashflows from financing activities				
Capital contribution by the MOE		-	-	10,000
Finance Lease Payments		(44,426)	(75,963)	(60,013)
Net cash from financing activities		(44,426)	(75,963)	(50,013)
Net increase/(decrease) in cash and cash equivalents		(383,235)	(615,790)	(336,169)
Cash and cash equivalents at the beginning of the year	12	939,336	939,336	1,275,505
Cash and cash equivalents at the end of the year	12	556,101	323,546	939,336

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 which form part of these financial statements.



BURNSIDE HIGH SCHOOL
Notes to the Financial Statements
For the Year Ended 31 December 2020

1. STATEMENT OF ACCOUNTING POLICIES

a) Reporting Entity

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

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education 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".

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 22.

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 20.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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



c) Revenue Recognition

Government Grants Schools

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

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

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

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

Other Grants

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

Donations, gifts and bequests

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

Interest Revenue

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

d) Use of Land and Buildings Expense

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

e) 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 three months or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

h) Accounts Receivable

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

i) Inventories

Inventories are consumable items relating to reprographics stock (paper and other consumables such as binding/laminating materials). They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.



j) Investments

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

Prior Year Policy

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

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

After initial recognition 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.

Depreciation

Property, plant and equipment except for library resources and artworks 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:

Buildings	50 years
Electronic Equipment & Software	5 years
Furniture & Fittings	10 years
Building Improvements - Crown	10 years
Motor vehicles	5 years
Plant & Machinery	10 years
Sports Equipment	5 years
Textbooks	4 years
Library resources	12.5% Diminishing Value
Leased Assets under a Finance Lease	3 years

l) Intangible Assets

Software costs

Computer software acquired by the School is capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software licences with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

Computer software that the school receives from the Ministry of Education is normally acquired through a non-exchange transaction and is not of a material amount. Its fair value can be assessed at time of acquisition if no other methods lead to a fair value determination. Computer software purchased directly from suppliers at market rates are considered exchange transactions and the fair value is the amount paid for the software.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

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

Burnside High 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.

n) 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.

o) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

p) Revenue Received in Advance

Revenue received in advance relates to fees received from international students and Aurora Centre deposits 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.

q) 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.

r) Shared Funds

Shared Funds are held on behalf of participating schools within a cluster of schools. The School holds sufficient funds to enable the funds to be used for their intended purpose.

s) 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, in general, based on the Board's ten year property plan (10YPP) but the 2020 provision is based on in-house calculations and discussions, as explained in the notes to the financial statements.

t) 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 '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, 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.

u) 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.

v) 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.

w) Budget Figures

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

x) 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.



BURNSIDE HIGH SCHOOL
Notes to the Financial Statements
For the Year Ended 31 December 2020

	2020 ACTUAL	2020 BUDGET (unaudited)	2019 ACTUAL
	\$	\$	\$
2. GOVERNMENT GRANTS			
Ministry of Education:			
Operational Grants	5,270,063	4,649,045	4,560,514
Additional Property Funding	-	-	-
Teachers' Salaries Grant	13,056,815	12,000,000	12,311,388
Use of Land and Buildings Grant	3,304,620	-	2,799,979
	<u>21,631,498</u>	<u>16,649,045</u>	<u>19,671,881</u>

The Operational Grants total includes additional COVID-19 funding totalling \$ 245,174 for the year ended 31 December 2020.

3. OTHER GRANTS

Gateway	78,001	78,001	70,222
Community Grants	10,000	-	-
TELA Grant	52,183	55,555	52,350
	<u>140,184</u>	<u>133,556</u>	<u>122,572</u>

4. INTEREST

Interest - on Bank & Term Investments	<u>135,755</u>	<u>195,952</u>	<u>195,179</u>
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5. LOCAL FUNDRAISING

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

Income

Donations from families for school activities	253,028	250,000	259,109
Donations - PTA and other	57,878	46,000	72,542
Fundraising	41,725	41,018	61,619
Class Material Recoveries	380,369	408,298	434,973
Extra-Curricular Recoveries	278,261	550,631	418,899
Red Cross Earthquake Grant	-	-	-
	<u>1,011,261</u>	<u>1,295,947</u>	<u>1,247,142</u>

Expenditure

Fundraising (costs of raising funds)	77	5,021	792
Expenses against Red Cross Grant	-	-	-
Extra Curricular Activities	416,398	753,127	621,714
	<u>416,475</u>	<u>758,148</u>	<u>622,506</u>

Net surplus for year	<u>594,786</u>	<u>537,799</u>	<u>624,636</u>
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	2020 ACTUAL \$	2020 BUDGET (unaudited) \$	2019 ACTUAL \$
6. OTHER INCOME			
Trading Income	11,956	16,850	19,403
Trading Expenses	1,015	1,200	1,907
	<u>10,941</u>	<u>15,650</u>	<u>17,496</u>
Hire of Facilities/Equipment Income	38,177	45,700	44,362
Hire of Facilities/Equipment Expenses	-	-	-
	<u>38,177</u>	<u>45,700</u>	<u>44,362</u>
Hire of Facilities-Aurora Centre Income	132,880	300,550	301,777
Hire of Facilities-Aurora Centre Direct Expenses	70,908	115,710	100,405
	<u>61,972</u>	<u>184,840</u>	<u>201,372</u>
Reprographic External Sales Income	6,543	8,850	8,114
	<u>6,543</u>	<u>8,850</u>	<u>8,114</u>
Insurance Income	250,778	2,000	319,855
Miscellaneous Income	36,559	44,500	71,873
	<u>287,337</u>	<u>46,500</u>	<u>391,728</u>
Total Other Income	476,893	418,450	765,384
Total Other Income - Expenses	71,923	116,910	102,312
Net Surplus for the year	<u>404,970</u>	<u>301,540</u>	<u>663,072</u>



7. INTERNATIONAL STUDENT INCOME

	2020 Actual	2020 Budget (Unaudited)	2019 Actual
International Students	Number	Number	Number
<i>Number of students was 137. This equates to 124.63 FTEs since some of the students were only for part year (2019: 195 students equating to 168.05 FTE)</i>	125	150	168
	2020 ACTUAL	2020 BUDGET (Unaudited)	2019 ACTUAL
	\$	\$	\$
<i>Income</i>			
International Student Fees	1,788,392	2,178,911	2,422,429
<i>Expenses</i>			
Advertising	-	-	-
Commissions	184,925	262,543	261,839
Recruitment	3,571	57,000	50,249
International Student Levy	36,983	57,743	61,992
Curricular and Pastoral Expenses	59,416	107,340	83,388
Salaries - Non Teaching	178,852	165,727	162,789
Salaries - Teaching	523,999	402,560	492,816
	<u>987,746</u>	<u>1,052,913</u>	<u>1,113,073</u>
Net Surplus for the year	<u>800,646</u>	<u>1,125,998</u>	<u>1,309,356</u>

8. LEARNING RESOURCES

Teacher Laptop Lease Expenses	7,138	7,882	11,067
Information and Communication Technology	54,985	56,388	62,220
Library Resources	19,852	29,833	24,089
Employee Benefits - Salaries	15,120,064	13,971,797	14,490,469
Employee Benefits - Salaries - Special Education	524,527	460,366	403,186
Staff Development	78,952	143,981	116,820
Curricular	914,903	1,120,303	1,038,490
	<u>16,720,421</u>	<u>15,790,550</u>	<u>16,146,341</u>



	2020 ACTUAL	2020 BUDGET (Unaudited)	2019 ACTUAL
	\$	\$	\$
9. ADMINISTRATION			
Audit Fee	10,115	10,115	10,612
Bad Debts	-	500	-
Board of Trustees Expenses	37,809	33,312	41,162
Board of Trustees Fees	10,370	10,000	10,095
Contractors and Consultancy	20,967	17,000	21,801
Other	54,985	61,975	65,099
Communication	16,895	18,960	17,344
Employee Benefits - Salaries	877,246	845,738	783,390
Leave Owing	364	-	(8,855)
Publicity	43,642	56,000	49,787
Postage	2,419	5,900	5,682
Insurance	94,448	94,412	88,728
Consumables	10,186	18,500	17,052
Staff Expenses	52,738	68,800	69,610
	1,232,184	1,241,212	1,171,507

10. PROPERTY

Caretaking & Cleaning Consumables	57,243	61,500	64,487
Heat, Light & Water	257,641	313,000	301,585
Rates	66,369	68,200	63,993
Grounds	33,138	50,800	43,854
Provision for Cyclical Maintenance	22,691	98,486	88,455
Repairs & Maintenance	149,659	176,100	306,760
Aurora Repair and Remediation	15,690	-	569,969
Use of Land & Buildings	3,304,620	-	2,799,979
Aurora Centre Expenses	17,252	28,200	23,851
Employee Benefits - Salaries	615,006	616,814	541,613
	4,539,309	1,413,100	4,804,546

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.

The Aurora Repair and Remediation Expense highlights the significant Aurora Repair work that has been undertaken in 2019 to remediate a range of weather tightness and earthquake related matters. Ownership of the Aurora Centre vests in the school with associated risks mitigated by insurance cover. The 2020 accounts (note 10) highlight project management and legal costs towards settlement of the final accounts during the year. This also includes final settlement re contractors fees. As at balance date, the final costs account for project management remains in dispute. The final insurance proceeds relating to the work completed are included in Note 6 as these were settled in the current year



	2020 ACTUAL \$	2020 BUDGET (Unaudited) \$	2019 ACTUAL \$
11. DEPRECIATION			
Plant & Machinery	138,359	159,367	140,341
Electronic Equipment	252,258	250,080	272,297
Furniture & Fittings	78,303	75,430	84,416
Textbooks	42,047	45,624	42,965
Sports Equipment	16,509	12,357	7,165
Leased Assets	71,788	75,078	72,207
Library Resources	20,625	23,134	22,090
Motor Vehicles	17,419	17,418	28,217
Buildings - School	101,106	101,105	101,171
Building Improvements to - Crown	51,716	51,716	51,716
	790,130	811,309	822,585

12. CASH & CASH EQUIVALENTS

Cash on Hand	390	390	390
Current & Call Accounts	555,711	323,156	938,946
	556,101	323,546	939,336

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

Of the \$556,101 Cash & Cash Equivalents held by the School, \$119,537 are held on behalf of the Ministry of Education under the School's most recent Five Year Property Plan.

In addition, \$3,016 is held on behalf of students for overseas travel (Note 19).

Also held by the school in current or short terms investments (see below) are \$562,005 of funds held in trust (Note 23) and \$167,943 funds held for capital works (Note 25)

13. INVESTMENTS - CURRENT

Short term deposits with maturities between three months and one year

6,187,263	6,187,263	5,669,477
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14. INVENTORY

Consists of stock for reprographics

6,204	5,311	5,311
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	2020 ACTUAL \$	2020 BUDGET (Unaudited) \$	2019 ACTUAL \$
15. ACCOUNTS RECEIVABLE			
Accounts Receivable	82,127	43,025	54,610
Teachers Salary Grant	969,905	840,449	840,449
Banking Staffing underuse			
Accrued Revenue	30,170	115,465	115,465
	<u>1,082,202</u>	<u>998,939</u>	<u>1,010,524</u>
Receivables from Exchange Transactions	112,297	158,490	170,075
Receivables from Non-Exchange Transactions	969,905	840,449	840,449
	<u>1,082,202</u>	<u>998,939</u>	<u>1,010,524</u>

The carrying value of receivables and provision for bad debt approximates the overall fair value.

This does not include donations from parents.

16. ACCOUNTS PAYABLE

Creditors	190,649	323,870	196,921
Accrued Expenses	169,184	96,848	96,848
Banking Staffing overuse	7,375	7,375	7,375
Employee Benefits - salaries	969,905	840,449	840,449
GST Payable	53,756	65,790	64,035
	<u>1,390,869</u>	<u>1,334,332</u>	<u>1,205,628</u>
Payables for Exchange Transactions	1,390,869	1,334,332	1,205,628
Payables for Non-Exchange Transactions	-	-	-
	<u>1,390,869</u>	<u>1,334,332</u>	<u>1,205,628</u>

The carrying value of payables approximates their fair value.

17. BORROWINGS

	-	-	-
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The school has \$ NIL borrowings at 31 December 2020

18. INCOME RECEIVED IN ADVANCE

International Student Fees	1,063,869	1,515,701	1,515,701
International Student Homestay Fees	-	-	-
Income Received in Advance - other	191,523	60,970	60,970
	<u>1,255,392</u>	<u>1,576,671</u>	<u>1,576,671</u>

19. FUNDS HELD IN TRUST - STUDENT TRIPS

Consist of:

European Travel Accounts	267	267	122,828
Japanese Travel Accounts	1,069	1,069	12,880
Melbourne Travel Accounts	1,526	1,526	893
Sydney Travel Accounts	53	52	52
New York Travel Account	101	101	83,035
Argentinian Travel Account	0	-	91,049
	<u>3,016</u>	<u>3,015</u>	<u>310,737</u>



BURNSIDE HIGH SCHOOL

Notes to the Financial Statements

For the Year Ended 31 December 2020

20. PROPERTY, PLANT & EQUIPMENT

	Opening Net Book Value	Additions	Disposals Cost	Disposals Depreciation	Depreciation	Closing Net Book Value
	\$	\$	\$	\$	\$	\$
2020						
Plant & Machinery	842,982	43,649	(15,750)	14,297	(138,359)	746,819
Electronic Equipment & Software	553,090	172,677	(18,960)	12,700	(252,258)	467,249
Furniture & Fittings	659,614	22,596	-	-	(78,303)	603,907
Text Books	65,645	26,515	(30,193)	30,193	(42,047)	50,113
Sports Equipment	17,884	102,814	(65,738)	65,738	(16,509)	104,189
Leased Assets	88,279	28,350	(31,788)	30,701	(71,788)	43,754
Library Resources	167,825	14,759	(17,583)	14,009	(20,625)	158,385
Motor Vehicles	26,315	-	-	-	(17,419)	8,896
Buildings (School Funded)	2,442,059	-	-	-	(101,106)	2,340,953
Improvements to Crown Owned Buildings	163,787	-	-	-	(51,716)	112,071
	<u>5,027,480</u>	<u>411,360</u>	<u>(180,012)</u>	<u>167,638</u>	<u>(790,130)</u>	<u>4,636,336</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2020			
Plant & Machinery	2,496,467	(1,749,648)	746,819
Electronic Equipment & Software	4,588,888	(4,121,639)	467,249
Furniture & Fittings	2,983,420	(2,379,513)	603,907
Text Books	168,186	(118,073)	50,113
Sports Equipment	555,006	(450,817)	104,189
Leased Assets	213,375	(169,621)	43,754
Library Resources	822,963	(664,578)	158,385
Motor Vehicles	162,764	(153,868)	8,896
Buildings (School Funded)	4,612,159	(2,271,206)	2,340,953
Improvements to Crown Owned Buildings	517,163	(405,092)	112,071
	<u>17,120,391</u>	<u>(12,484,055)</u>	<u>4,636,336</u>

	Opening Net Book Value	Additions	Disposals Cost	Disposals Depreciation	Depreciation	Closing Net Book Value
	\$	\$	\$	\$	\$	\$
2019						
Plant & Machinery	930,654	53,335	(29,503)	28,837	(140,341)	842,982
Electronic Equipment & Software	649,932	175,455	-	-	(272,297)	553,090
Furniture & Fittings	666,238	77,792	-	-	(84,416)	659,614
Text Books	82,072	26,538	(36,647)	36,647	(42,965)	65,645
Sports Equipment	25,049	-	-	-	(7,165)	17,884
Leased Assets	149,162	12,556	(12,764)	11,532	(72,207)	88,279
Library Resources	177,557	15,968	(16,807)	13,197	(22,090)	167,825
Motor Vehicles	54,532	-	-	-	(28,217)	26,315
Buildings (School Funded)	2,543,230	-	-	-	(101,171)	2,442,059
Improvements to Crown Owned Buildings	215,503	-	-	-	(51,716)	163,787
	<u>5,493,929</u>	<u>361,644</u>	<u>(95,721)</u>	<u>90,213</u>	<u>(822,585)</u>	<u>5,027,480</u>

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Plant & Machinery	2,468,568	(1,625,586)	842,982
Electronic Equipment & Software	4,435,171	(3,882,081)	553,090
Furniture & Fittings	2,960,824	(2,301,210)	659,614
Text Books	171,864	(106,219)	65,645
Sports Equipment	517,930	(500,046)	17,884
Leased Assets	216,813	(128,534)	88,279
Library Resources	825,787	(657,962)	167,825
Motor Vehicles	162,764	(136,449)	26,315
Buildings (School Funded)	4,612,159	(2,170,100)	2,442,059
Improvements to Crown Owned Buildings	517,163	(353,376)	163,787
	<u>16,889,043</u>	<u>(11,861,563)</u>	<u>5,027,480</u>



BURNSIDE HIGH SCHOOL

Notes to the Financial Statements

For the Year Ended 31 December 2020

21. FINANCE LEASE

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

	2020 ACTUAL	2020 BUDGET (unaudited)	2019 ACTUAL
	\$	\$	\$
No Later than One Year	31,904	31,904	75,808
Later than One Year and no Later than Five Years	18,005	18,005	25,193
Later than Five Years	-	-	-
	<u>49,909</u>	<u>49,909</u>	<u>101,001</u>

22. PROVISION FOR CYCLICAL MAINTENANCE

The provision for cyclical maintenance represents the obligation the Board has to the Ministry of Education. The board has a cash management plan to ensure that sufficient cash is available to meet all maintenance obligations as they fall due over the next 10 years. The amount recognised as a provision is the best estimate of the expenditure required to settle the present obligations at 31 December 2020. In previous years it has been based on the Board's ten-year property plan (10YP). Since the earthquake in February 2011, the Ministry has put property plans for schools in the greater Christchurch area on hold until further notice. Consequently, the basis of estimate for the provision was 'in-house' calculations and discussions between senior staff and the BOT.

	2020 ACTUAL	2020 BUDGET (unaudited)	2019 ACTUAL
	\$	\$	\$
Balance 31 December 2019	512,715	512,715	522,143
Increase to Provision during the Year	22,691	114,824	88,455
Less Expenditure during Year	(19,213)	(111,346)	(97,883)
Balance 31 December 2020	<u>516,193</u>	<u>516,193</u>	<u>512,715</u>
Due within one year	117,833	117,833	22,222
Due after one year, but within ten years	398,360	398,360	490,493
	<u>516,193</u>	<u>516,193</u>	<u>512,715</u>

23. FUNDS HELD IN TRUST

Funds Held on Behalf of Third Parties	506,164	732,980	732,980
Funds donated for Specific Purpose	2,700	2,700	10,200
Funds in Trust other	53,141	53,141	57,276
	<u>562,005</u>	<u>788,821</u>	<u>800,456</u>

These funds relate to arrangements where the school is acting as an agent. These amounts are not revenue or expenditure of the school and therefore are not included in the Statement of Comprehensive Revenue and Expense. These funds include funds held in trust for the Canterbury West Coast Secondary Schools Principals' Association. Also included are funds held for the Mark Bennett Memorial Fund to benefit rugby within Burnside High School. Third party funds are homestay receipts for international students received in advance. The funds donated for a specific purpose refer to a donation received for Kapa Haka uniforms.



BURNSIDE HIGH SCHOOL

Notes to the Financial Statements

For the Year Ended 31 December 2020

24. FUNDS HELD ON BEHALF OF WAIMAIRI-IRI ALLIS CLUSTER

Burnside High School was the lead school and holds funds on behalf of the Waimairi-iri cluster, a group of schools funded by the Ministry of Education to increase Asian language learning in schools.

The project ended in 2019.

	2020 ACTUAL	2020 BUDGET (unaudited)	2019 ACTUAL
Funds Held at Beginning of the Year	-	-	59,816
Funds Received from Cluster Members	-	-	173
Funds Received from MoE	-	-	-
	-	-	59,989
Funds Spent on Behalf of the Cluster			
Staffing Costs	-	-	57,286
Other Expenses	-	-	2,703
	-	-	59,989
Funds Held at Year End	-	-	-

25. 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.

A bracket in **Opening and Closing Balances** column indicates a credit balance where funds are held on behalf of the Ministry.

A bracket in the **Receipts from MOE** column shows a credit transaction where funds are paid to school from the Ministry.

A bracket in the **Payments** column indicates a credit note (refund) issued by supplier.

The Closing Balance column is the sum of the preceding three columns.

2020	Opening Balances	Receipts from MOE	Payments	Write off or capitalise	Closing Balances
Hard Technology and IT <i>on hold due to freeze post earthquake (MOE regulations)</i>	(167,943)	-	-	-	(167,943)
	(167,943)	-	-	-	(167,943)

Represented by:

Funds held on behalf of the Ministry of Education

167,943

Funds due from the Ministry of Education

-

2019	Opening Balances	Receipts from MOE	Payments	Write off or capitalise	Closing Balances
Hard Technology and IT <i>on hold due to freeze post earthquake (MOE regulations)</i>	(167,943)	-	-	-	(167,943)
	(167,943)	-	-	-	(167,943)



BURNSIDE HIGH SCHOOL

Notes to the Financial Statements For the Year Ended 31 December 2020

26. REMUNERATION

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, SLT, Deputy Principals, Heads of Faculties and senior support staff positions.

	2020 ACTUAL	2019 ACTUAL
	\$	\$
<i>Board of Trustee and Committee Members</i>		
Remuneration	10,370	10,095
Full Time Equivalent members	0.39	0.37
<i>Leadership</i>		
Remuneration	2,163,946	1,984,298
Full Time Equivalent members	18.00	17.00
Total Key Management Personnel Remuneration	2,174,316	1,994,393
Total full-time equivalent personnel	18.39	17.37

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:

	2020 ACTUAL	2019 ACTUAL
	\$000	\$000
Salary and other payments	240 - 250	240 - 250
Benefits and other emoluments	30 - 35	20 - 30
Termination benefits	-	-

Other employees

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

	Total Remuneration \$000	2020 Number	2019 Number
140-150		1	-
120-130		4	1
110-120		2	6
100-110		22	3
		<u>29</u>	<u>10</u>

The disclosure for "other employees" does not include remuneration of the Principal

27. COMPENSATION AND OTHER BENEFITS ON LEAVING

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

	2020 ACTUAL	2019 ACTUAL
	\$	\$
Total	4,130	3,990
Number of people	30	31



28. RELATED PARTY TRANSACTIONS

Richard Wiltshire is the Manager of the Aurora centre. His son and daughter in law are employed in administration roles on conditions that are no more favourable than the Board would have adopted if there was not a relationship to a member of the key management personnel.

The school is an entity controlled by 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.

29. CONTINGENCIES AND BOARD OWNED PROVISIONS

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

The Board notes a Contingent Liability arising from redevelopment property work undertaken as part of the Christchurch School Rebuild programme. This work is scheduled to commence in 2021, with the planning phase beginning in 2017. The Ministry contribution towards these redevelopments was \$19.1million. The Board recognises that it shares or wholly owns a proportion of the buildings, but cannot recognise this matter in the financial statements at 31 December 2020 as the obligation for redevelopment expenses (capital and operating) has yet to be quantified but is expected at this stage to be over \$1 million.

Holidays Act Compliance - schools payroll

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

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

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

BURNSIDE HIGH SCHOOL

Notes to the Financial Statements For the Year Ended 31 December 2020

30. COMMITMENTS

(a) Capital Commitments

As at 31 December 2020 the Board has entered into the following contract agreements for capital purchases.

	\$
(i) Progress payments on Fire Protection requirements - Aurora Centre- set to be completed 2021	142,076

Total Commitments at 31 December 2020

142,076

(At 31 December 2019, there were capital commitments totalling \$133,060)

(b) Operating Commitments

As at 31 December 2020, the Board has entered into contract agreements for operating commitments as follows:

(i) A Managed Services Agreement rental agreement is in place with Fuji Xerox which was to cease in Sept 2020. This has been extended through to 2021. It covers all printers and multifunction copying/printing/scanning devices in the school. Total operating commitment was previously \$159,414 per annum. A new contract will be negotiated in 2021.

31. FINANCIAL INSTRUMENTS

	2020 ACTUAL	2020 BUDGET (unaudited)	2019 ACTUAL
Cash and receivables			
Cash and Cash Equivalents	556,101	323,546	939,336
Receivables	1,082,202	998,939	1,010,524
Investments - Term Deposits	6,187,263	6,187,263	5,669,477
Total Cash and Receivables	<u>7,825,566</u>	<u>7,509,748</u>	<u>7,619,337</u>
Financial liabilities measured at amortised cost			
Payables	1,390,869	1,334,332	1,205,628
Borrowings - Loans	-	-	-
Finance Leases	46,306	44,173	94,170
Total Financial Liabilities Measured at Amortised Cost	<u>1,437,175</u>	<u>1,378,505</u>	<u>1,299,798</u>

32. FINANCIAL INSTRUMENT RISK

Interest rate risk is the risk that the value of a financial instrument will fluctuate due to changes in market interest rates. The interest rate on the call account is a floating rate set by the bank. Bank deposits are invested at the best available terms when funds are invested and are disclosed in Note 13.

Credit risk is the risk that a third party will default on its obligation to the School, causing the School to incur a loss. The Investments are entered into only with registered banks that are in accordance with section 158 of the Crown Entities Act 2004. The School's maximum credit exposure for each class of financial instrument is represented by the total carrying amount of cash and cash equivalents (note 12), accounts receivable (note 15) and investments (note 13).



BURNSIDE HIGH SCHOOL

Notes to the Financial Statements

For the Year Ended 31 December 2020

33. 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.

34. EVENTS AFTER BALANCE DATE

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

35. COMPARATIVES

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





**INDEPENDENT AUDITOR'S REPORT
TO THE READERS OF BURNSIDE HIGH SCHOOL'S FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2020**

The Auditor-General is the auditor of Burnside High School (the School). The Auditor-General has appointed me, Mike Hoshek using the staff and resources of Deloitte Limited, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 46 to 66, that comprise the statement of financial position as at 31 December 2020, the statement of comprehensive revenue and expenses, statement of changes in net assets / equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

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

Our audit was completed on 28 May 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board of Trustees 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. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989¹.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
 - We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
 - We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
 - We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.
 - We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
 - We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.
-

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

Our responsibilities arise from the Public Audit Act 2001.

Other information

The other information comprises the information included on pages 1 to 3 and pages 28 to 37, 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.



Mike Hoshek
Deloitte Limited
On behalf of the Auditor-General
Christchurch, New Zealand