



BURNSIDE HIGH SCHOOL

TE KURA O WAIMAIRI-IRI

Greens Road, Burnside
PO Box 29677,
Christchurch 8540, New Zealand
P +64 3 358 8383 www.burnside.school.nz

ANNUAL REPORT

2021

No 319



'personal excellence and care for others'



Burnside High School

Te Kura o Waimairi-iri

ANNUAL REPORT 2021

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SCHOOL DIRECTORY

As at 31 December 2021

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

MEMBERS OF THE BOARD

As at 31 December 2021

Parent Representatives

Mr Charles Breurkes (Presiding Member) - Re-elected June 2019 to September 2022

Ms Tracy Scott - Elected June 2019 to September 2022

Mr Chris Dann - Elected June 2019 to September 2022

Co-opted Members

Mr Brent Crammond - formally selected May 2017, Co-opted June 2019 to June 2022,
Formally selected February 2021

Elected **Deputy Chair** September 2020

Mr Wayne Muncaster – Co-opted February 2021 to September 2022

Staff Representative

Mr Murray Paull - Elected June 2019 to September 2022

Student Representative

Mr Dev Pandya – Elected October 2021 to September 2022

Miss Victoria Ding – Elected September 2020 to October 2021

Principal

Mr Phil Holstein - appointed Term 1 2015

Board Secretary

Ms Sheryl Crase – from March 2018

Members' resigned 2021

Mrs Andrea Loubser - Co-opted May 2017, Elected June 2019 to June 2022, Resigned
February 2021

KIWISPORT

KiwiSport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total KiwiSport funding of \$59,794 (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 remained at 39% over the period 2020 to 2021.



**BURNSIDE
HIGH SCHOOL**

TE KURA O WAIMAIRI-IRI

REPORTS:

- **PRESIDING MEMBER**
- **PRINCIPAL**

PRESIDING MEMBER'S REPORT

Tēnā koe

Members of Waimairi-iri Burnside High School Board of Trustees are collectively responsible for the wellbeing of all students and staff, for improving learning outcomes, and for monitoring and guiding many aspects related to the running of the school. We are required to be a good employer of staff in accordance with the State Sector Act 1988 and our own 'Employment of Staff' and 'Equal Employment' policies; 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 that students, irrespective of gender identity, nationality or spiritual belief, feel respected, cared for and affirmed.

The 2021 year was again challenging, most notably due to impacts and restrictions related to the Coronavirus pandemic. We commend staff and students for their capacity to accomplish transitions from school to home based teaching and learning. As with previous lockdowns, communications between staff and students were through several channels including Schoology, KAMAR, email, the school website and our Facebook page.

Notwithstanding, students achieved significantly above the decile 8 to 10 national average at all three 2021 NCEA levels, with Excellences and Merits in Numeracy and Literacy. Outstanding participation and results were achieved in University Entrance, Scholarship, ICAS, Cambridge Mathematics, University of Canterbury STAR extension courses and other external examinations.

All Annual Plan Goals and Student Achievement Targets set for 2021 were achieved or, where appropriate, are continuing into 2022. The Board received Faculty Reports from Mathematics, Technology, English and Science. These come after extensive departmental review and self review. A Board self review and initial strategic plan review meeting was held in July since we are completing a triennial Strategic Plan update during 2022. Surveys relating to this were distributed to all staff, senior students, parents and parents of new enrollees for 2022 during October. The feedback from these was analysed over November and December.

Our concept plan for the school's new technology block, Pukehinau, progressed during 2021. Full working drawings and building consent for this block should be completed during the first half of 2022, with construction commencing later in the year. Planning for a new library and student support centre progressed and a start on working drawings will be made after construction on Pukehinau commences. Modifications to G and J blocks were completed over the end of year break to prepare for decanting of staff and students from F Block and F Extension. These buildings will be demolished early in 2022.

Contractual negotiations and plans for refurbishment of the school pool and plant room were completed and preparatory onsite work commenced. All of our construction projects have been plagued by supply chain delays. It seems this will continue during 2022 and be compounded by Covid related shortages of contract staff.

During March of 2021 the Board's 50% ownership of the Hunter Gymnasium was officially transferred to the Ministry. This will reduce cyclical maintenance costs for us. It was pleasing to settle the final Aurora Centre account in December after several years of ongoing earthquake, water damage, and fire compliance

related repairs to the building. I thank the Property team, especially our Facilities Manager Mr Wally Lauder and Business Manager Mr Tom Music for their work on this very large project. Further information related to property matters appears in the Property Report section of this document.

Our international student numbers were lower in 2021 due to pandemic related immigration and travel restrictions. This caused some revenue loss, however, budget targets set by the Finance Committee and ratified by the Board at the beginning of the 2021 school financial year were exceeded.

I thank trustees of the Board for their generous commitment of time, advice, insights, and thorough management of board matters: Miss Victoria Ding, our student representative during 2021; Dev Pradya, a 2021 year 12 student who will be student representative for 2022; Mr Murray Paull, our staff representative; parent representatives Tracy Scott, Brent Crammond (Deputy Chair), Wayne Muncaster (Finance Committee Chair) and Chris Dann; Miss Andrea Griffin (Associate Principal, an ex-officio member); board secretary, Ms Sheryl Crase; and of course our Principal, Mr Phil Holstein who also sits on the board.

Mr Holstein has been outstanding in his commitment and professionalism through a year that has been continually challenging. We thank him, and acknowledge his ongoing role as President of the Canterbury West Coast Secondary Principals' Association.

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

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

We again acknowledge, with compassion, the many international students who have been unable to return home to be with family over a second December/January holiday break period as a result of travel restrictions relating to the pandemic.

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

No reira.

Kia hora te marino, kia whakapapa ponamu te moana, kia tere te kārohirohi i mua tōu huarahi - may the calm be widespread, may the ocean glisten as greenstone, may the shimmer of light ever dance across your pathway.

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, November 2021)

Kia kaha, kia mau, kia haere tonu: Stay strong, hold fast, keep on course.

If you think back to your first day at school, and the mihi whakatau on 1 February 2017, five years seem to have gone so quickly!

Mr Robertson and your Deans, form teachers and class teachers wanted this, your final year, to be memorable academically, socially, in leadership, and in opportunity. Then external events overtook us. Plans were impacted by alert levels, leading to some hard decisions. I am proud of how you handled the disappointments. As I have said since last year with respect to COVID-19, we can't change the situation but we can control how we respond to life and its challenges. Thank you for the way you have responded and adjusted to the restrictions placed on us. Well done for coming through the year so well!

One group I would like to single out is our 38 Year 13 International Fee-Paying students, some of whom have had more than two years away from home. Imagine not being able to see some of your family for that long. They have done it tough!

Our aim is to create great students. And 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.

Everything you do leaves a mark and, like footprints in the sand, some are larger and deeper than others. As a year group, your collective footprint has enhanced our great culture and good reputation. You have been role models for the other year groups, especially the Year 9s. All the little things you do count – a smile, saying hi, opening a door. People notice what you do and decide whether they want to be like you, or whether they want to be different from you. I wish you well for a life that you can be proud of and that others will admire. I thank you for the good you have done for our school.

Our school motto - ***Recte sic dirige cursum/Kōwhiria te huanui tika*** – Along this path direct your journey correctly – links to the significance of tī kouka, the cabbage trees: a landmark in the local landscape used for centuries as a guiding point. I hope you feel you have been guided through Waimairi-iri 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.

I would like to thank those who have helped you all – your parents, your teachers and support staff – all who have worked with and for you. On your behalf, I wish to thank the staff for the skills, professionalism, dedication and support they show to you. They go the extra mile, often at times and in ways you don't see, and they care. I congratulate and thank them sincerely for the positive influence they have had on so many young lives here at Burnside High School.

Whānau, you as **parents and caregivers** are partners in your children's learning, providing the stability, support, encouragement and patience your children need. Today your children shine and you too should be congratulated for the role you have played, going the extra mile in so many ways.

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, especially to **Charles Breurkes** as Presiding Member, for your support and wise counsel. He is tireless in his service to our school.

You are now ready to leave the puna of Waimairi-iri: to leave secondary education to enter the world beyond; to take up your rightful place as adults. When I left school, 45+ years ago, my Principal told us this: *"Aerodynamically the bumblebee shouldn't be able to fly, but the bumblebee doesn't know it so it goes on flying anyway."* (Mary Kay Ash)

We sometimes limit ourselves by what we know, or what others say about us; and this can restrict our goals, actions and performance. Instead, we should just try, because we can achieve almost anything if we set our minds to it. One of my all-time favourite movies is Coach Carter. In it there is a variation of a quote by the author, Marianne Williamson:

*Our deepest fear is not that we are inadequate
Our deepest fear is that we are powerful beyond measure
It is our light not our darkness that most frightens us
Your playing small does not serve the world
There is nothing enlightened about shrinking so that other people won't feel less insecure around you
We were all meant to shine as children do
It is not just in some of us, it is in everyone. And as we let our own light shine we unconsciously give other people permission to do the same.*

When we shine as a person, it lights up the world around us and makes the world a better place. You can make a difference.

Remember - Never underestimate your potential.

Believe in yourself and your potential to make a difference. Recognise that your successes are dependent on you and the support and contributions of others. Remember to say thank you. Acknowledge those people who have helped and supported you.

You are almost ready to leave school now. Your time to shine, follow your dreams, do great things beyond the confines of school. To all of you I extend my very best wishes for the future.

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

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 2021

This document is to be read in conjunction with:

- The BHS Strategic Plan 2021-2023, 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, the Principal's Performance Management Action Plan 2021, Waimairi-iri Kāhui Ako Learning Plan and the statement of National Education and Learning Priorities (NELP), 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 <i>Strategic Plan Goal: 1.2</i>	1.1.1 To continue with and implement a variety of staff wellbeing activities throughout the year	Wellbeing Team (WBT) Faculties	<i>Programme distributed to staff</i> <i>Staff feeling good about the relationships with colleagues and students, are functioning well and enjoying their Burnside experience</i> <i>Various activities are undertaken and reviewed via a staff survey (in Term 4)</i>	O	A
	1.1.2 Implement the Tiakina programme for our Year 9 students. Starting in early Term 1 led by Year 13 support prefects and supported by Year 9 form teachers using prepared resources	Wellbeing Team (WBT) Year 13 Support Prefects Year 9 Form Teachers	<i>Successful implementation of programme with all Year 9 classes in 2021 based on students/prefects reporting positively about the impact of the programme</i>	IP	PA

<p>1.2 To further incorporate te reo and Tikanga Māori into learning and everyday life at BHS</p> <p><i>Refer: Māori and Bi-Cultural Strategy</i></p> <p>Strategic Plan Goal: 1.3</p> <p><i>Note: Our target is for all staff to have a basic proficiency in te reo by 2025</i></p>	<p>1.2.1 To provide PLD to further develop te reo capability of teaching staff</p> <p>This programme will be incorporated into our school-wide PD Plan (Monday mornings)</p>	<p>CRP/MSA Team</p> <p>He Māhuri</p> <p>Te Reo Teachers</p>	<p><i>Online and face-to-face te reo opportunities offered to staff</i></p> <p><i>PLD incorporated into Monday morning PLD sessions and in faculty meetings</i></p> <p><i>Staff report an improvement in their basic proficiency in te reo</i></p>	IP	A
	<p>1.2.2 To hold regular meetings (at least once a term) with support staff with a PLD focus to further develop te reo capabilities</p>	<p>Deputy Principal – Engagement</p> <p>Te Reo Teachers</p> <p>Principal</p> <p>Business Manager</p>	<p><i>Support staff report an improvement in their basic proficiency in te reo</i></p>	IP	A

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 Kāhui Ako teachers) 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 with a focus on student agency	Professional Learning Facilitators Group	<p><i>The staff PD programme is produced and distributed to staff at start of Term 1</i></p> <p><i>The programme is run on Monday mornings</i></p>	A	
				<i>Professional Growth Cycle conversations show progress is being made and staff are applying strategies</i>	O	A
				<i>Positive feedback received from key stakeholders regarding the professional learning programme</i>	Term 4	A
<p>2.2 Encourage Flexibility – further development of a curriculum and learning programmes that are responsive to the needs and interests of students and provide clear pathways for them</p> <p>Strategic Plan Goal: 2.2</p>	2.2.1	To begin a review of our Junior Curriculum	Deputy Principal – Teaching and Learning	<i>The scope and brief confirmed; the process agreed and key stakeholders consulted</i>	IP	A
			Curriculum Leadership Team	<i>Progress report completed and presented to CLT at end of year with next steps</i>	Term 4	PA
			Review Coordinator			

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 Strategic Plan Goal: 3.1	3.1.1 To analyse survey data from 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 3, 2021</i>	IP	A
	3.1.2 Develop a school uniform proposal for Board consideration	Uniform Review Committee/PTA/Student Trustee Student Council Senior Prefects		IP	IP

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 – <i>as per the Canterbury Schools’ Rebuild Programme</i></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 Business Manager	<i>Regular updates in newsletters and at staff/parent meetings</i> <i>Consultation with stake holders as appropriate</i>	O	A
	4.1.2	To present the master plan to the MOE for approval	Facilities Manager Board of Trustees	<i>A master plan which addresses the provision of a high quality, sustainable, physical learning environment is approved</i>	A	A
	4.1.3	Address outstanding weathertightness issues as appropriate	MOE Property Manager	<i>Weathertightness remediation plan in development</i>	IP	A
	4.1.4	To upgrade the school pool and plant utilising funding from the 2020 School Investment Package	Design Team/Architects Faculty Representatives	<i>Pool upgrade completed by Term 4</i>	IP	IP
	4.1.5	To complete the designs for new Stage 1 buildings	Project Managers	<i>Designs approved for Pukehinau (Science and Technology Block), Rakipaoa (Student Support and Library Block) and Waitutuutu (General Learning Block)</i>	IP	A
	4.1.6	To start the demolition of F Block at end of Term 4 to begin stage 1 (Pukehinau – Science and Technology Block)	Contractors Master Planning Team Project Managers	<i>Demolition started with decanting plan in place for 2022</i>	Term 4	IP

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

- **Staff wellbeing activities:**
 - 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 steps challenge; Massages; Staff shout outs.
 - The staff wellbeing Schoology page continues (with readings and resources).
 - Professional Learning Group (PLG) sessions on Wellbeing were part of the Monday morning PD programme in Term 2 and will again be offered in Term 4. These were facilitated by the Within School Wellbeing Kāhui Ako teachers.
- **Resilience and wellbeing for leaders** – presentation is being developed by Deputy Principal – Wellbeing for SLT and CLT ready for Term 3.
- The **Tiakina programme** for our Year 9 students has been established, led by Year 13 support prefects and supported by Year 9 form teachers using prepared resources. This is delivered during form time. An analysis of the programme and alternative methods of delivery, will take place in Term 3. The possibility of the course being incorporated into the curriculum in 2023 will be part of this.

1.2 Provision of PLD to Further Develop Te Reo Capability of Teaching Staff

- **Monday morning PLD** – Whaea Amber Goldsworthy and kōkā Tania Gilchrist (te reo teachers) completed an introductory session with all Faculties in Term 1 – this included learning basic pronunciation of vowels, karakia, mihi, whakataukī. The Term 2 workshop focussed on challenges and successes that staff have experienced in their own development and use of te reo in the classroom and in meetings; building up their store of instructional/praise classroom phrases. The next sessions, scheduled for Term 3 and Term 4 will reinforce/build on the first half year.
- **Faculty meetings** – Through the PLD programme, we are encouraging faculties to start and finish meetings with karakia and individual staff members provided with the opportunity to share their mihi taonga.

- **Individual staff** – are engaging in their own professional learning in te reo including using the software programme Education Perfect.

Positive feedback was received from staff; they felt comfortable in the session which gave them confidence to try and practise in their own time.

- **Regular Support Staff meetings (at least once a term) with a PLD focus to further develop te reo capabilities** – Whaea Amber led a similar introduction to that presented to teaching staff on Monday 10 May. The next session is scheduled for Monday 30 August (Term 3) and Monday 1 November in Term 4.

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 focus with the strategic priorities of Burnside High School.
- The **lockdown survey** results identified flexibility in teaching and learning from staff, students and whānau as being a significant factor. Therefore, the **focus of the staff professional learning programme in 2021** is ‘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 more self-managing learners and provide them with opportunities to demonstrate these capabilities.
- **The Monday morning programme consists 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 are 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 focus on how we can use these themes to achieve student agency e.g. literacy focus on how we can develop literacy approaches which have an element of student agency.
 - **Wellbeing sessions** – to continue our school-wide development of this.
 - **Te reo sessions** – are held in faculties; each faculty has had or will have had two sessions by the end of Term 2.

Note: *Culturally sustainable practice will underpin all approaches.*

Facilitators of these PLG sessions are the **‘Within School Kāhui Ako Teachers’ (15)** which are aligned to our approved Student Achievement Challenge. The following staff have been appointed to these roles:

- **Literacy (4) – Susan Briggs, Caroline Forde, Anne-Marie Hampton and Julia Johnson**
- **Culturally Responsive Practice (3) – Amanda Keith, Nathan Sandes and Bob Tellick**
- **Schoology (3) – Carl Johnston, Alison Middelkoop and John Watson**
- **Wellbeing (4) – Jayne Crawford, Nicola Delaney, Sarah Maguire and Keryn Stark**
- **GATE (1) – Sandra Pooch**

Jon Land (Specialist Classroom Teacher), **Nadene Brouwer** (AKAL), **Rachaelle Stidder** (AKAL), **Sandra Pooch (GATE)** and **Suzanne Baldwin (Deputy Principal – Teaching and Learning)** facilitate a Generic Option PLG – this involves teachers who were wanting to look at Student Agency in their own contexts and focus on their own projects e.g. student voice, building self-efficacy for students and assessment for learning approaches.

2.2 Encourage Flexibility

- ***Review of our Junior Curriculum***

The scope and brief of the project is in the process of being developed. Nathan Sandes has been appointed as the Review Coordinator to work with Suzanne Baldwin and Andrea Griffin in formulating the process that the review will undertake. The initial starting point for engagement with the CLT reflects back on their perspectives for curriculum change which came from 2014. In addition, Nathan, Suzanne and Andrea have talked and visited with other schools who have been through this process and have formed a collaborative working group with two members of the Papanui High School SLT in a ‘critical friend’ situation where they are going through the same process. A Review Team have been appointed, this consists of a member from each learning area who will work to both support the HOF in the review process and to engage with staff and students through various points in the process. External support for the Curriculum Review is being provided by Chris Jansen through Grow Waitaha and from Mary Anne Mills from CORE Education. We applied for and have been approved 100 hours (over 12 months) of Centrally Funded PLD from the MOE to cover the costs of CORE Education.

The intention for the second half of 2021 is to confirm the scope, brief and process for the Review and to begin to engage with key stakeholders. This will start with a meeting with CLT to begin discussions on the future of our curriculum.

3.1 School Uniform Review

A new timeline has been developed by the Uniform Review Committee:

- **2021**

- **Term 1**
The Uniform Committee met to collate/analyse the results from the surveys and trends have been noted.
- **Term 2**
Focus groups of junior and senior students, parents, staff, school council are in the process of being held – in order to gather more in-depth comments.
- **Term 3**
Feedback to the decision makers (SLT and BOT) will take place.
- **Term 4**
Suppliers approached to submit designs (mock-ups etc).
- **2022**
 - **Term 1**
Committee to forward preferred design to SLT and BOT. BOT to make decision.
 - **Term 2**
Committee to meet chosen supplier and negotiate time frame for manufacture and supply.
- **2023**
 - **Term 1**
Uniform ready for retail – School Uniform Shop – for Year 9 students only.

4.1 Planning for and Upgrade of BHS Campus

- The year started with the announcement that stage 1 of the BHS Master Plan was approved (with priorities set) and signed off by the MOE. This was the culmination of twelve months' work and it now informs the redevelopment of our campus over the next five years – an important and exciting prospect for the school.
- The Burnside community (staff, students and whānau) have been kept informed of progress as appropriate. The latest update was included in the Term 2 newsletter.
- The names for our new buildings have been approved by Lynne Te Aika, Te Rūnanga o Ngāi Tahu. They follow a theme derived from:
 - a) Te Herenga Ora (our historical stand of cabbage trees)
 - b) Tī kōuka as markers
 - c) The Divisional Names (Te Puna Raki, Te Puna Uru, etc)

From our narrative/story a **directional theme** has been chosen. Our buildings are to be named after nearby sites of significance or waterways that Ngāi Tahu used to transport goods and/or gather mahinga kai. Ngāi Tahu used waterways to travel from pā to pā. From Kaiapoi in the North, to Rāpaki in the South East and to Te Taumutu in the South:

- **Block 1** (Science and Technology) – **Pukehinau** – after the settlement of Coringa midway between Harewood and Yaldhurst.

- **Block 2** (Student Support Services and Library) – **Rakipaoa** – after the old Māori name of Upper Riccarton.
- **Block 3** (General Teaching Block – eight classrooms) – **Waiutuutu** – the historic/original Māori name for the Okeover Stream, a nearby tributary of the Ōtākaro – Wai utu utu (water lifted up).

Note: A start has been made to do the same with existing buildings and landmarks.

- ***Current developments***

The Master Planning Team, the MOE and architects from Baldasso Cortese Noordanus (BCN) have finalised the **footprint designs** for the three new blocks listed above and now awaiting confirmation from the Design Review Panel (DRP). In the meantime, the design team continues to work behind the scenes on these buildings to start working on services, structure etc.

The next phase is to start looking at the interiors of each room/learning space, including layout and how the space will function. The design team will work with and seek input from key stakeholders/representatives from the Science, Technology and Student Support faculties to confirm these plans.

At the same time, sitewide landscaping, the Memorial Avenue drop off/pick up zone, all weather turf replacement and the planning for the Library conversion/Cultural Centre are in progress.

- ***Decanting plan***

It is still planned to demolish F Block and Extension (phase 1) at the end of Term 4. Andrea Griffin leads a team of Wally Lauder, Tom Music, Nigel Roberts (Timetabler) and Murray Paull who are developing plans/options to relocate classes during the construction of **Pukehinau** in 2022.

- ***Weathertightness issues***

MOE are developing a plan to address weathertightness issues in I/J Blocks and the Administration/Library building.

- ***Swimming pool upgrade***

The pool will have a new membrane (lining) and filtration system. It will also be heated.

A Project Manager has been appointed and Coombes Aquatics Ltd confirmed as contractor. A meeting was held on Friday 18 June to establish a possible start date and timeline for the project. Work is likely to start in September and is expected to take three months to complete depending on availability of components from overseas suppliers.

COMMENTS: END-OF-YEAR

Introduction

Kia kaha, kia mau, kia haere tonu: Stay strong, hold fast, keep on course

What a year 2021 was. As COVID-19 showed us, life is never smooth sailing; so, we navigated the challenges and made the best of the situation we found ourselves in. The impact of COVID continues to be at the forefront of so much of our thinking and decisions.

COVID had a significant influence on student learning and staff wellbeing; presented new challenges for staff and students alike; and required major adjustments to keep us on course and successful. It did show how adaptable we are, including our ability to assimilate the avalanche of information from both the national and local Ministry of Education offices. Everything we planned and achieved in 2021 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. Despite the lockdown period during Term 3 and sliding alert levels, 2021 also proved a very good year for our students and staff in NCEA Levels 1, 2 and 3, Scholarships, Cambridge Mathematics, and in University of Canterbury STAR courses.

Great things can be accomplished if everyone works together and our strength is in the combined efforts of everyone doing their job so well. We all, the students, staff, whānau and Board made the best of the situation. 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

- **Staff wellbeing activities:**

The following activities were on offer for staff in the second half year:

- 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 steps challenge; Massages; Staff shout outs. These continue to be well supported.
- The staff Wellbeing Schoology page constantly updated, with more staff joining (with readings and resources).
- Outside speaker for staff PD - Dr Amy Montegu spoke to staff on 'Avoiding/Managing Burn Out' and was so well received that she has been booked to return in 2022.

- Professional Learning Group (PLG) sessions on Wellbeing through Monday morning PD, were run in Term 4. These were facilitated by the Within School Wellbeing Kāhui Ako teachers, and again, were well received by the staff.
- During Term 3 the Deputy Principal – Wellbeing presented two sessions at the CLT meetings on *‘Resilience and wellbeing for leaders.* This included strategies to assist Heads of Faculty with the wellbeing of their own staff
- Anecdotal feedback from staff regarding the wellbeing activities and resources was supportive and positive; and commitment by staff to the programme is gathering momentum.
- The ***Tiakina programme*** - The programme continued to run during form time by the Year 9 form teachers, and supported by the Year 13 Prefects. Overall programme the Year 13 Prefects did a good job delivering/supporting the programme but received mixed feedback from form teachers due to workload issues. As a result, further work will continue in 2022 to look at how to integrate this programme into the classroom curriculum rather than fitting into the short form-time slot.

1.3 Provision of PLD to Further Develop Te Reo Capability of Teaching Staff

- ***Monday morning PLD*** – Due to Covid, some Faculties were unable to complete their scheduled Term 3 sessions. However, the faculties who were able to utilise the sessions later in Term 3, found them to be beneficial. All Faculties were provided with further online resources to enable improved pronunciation, as this was considered to be an area to develop in 2021.
- ***Faculty meetings*** – HOF’s started and finished their meetings with karakia and individual staff members given the opportunity to share their mihi taonga. A good start.
- ***Individual staff*** – an increasing number of staff have engaged in their own professional learning of Te Reo including Te Ahu Te Reo sessions held each Thursday after school in the staffroom. Positive feedback was received from staff who felt comfortable in the sessions, giving them the confidence to try and practise in their own time.
During Term 4 Kōkā Tania Gilchrist and Matua Chris Risbridger facilitated Te Reo workshops where staff gained Kanohi ki te kanohi (face to face help) with their mihi mihi. Many Faculties also implemented a programme whereby individual staff members introduced themselves via a mihi taonga
- ***Regular Support Staff meetings to further develop te reo capabilities*** –In Term 3 (Whaea Amber Goldsworthy) and Term 4 (Kōkā Tania Gilchrist) led sessions (one each term) for Support Staff. The focus was on Te Reo that that they are likely to use in their everyday interactions and the correct pronunciation of these words and phrases. Support staff were also provided online resources to help improve their pronunciation.
Staff have become more proficient at using Te Reo and this PLD programme will be continued in 2022 via Kanohi ki te kanohi sessions and an online approach utilising Education Perfect.

2.1 Promote Excellence

- ***School-wide staff professional learning programme***

Our Professional Learning Plan was disrupted through the second part of the year due to COVID. The Plan was adapted to include the Class Teacher Meetings which were unable to be held during Term 3 and more Faculty time was put in place to replace the sessions missed in Term 3. This meant that the Professional Learning Groups (PLGs) were not able to be revisited as had been the plan earlier on.

We again surveyed students and staff after the August lockdown; a number of key points came through which supported the findings from 2020 and reiterated our flexibility approach as well as the need to continue to focus on agency. This understanding has informed the Professional Learning Plan for 2022 and the need to include flexibility in the plan itself.

Overall, Faculties made good use of the limited time they had, but further time will need to be spent on developing agency in order to embed this across the school.

The Within School Teachers continued their focus on school wide initiatives through Terms 3 and 4.

Our intention in 2022 is to continue the work on student agency in conjunction with developing new and engaging Year 11 programmes which will include the new Achievement Standards developed in the NCEA Review.

2.2 Encourage Flexibility

- ***Review of our Junior Curriculum***

- The review's purpose, brief, and scope have been finalised and work has begun to engage with key stakeholders. The review will provide a schoolwide view/snapshot of the current curriculum being delivered and experienced by learners through our teaching and learning programmes to examine how we are presently meeting the intent of the NZ Curriculum. It will also investigate the pending influences and possible implications of current Ministry of Education National Curriculum policy initiatives on our future directions.
- A Curriculum Review Team (CRT) was established and consists of: Nathan Sandes (Review Coordinator), Andrea Griffin, Suzanne Baldwin and Faculty representatives.
- We have received funding to employ the services of CORE education (Mary Ann Mills and Jackie Young) to provide expert consultancy and support.
- Consultation has been undertaken by:
 - CORE education - interviewing the HOFs and Assistant HOFs and a range of other key stakeholders including the Divisional Head Deans and groups of students
 - The Curriculum Review Team - sessions with the CRT and the CLT facilitated by Nathan Sandes; meeting with other secondary schools going through a similar review process; looking at curriculum models of other schools and blue skies thinking with groups within Burnside High School
- A Curriculum Review Report was developed and received from CORE education at the end of the year ready for consideration by SLT and CLT in February 2022.

3.1 School Uniform Review

- Report produced summarising findings from the surveys and focus groups. The following areas were identified as key components of future proposals: affordability, sustainability, manufacture and supply capability and credentials
- Potential uniform suppliers (3) were identified and invited to submit a proposal (based on specified brief)
- Submissions of the above are due in early February 2022 for consideration.

4.1 Planning for and Upgrade of BHS Campus

- **Communication with staff, students and whānau about master plan developments**
The Burnside community (staff, students and whānau) have continued to be kept informed of progress. Updates were included at staff hui, PTA meetings, CLT meetings and via regular internal communications as well as in the Term 3 and Term 4 Whānau newsletters.
- **Designs for new Stage 1 buildings** – Interior designs were approved for Pukehinau (Science and Technology Block), after extensive consultation with stakeholders (Science, Technology, IT and Property staff). Workshops focused on the layout and function of individual learning spaces, work rooms and specialist services.
- **Swimming Pool upgrade** – Delayed. Work will now start in January 2022 waiting for the arrival of the techno filter from Slovenia over the holiday period. This allowed the project to commence and is expected to take up to 12 weeks to complete. Alternative arrangements have been made by the Health and Physical Education Department for the water safety programme and the School Swimming Sports is to be moved to Jellie Park in 2022.
- **Demolition of F Block and F-Extension** – Delayed, due to planning consent issues; now expected to commence after asbestos removal in March with Construction planned to start in June. These buildings are locked and out of bounds for staff and students ready to be handed over to the construction contractor.
- **Decanting Plan**- The team has established a plan to develop new interim spaces in G and J Blocks for the relocation of classes and work spaces ready for the start of the 2022 school year.



Student Achievement Target 2021: Action Plan and Outcomes

To be read in conjunction with: the BHS Strategic Plan 2021-2023, the Annual Plan 2021, the BHS Māori and Bi-Cultural Strategy 2020-2022 and the BHS Pasifika Strategy 2020-2022, the Waimairi-iri Kāhui Ako Learning Plan and the statement of National Education and Learning Priorities (NELP), 2020.

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.9*+

Progress Indicators:

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

Annual Target (Year Three):

To improve the engagement of the 2019 Year 9 cohort (Year 11 in 2021) so that they are in a position, by the end of Year 11, 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 11 teachers develop positive relationships with their students so that they are engaged in their learning. Groups of Year 11 students who are at risk of not achieving are identified, offered support, and their progress (including attendance) monitored through to the end of Year 11. There will be a focus on Māori and Pasifika students.

Expected Outcomes:

- At least 90% of Year 11 students' fortnightly grades average a 3 or above
- Year 11 has a median attendance rate of 90% or above
- At least 90% of Year 11 students achieve NCEA Level 1
- Year 11 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 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 (2019) 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 11 students not engaged in their learning and 'at risk' of not achieving the school NCEA Level 1 target	1.1.1 Identify the 'at risk group' of Year 11 students for 2021	Year 10 and Year 11 Deans Within School Kāhui Ako CRP and Literacy Teachers (WST's)	<i>At risk students are identified through this data Divisional Deans are fully aware of the 'at risk' students in their classes</i>	A	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 and below a Level 3 average on their fortnightly grades</i>	O	A
	2.1.2 At the end of Term 4, re-do the 'Engagement in Learning' survey with the Year 11 cohort to review level of student engagement	Across School Kāhui Ako Leaders (AKAL's)	<i>Survey data shows Year 11 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	3.1.1 To provide individualised support for Year 11 students from Learning Centre staff on period by period basis	HOD Learning Support Learning Centre Staff	<i>Identified 'at risk' students are supported with appropriate interventions</i>	O	A
	3.1.2 Promote Wednesday morning tutorials	HOF's/HOD's and Class Teachers	<i>Targeted students attend tutorials on Wednesday mornings, 8.15am to 9.10am as appropriate</i> <i>Tutorials are well attended and students feel positive about the support they receive</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 11 'at risk' Māori and Pasifika students	WST Kāhui Ako CRP Teachers, Student Academic Mentors and 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
4.1 To improve understanding of the NCEA qualification system for Year 11 students	4.1.1 Student/Parent NCEA Evening (Level 1) to clarify NCEA qualifications system and how parents can assist their students	Deputy Principal – Achievement Head Divisional Deans	<i>Students and whānau have sound understanding of language and procedures of NCEA qualifications system</i>	A	A

	4.1.2	Year 11 Assembly is held to clarify NCEA requirements and procedures and establish expectations regarding attendance and achievement	Deputy Principal – Achievement Associate Principal		A		
	4.1.3	The Career Development programme to provide further clarification of NCEA system and establish personal realistic NCEA academic goals for 2021	Careers Adviser	<i>Academic goals established</i>	A		
5.1		To further develop teachers' practices through the staff professional learning programme	5.1.1 Regular Professional Development sessions focused on effective pedagogy (Monday mornings) Our 2021 focus is student agency	Deputy Principal – Teaching and Learning WST Teachers AKAL Teachers	<i>Refer Annual Plan 2021 for details</i> <i>Faculty Reviews focus on student engagement, particularly at Year 11</i>	IP	A
6.1		To continue to explicitly celebrate student successes/academic progress of Year 11 students	6.1.1 All staff to use the positive reinforcement system to acknowledge student progress, including: praise postcards, shout-outs, endeavour awards and in assemblies; and at the Poroporoaki, Fiafia night and the Year 11 Prizegiving	Teachers Divisional Principals Divisional Head Deans Year 11 Teachers Senior Leadership Team	<i>Students feel affirmed and valued for their efforts in all endeavours</i> <i>Culture of academic excellence is reinforced</i>	O	A

COMMENTS – Mid-Year

Background: This is the third and final year of our project to monitor and support the engagement, progress, and achievement of the 2019 student cohort through to the end of NCEA Level 1.

1.1 Identify Year 11 'at Risk' Student Group

- The Junior Deans who worked with the students in both Year 9 and Year 10, and who knew the students well, were in a good position to assist the Divisional Head Deans identify the 'at risk' group as they entered Year 11. HOD's of subject areas did the same, through analysis of End of Year 10 Assessments. Learning Support staff, Māori Student Achievement team and Pasifika Coordinator also identified at risk students.

2.1 Monitor Progress of Targeted Students – the Divisional Head Deans and form teachers, monitor attendance/lateness data and fortnightly grades for Year 11 students on a regular basis.

- **Attendance Summary**
 - **Term 1** – showed Year 11's median attendance rate of **95%** with 74% of Year 11 students in the 90-100% attendance range and 16% in the 80-90% range.
 - **Term 2** – showed Year 11's median attendance rate of **94%** with 68% of Year 11 students in 90-100% attendance range and 17.5 % in the 80-90% range.
- **Fortnightly Grades Summary** – there are 483 students in the current Year 11 data set.
 - The median overall fortnightly grade for a Year 11 student is **4.23** (for the same cohort was 4.16 for 2020) This is an average taken across all subjects for all students.
 - Of the 371 students having an overall average of 4 or above, 83 students are scoring 4.5 or higher (a substantial increase from 9 when they were in Year 9 and Year 10).
 - There is a minimum score of 2.27 at the lower end and a maximum of 4.8 at the top.
 - Overall 480 (**98%**) of Year 11 students average a 3 or above – we have a very good Year 11 cohort this year. This is the same percentage as this cohort in Year 10

3.1 Develop and Provide Support Programmes for identified Students

- **Learning Centre** – staff are meeting regularly with these students who drop in themselves, or are referred to them by subject teachers. In the Learning Centre students are assessed through diagnostic testing that identifies gaps in their learning. From this, a plan is developed that assists both the Learning Centre Manager and HOD Learning Support and the subject teachers to support and assist the students – the initial focus was on developing literacy and numeracy skills.

An increasing number of Year 11 students have been identified by Divisional Deans as needing a reduced programme. When subjects are reduced in this way, they work with the Learning Centre teachers and focus more on their remaining subjects.

- **Maori Students**

- **Year 11 Mentoring** (20 students of the most ‘at risk’ Māori students) – meet on individual basis with Nathan Sandes and Amanda Keith (Facilitators for Culturally Responsive Practice) on a fortnightly basis during their non contact periods. It is a time to check in with these students and make connections with them using their attendance and fortnightly grades as a basis for discussion. The focus for these sessions is around ‘academic progress and wellbeing and pathways’. It has proved to be a real challenge to this keep this group on track.
- **Year 11 Pūhoro Science programme** (18-20 Māori students) – this initiative was launched at the whānau hui on Thursday 27 May.

Pūhoro works directly with selected Year 11 Māori students who are studying NCEA Level 1 General Science and their whānau. It provides mentoring, tutoring, wānanga within culturally appropriate settings to help them navigate career pathways into Science and technology related industries.

The first session was held on Monday 14 June with 18-20 Year 11 Māori students from 8.00 am to 9.00 am in N8. We expect numbers to grow as students see the benefits of this programme.

Two specialist tutors from the University of Canterbury (Science graduates) lead the tutorials with the focus predominantly on external NCEA assessments in Science. Sophie Moloney (Science teacher) takes on the role as Faculty liaison.

Note: To be eligible students have committed to:

- At least 80% attendance
- Attend one hour tutorial session a week plus one full day a term (in Terms 1-3)
- And one day per term (Wānanga with all Christchurch schools at ARA)
- Entering Science externals in Genetic Variation, Acids and Bases and Mechanics.

The students are happy to be involved, and are committed and engaged in the learning of the academic and cultural aspects of this programme. They enjoyed the Wānanga at Ara on Thursday 8 July.

- **Te Ora Hou** – Danny Silivelio and Chon Makitane are providing ongoing individual mentoring sessions with Māori and Pasifika students, These are informal sessions designed to engage students in all aspects of BHS.
- **Pasifika Students** – A group of 20-30 Pasifika students, including six in Year 11, meet after school every Friday in N11 with Greg Galovale (Polyfest tutor), Darryn Findlay and Julie Kleinpaste. These are voluntary sessions which include a combination of physical activities (wellbeing), homework support, developing study skills and cultural mentoring.
- **Individual Support Across all Subject Areas**
 - Period 1 on Wednesdays are used by Departments as a time for individual students to catch up on missed lessons, assessments/practicals and individual projects and/or one-on-one learning conversations.
 - Class teachers regularly hold lunchtime/after school sessions for tutorials, catch ups and project work. Some teachers/Departments even do the same during weekends and school holidays. All are well attended.

4.1 Improving understanding of the NCEA Qualification System

- **Year 11 NCEA Parents and Students Information Evening** – was held in the Aurora Centre at 7.00 pm on Thursday 11 March. Alan Robertson, Deputy Principal – Achievement, explained how NCEA works. Three Year 12 students then shared their perspectives and experiences. A well attended and informative session well received by parents and students.
- **Year 11 NCEA and Achievement Targets Assembly** was held on Tuesday 13 March led by Andrea Griffin and Alan Robertson. This assembly was held to explain how NCEA works and to establish goals. We have set the aspirational goal of at least 90% for this cohort to achieve NCEA Level 1 this year. This session covered and clarified where to find information; Important assessment procedures; Information about NCEA and important points leading from Level 1 to Level 2; Plagiarism rules and breaches of assessment; Missed assessments; Expectations around classwork, achievement and our achievement targets (90% success rate in NCEA Level 1) and preparation for assessments.
- **Pasifika NCEA Parents and Students Evening** – held on Tuesday 6 July. Around 50 parents and students attended, including a good number in Year 11. This was a very successful session, with positive feedback from both parents and students regarding their understanding of how NCEA works and school structures. This was a great initiative and a further parent/student evening is planned for Wednesday 11 August on NCEA information, course selection and pathways.

- The **Whānau Hui**, planned for Monday 16 August, will include information on NCEA, course selection and pathways.
- **Year 11 Career Development Programme** – during Term 2 students completed a career development worksheet, with assistance from their form teacher who had guidelines from Mrs Jac Doogan, HOD Careers. This focussed on the career management competency: know yourself.

Mrs Doogan then visited each of the 20 English, Te Reo Māori and ESOL classes for one period (via English this year). She outlined how NCEA works at Levels 1, 2 and 3, including certificate and subject endorsements and then handed out each student's most recent Kamar results and explained how to interpret these results. Based on the Kamar evidence, students set an NCEA goal, including endorsements. In addition, students completed a short career decision-making exercise and Ms Doogan gave a quick overview of subject selection for Level 2.

Based on the information students provided on their careers worksheet, Mrs Doogan then gave each student written individualised advice on subject selection for Year 12 and Year 13. She then visited each class again briefly to hand over a hard copy of this feedback, to answer any immediate questions, and to encourage students to take the advice home to discuss with their whānau.

All class visits are now completed, with just a few more Year 11 students to be seen as they were absent from their class session. She is running catch-up sessions with those students; and having individual interviews with students who gave little information on their forms.

From all the classes visited, just two students stood out immediately as being at risk of not achieving NCEA based on evidence to date. Mrs Doogan is expecting to see more students who are struggling from the group of approximately 30 students who were not in class on the day of the session.

Pleasingly, a high percentage of students are already tracking strongly towards NCEA with an endorsement.

The Year 11 career development programme was delivered earlier than usual this year, and Mrs Doogan feels that this was a useful and helpful alteration for the students. It gave earlier evidence-based encouragement to students who are doing well. It was also evident from questions, that some students were quite concerned that they had Not Achieved on a standard. Mrs Doogan had the opportunity to explain clearly that this is of no great consequence; that it does not signal an overall failure; that there is no need to give up; and that teachers, deans, and tutors offer a range of additional learning opportunities.

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

In Terms 1 and 2 through the professional learning programme, whole school and in faculties, we have developed an understanding of the multi-faceted nature of student agency and started to explore ways in which this can be incorporated into the different Faculties and their programmes of teaching and learning.

Three Faculty Review Days have been undertaken in the first half of the year, Technology, Mathematics and English. A range of approaches to developing student agency have been observed.

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

- Staff are encouraged to give Digital Shout Outs, and these are included with students' fortnightly grade reports. These are well-received by students, staff and whānau. As at Friday 25 June 1500+ Shout Outs had been issued to Year 11 students, by 135 staff.
- 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 are 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.

COMMENTS – End of Year

2.1 Monitor Progress of Targeted Students – the Divisional Head Deans and form teachers, continued to monitor attendance/lateness data and fortnightly grades for Year 11 students on a regular basis.

- **Attendance Summary**
 - **Term 3** – showed Year 11's median attendance rate of **91%** with 63% of Year 11 students in the 90-100% attendance range and 19% in the 80-90% range
 - **Term 4** – showed Year 11's median attendance rate of **91%** with 52% of Year 11 students in the 90-100% attendance range and 21% in the 80-90% range
 - **Over the full year the median attendance rate was 93.0%** with 66.5% of Year 11 students in the 90-100% attendance range and 20% in the 80-90% range - **ACHIEVED**

- **Year 11 Average Fortnightly Reports Summary (for year)** - there are 483 students in the current Year 11 data set:
 - The median average fortnightly grade for Year 11 was **4.3**. This is an average taken across all subjects for all students
 - **125** Year 11 students (26%) had an average fortnightly grade of 4.5 to 5
 - Overall 475 (**98%**) of Year 11 students had an average of 3 or above – a noticeable improvement from the same group in 2020- **ACHIEVED**

- **Engagement in Learning Survey – Term 4**

The response rate was 261 students, similar to the 2020 respondent data, however in Term 4 2019, 376 responded so this may impact the quality of the results.

Observable similarities and differences between the 2019,2020 and 2021 data for engagement are:

Students are **most engaged** when:

- In 2021 the results show that they have a good relationship with and support from their teacher (18%), the class is fun and enjoyable (17.6%) and there are opportunities to work with their friends/peers (16.8%)
- The biggest difference between 2019 and 2021 is the *teacher relationship and support is far more significant* in Year 11 compared to the junior years. Having fun and working with friends still features highly, whereas listening to music has dropped down in importance.
- Students in 2021 stated that they need to understand the work in order to be engaged (12.6%), and the topic and context needs to be interesting (16%). Neither of those factors were significant in the 2019 or 2020 survey.
- Teacher efficacy comments increased from 10% in 2019 to 19% in 2020 and remained similar at 18% in 2021 - students noted that passion, enthusiasm and approachability exhibited by their teachers was a significant part of their learning journey being engaging.
- Students' perception of what helps them to engage, changes from Year 9 to Year 11. In Year 9, 7%, and then 12% for Year 10 say that music helps them engage whereas this dropped to only 5% of respondents noting this in Year 11. 11% of students in Year 10 and 11 notes that they are most engaged when they are alone or the environment is free of distraction.

Students are **least engaged** when:

- The biggest changes seen here is the teacher relational factors feature highly now, with most students stating that when the teacher doesn't explain the work clearly (16%), when the class is boring (13.8%) or when the teacher doesn't show passion and enthusiasm (15%) they become disengaged in the learning. This supports the findings in 2019 where teacher relationships were seen as the biggest factor in ensuring students were engaged in their learning.
- From Year 9 to 11 there is decreasing emphasis on loud environments; 28% in 2019, 18% in 2020 and 12.6% in 2021.
- Students who were bored and not motivated numbered 15% in 2019, to 17% in 2020 and then dropped to 14% in 2021. This data shows the same pattern as the Me and My Schools data.

- When topics are not interesting/irrelevant context increased from 11% to 13.5% in 2020, which decreases to 9% by year 11.
- External factors negatively impacting engagement were mentioned often with students noting their mental state, extra-curricular commitments, being tired, stressed and their mood.
- More so than in 2019, the students identified the teacher playing an important role in whether or not they were engaged. Learners mentioned they shut off when the teacher talks too much (supports the data collected from student voice during focus groups) or is not passionate and supportive of them as individuals.

3.1 Develop and Provide Support Programmes for identified Students

- **Learning Centre** – An Increased number of students were referred by Divisional Deans to the Learning Centre for support during the second half year. Concerns with anxiety, stress and workload were main issues. Learning Centre staff therefore focused on learning for identified ‘priority subjects’ rather than just on literacy and numeracy.

- **Māori Students**

Mentoring

- In 2021, we consistently supported 17 Year 11 students. Nathan and Amanda visited students independently for ‘check ins’ and one-on-one catch ups. Mentoring concentrated on fortnightly grades and attendance, and these aspects improved for most students. Many students used this opportunity to discuss the increased workload pressures of Year 11 compared to the junior school and were receptive to guidance and goal setting. Attendance for some students remains the primary barrier to success at school and represents a constant challenge. The mentors have noticed a positive change to learning attitudes since the mentoring programme began in Year 9. We will be continuing our Year 11 efforts in 2022, with each mentoring teacher assigned to specific students to provide one-on-one support.
- There is a need for Year 12 mentoring, but resourcing means our main focus will be on 9 and 10 group work, followed by Year 11 on an individual basis. Te Ora Hou mentors will endeavour to provide more opportunities for mentoring Year 12 students in 2022.

Year 11 Pūhoro Science programme

- At the end of 2021, Pūhoro was firmly established as a valuable curriculum resource for our Year 11 Māori Science students. Their mix of academic and well-being guidance (kaihautū) proved very popular with students. We had 15 constant attendees, and Pūhoro will continue to work with these students in Year 12 and beyond. Students also attended wānagna at ARA, which provided valuable insight into the progressions in Science education and the support available from Year 11 through to Tertiary, which enabled a new Year 11 group to be selected for 2022.

Te Ora Hou

- Te Ora Hou Danny Siliveilo has continued working with our Māori and Pasifika students in a mentoring capacity during the second half year. During the lockdown, Danny maintained contact with students to understand their needs and provide check-ins. Te Ora Hou ran a leadership programme- Rangatahi tu Rangatira – for Year 11 Māori students. Students were engaged and enjoyed these sessions learning about leadership through a Māori and Pasifika lens. This provided students with the opportunity to gain greater awareness of their own and others cultures.

- **Pasifika students**

- The Pasifika students continued to engage with Fanau sessions each Friday throughout the year. The number of Year 11 students in this group increased to twelve during the second half year. These sessions, led by Greg Galovale, our Pasifika student support, Darryn Findlay and Julie Klienpaste, focused on cultural awareness, wellbeing, and academic success. Outside agencies, University tutors, and guest speakers featured. This programme also strengthened the student’s connection to community and community resources.

- **Individual Support Across all Subject Areas**

- Period 1 on Wednesdays continued to be used by Departments as a time for individual students to catch up on missed lessons, assessments/practicals and individual projects and/or one-on-one learning conversations. These ‘tutorials’ are seen as a valuable way of supporting students in their learning and achievement. Regular attendance and a commitment by students to the early start time is essential.
- Class teachers continued to hold lunchtime/after school sessions for tutorials, catch ups and project work on a regular basis. All were well attended appreciated by students, especially after the August Lockdown.

5.1 Further Develop Teachers’ Practices through the Staff Professional Learning Programme – refer analysis of Variance of Annual Plan 2021 for details.

6.1 Celebrate Student Successes/Academic Progress

- At the Year 11 Course Selection Assembly on Tuesday 3 August, a presentation was included on the 2021 goals for student attendance, fortnightly grades averages and NCEA progress. At that stage the vast majority of the students in this Year 11 cohort were on target to achieve all three goals that have been set.
- During Term 4, the BHS values team arranged for Year 11 students to receive a digital **Endeavour Certificates** based on their average fortnightly grade for the year:

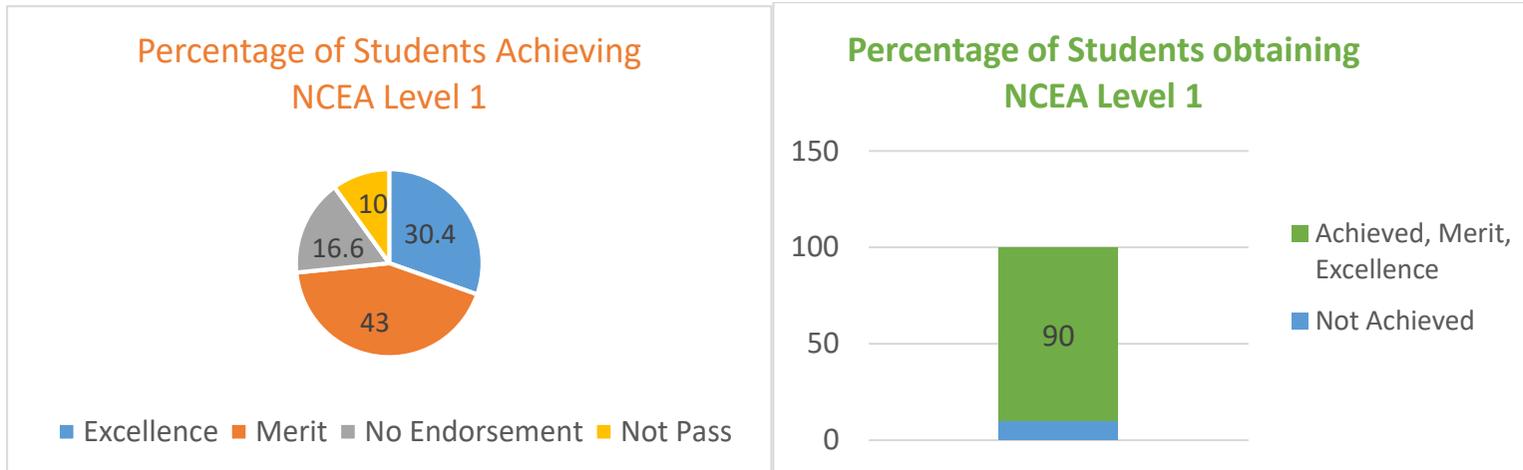
Year 11 Average fortnightly grades Summary -2021 (482 students)

Endeavour Award	Criteria (average grade)	Frequency	Percentage (%)
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Gold	4.5 – 5.0	125	26
Silver	4.0 – 4.49	253	52
Bronze	3.5 – 3.9	76	16
Did not receive Award	Less than 3.5	28	6

- **NCEA Achievement 2021– results**

90.0% of Year 11 students obtained NCEA Level 1 in 2021 – **ACHIEVED.**





**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 2021. The members are:
Phil Holstein (Principal and Property Committee Chair),
Charles Breurkes (Board representative)
Brent Crammond (Board representative),
Murray Paull (Staff Board Representative),
Wally Lauder (Facilities Manager),
Tom Music (Business Manager),
Andrea Griffin (Associate Principal, ex officio)
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 2021:

Master Planning

Introduction:

Since 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.

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. The Master Plan also provides for a Future Master Plan Roll of 2,700 students.

Developments:

The Project Steering Group (PSG) comprised of the Property Committee, Ministry of Education Managers and the Project Manager (AECOM) continues to lead and coordinate planning and consultation.

The year started with the announcement that stage 1 of the BHS Master Plan was approved (with priorities set) and signed off by the MOE. This was the culmination of twelve months work and it now informs the redevelopment of our campus over the next five years – an important and exciting prospect for the school.

The names for our new buildings have been approved by Lynne Te Aika, Te Rūnanga o Ngāi Tahu. From our narrative/story a **directional** theme has been chosen:

- **Block 1** (Science and Technology) – **Pukehinau**.
- **Block 2** (Student Support Services and Library) – **Rakipaoa**.
- **Block 3** (General Teaching Block – eight classrooms) – **Waiutuutu**.

The Master Planning Team, the MOE and architects from Baldasso Cortese Noordanus (BCN) finalised the **footprint** designs for the three new blocks listed above.

Interior designs have been approved for Pukehinau (Science and Technology Block), after extensive consultation with stakeholders (Science, Technology, IT and Property staff). Final designs and plans are to be drawn in early 2022.

A works programme has been drafted and tabled at PSG meetings. COVID-19 and related materials supply issues are likely to impact on the timelines presented.

It was noted that the planned demolition of F Block and F-Extension has been delayed due to planning consent issues; now expected to commence after asbestos removal in March 2022 with construction planned to start in June. These buildings were locked and are out of bounds for staff and students from December 2021 ready to be handed over to the construction contractor.

A decanting plan was established for the relocation of classes and creation of alternative work spaces ready for the start of the 2022 school year.

Alterations were made to areas in G and J blocks to create decanting spaces in preparation for the demolition of F and F extension blocks. These new spaces were; 3 classrooms, Senior Deans offices, Careers offices, HOF Arts Faculty office, Senior Common Room including kitchen and equipment storage space for the school rowing teams. All of these areas are in G block. A chemistry teachers' workspace, Science Technicians' workspace / chemical and equipment storage space was created in J block. Where ever possible floor coverings, fixtures and fittings from F block were recycled into these areas. This work was carried out by the school's maintenance team.

At the same time, sitewide landscaping, the Memorial Avenue drop off/pick up zone, all weather turf replacement and the planning for the Library conversion/Cultural Centre are in progress.

The school community is looking forward to the campus developments in 2022.

COVID-19

COVID-19 continued to have an impact on the school's day to day operations in 2021. This has had a noticeable increase of the workload on the school's property staff.

Other key activities

- The refurbishment and upgrade of the school swimming pool and plant was put out for tender in March 2021. Two tenders were received and Coombes Aquatics Ltd were the successful tenderer after an extensive evaluation process was carried out by School Support Ltd (the Project Manager) and members of the School Property Committee.
- There have been delays in shipment of the pool filtration plant from Europe due to COVID. The filtration plant arrived in New Zealand early December and is now on site. Work is scheduled to start in mid - January 2022 and is expected to take 3 to 4 months to complete. This pool upgrade will provide the school with a modern fit for purpose facility for years to come. This project is being funded with a mix of School Investment Package announced in 2020, CSR funding and the Board's own funds.
- 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 Christchurch City Council issued a Code of Compliance for the Aurora Centre fire protection upgrade solution in February 2021.
- A hearing loop system for hearing impaired patrons of the Aurora Centre was installed in the Auditorium. This work was required as part of the Building Warrant of Fitness. The installation was carried out by the school's maintenance team in conjunction with the external supplier. The system is now BWOF compliant.
- The only cyclical maintenance programme work carried out in 2021 was the exterior painting of M block including the roof. General building maintenance was carried out by the school's maintenance staff and contractors on an as needs basis.
- Negotiations with regards to Board owned property with the Ministry of Education, namely the Hunter Gymnasium have been completed and the Ministry of Education now fully own the Hunter Gym.
- In September the school was approached by the Canterbury Rugby Union to host the Mātatu Women's professional rugby team trainings on site during February and March 2022. This required upgrades to the school rugby ground which included re-seeding, fertilising, compaction relief and repairs to the irrigation system. This work began before Christmas and carried on into 2022. Mātatu are also using a classroom and toilets in F block until the building is handed over to the CSR building contractor. This is to minimise COVID risks. The Canterbury Rugby Union and the school are contributing to the cost of the ground upgrade.

Goals for 2022:

- 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 final designs for stage 1, Pukehinau (Science and Technology), with construction to begin mid-year and completion by the end of 2023.
- To initiate stages 1 A & B of the BHS **Master Plan consisting of:**
 - Stage 1A**
 - Decant staff and students from F Block and F extension to interim spaces in G Block and J Blocks
 - Relocate H1A to new position
 - Demolish F Block F and F extension and service canopies
 - New pick up and drop off zone on Memorial Avenue frontage
 - New artificial turf to existing courts
 - Stage 1B**
 - Construct new power supply, fire pump room and service trenches
 - Begin construction of new block – Pukehinau (Science and Technology) from June 2022
- To begin designs of stage 2, Rakipaoa (Student Support and Library) and stage 3, Waiutuutu, (general teaching block). Both of these blocks will be built concurrently after the completion of Pukehinau.
- Complete the refurbishment of the school pool, with the opening scheduled for the start of term 4.
- Cyclical Maintenance – Interior painting of the walls in the stairwells and corridors of I and J blocks.
- Review the role of the school caretaker, with the view of appointing a new caretaker from term 2.

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

Wayne Muncaster - Chair

Charles Breurkes

Phil Holstein (Principal)

Tom Music (Business Manager)

Minute taker: Sheryl Crase (Secretary, Board)

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 2021

- The school ends the year with a deficit of \$42,324 after providing for depreciation of \$708,145.
- The school has available Working Capital of \$ 4,754,857 (2020: \$4,315,351).
- As in 2020, the result was assisted by additional government grant funding to offset some effects of the Covid 19 pandemic including Urgent Response Funding for identified projects. Several areas of expense were reduced due to either lockdown or reduction in resources and experiences being able to be provided under various Covid level restrictions.
- Included in the deficit above are expenses of \$25,648 relating to completion of the Aurora Centre repair and remediation work which commenced in December 2017. All aspects to this project are now complete.
- The net surplus from international students decreased by \$215,510 (27%) compared to the 2020 figure due to a reduction in FTE to 89.15 (2020: 124.63), predominately related to ongoing effects of Covid-19 on student recruitment. Some cost savings (approx. 29%) were possible with the reduced activity in this area. A commitment by the Board to maintain the capability of the international student department to enable services and recruitment to commence once border restrictions are eased in 2022 and we are beginning to see positive results from this decision.
- The net surplus from the Aurora Centre (including direct overheads) increased by \$16,191 (36%) compared to 2020. However, the result was 19% below budget expectations. This area continues to be affected by the impact of Covid-19 on events and regular hires. The income was \$45k below budget, and while offset by \$31k savings in direct and overhead expenses.
- Interest received decreased by \$70,081 for the year (52%). This reflects the ongoing reductions in investment rates offered on term deposits. The result was \$25k ahead of budget expectations.

- After assessing the property plan, the ten year Cyclical Maintenance provision increased to \$543,208 (2020: \$516,193), 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 continued throughout 2021 with demolition of F Block and construction of the new Science and Technology block, Pukehinau, to commence in May 2022. 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 for all of “stage 1” progresses.
- Capital items to the value of \$453,632 were purchased (2020: \$411,360) including lease additions for teacher laptops in line with current accounting practice.
- The Finance and Administration team continue to work well with 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.

Goals for the Year Ended 31 December 2022

- A budget deficit of \$928,145 has been set for the 2022 year and adopted by the Board of Trustees. This includes depreciation of \$670,336. The board has acknowledged the continued impact of COVID 19, in particular to additional income streams. It also considered the positive result, in terms of comparison to budget, for the 2021 year. It was agreed that the school had sufficient resources and reserves to sustain such a budget deficit in the short term. Additional emphasis on forecasting results in the middle of the year to monitor financial progress would be a priority. Maintaining a healthy working capital position continues to be an important objective.
- Capital expenditure of \$554,665 is planned to maintain the school’s resources and facilities at an appropriate standard. This includes continued investment in assets related to teaching and curriculum areas. This amount includes only the school portion of the investment in the remediation of the school swimming pool, \$194,574. Funding from various Ministry sources will also be capitalised to that project.
- 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 team 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 multi-year financial planning cycle to maintain the school’s fiscal health ahead of proposed zoning and roll changes.

Tom Music
Business Manager

Burnside High School

Statement of Responsibility

For the Year Ended 31 December 2021

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 2021.

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

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

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

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

Charles Breurkes

Full Name of Presiding Member



Signature of Presiding Member

01 June 2022

Date:

Andrea Louise Griffin

Full Name of Principal (Acting)



Signature of Principal (Acting)

01 June 2022

Date:

BURNSIDE HIGH SCHOOL

STATEMENT OF COMPREHENSIVE REVENUE AND EXPENSES

For the Year Ended 31 December 2021

	Note	2021 ACTUAL \$	2021 BUDGET (Unaudited) \$	2020 ACTUAL \$
Revenue				
Government Grants	2	20,704,718	17,400,333	21,631,498
Other Grants	3	126,434	133,605	140,184
Interest	4	65,673	40,988	135,755
Local Fundraising	5	1,127,974	1,187,576	1,011,261
Other Income	6	281,145	321,091	476,893
International Students	7	1,285,058	1,242,106	1,788,392
Gain on Sale - Fixed Assets		-	500	-
		23,591,002	20,326,199	25,183,983
Expenses				
Local Fundraising	5	494,609	645,486	416,475
Learning Resources	8	17,264,300	16,285,093	16,720,421
Administration	9	1,262,907	1,253,944	1,232,184
Property	10	3,086,711	1,358,892	4,523,619
Aurora Repair and Remediation	10	25,648	-	15,690
Other Income Expenditure	6	86,230	113,272	71,923
International Students	7	699,921	717,800	987,746
Depreciation	19	708,415	747,803	790,130
Loss on Disposal of Equipment		4,585	-	9,548
		23,633,326	21,122,290	24,767,736
Net Surplus (Deficit)		(42,324)	(796,091)	416,247
Other Comprehensive Revenue & Expenses		-	-	-
Total Comprehensive Revenue & Expense for the Year		(42,324)	(796,091)	416,247

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 2021

	Note	2021 ACTUAL	2021 BUDGET (Unaudited)	2020 ACTUAL
		\$	\$	\$
Balance at 1 January		8,536,412	8,536,412	8,120,165
Total Comprehensive Revenue & Expense for the year		(42,324)	(796,091)	416,247
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		59,806	-	-
Equity at 31 December		8,553,894	7,740,321	8,536,412
Retained Earnings		8,553,894	7,740,321	8,536,412
Reserves		-	-	-
Equity at 31 December 2021		8,553,894	7,740,321	8,536,412

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 2021

	Note	2021 ACTUAL \$	2021 BUDGET (Unaudited) \$	2020 ACTUAL \$
TOTAL EQUITY		8,553,894	7,740,321	8,536,412
Represented By:				
Current Assets				
Cash and Cash Equivalents	11	582,422	551,410	556,101
Accounts Receivable	14	1,108,453	1,033,056	1,082,202
Prepayments		277,700	228,306	249,260
Inventories	13	4,696	6,204	6,204
Investments	12	6,188,557	5,587,274	6,187,263
		<u>8,161,828</u>	<u>7,406,250</u>	<u>8,081,030</u>
Current Liabilities				
Accounts Payable	15	1,542,783	1,120,485	1,390,869
Borrowings	16	-	-	-
Revenue Received in Advance	17	749,431	1,255,392	1,255,392
Provision for Cyclical Maintenance	21	37,500	37,500	117,833
Provision for Leave		246,704	239,230	239,230
Finance Lease Liability	20	63,264	62,836	29,391
Funds held in Trust	18 & 22	349,346	562,320	565,021
Funds Held for Capital Works Projects	23	417,943	167,943	167,943
		<u>3,406,971</u>	<u>3,445,706</u>	<u>3,765,679</u>
Working Capital Surplus (Deficit)		4,754,857	3,960,544	4,315,351
Non Current Assets				
Property, Plant and Equipment	19	4,376,968	4,369,532	4,636,336
		<u>4,376,968</u>	<u>4,369,532</u>	<u>4,636,336</u>
Non Current Liabilities				
Borrowings	16	-	-	-
Finance Lease Liability	20	72,223	71,381	16,915
Provision for Cyclical Maintenance	21	505,708	518,374	398,360
		<u>577,931</u>	<u>589,755</u>	<u>415,275</u>
NET ASSETS		8,553,894	7,740,321	8,536,412

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 2021

		2021 ACTUAL	2021 BUDGET (Unaudited)	2020 ACTUAL
	Note	\$	\$	\$
Cashflows from operating activities				
Government Grants		5,228,632	4,800,333	5,270,063
Other Grants		126,434	133,605	140,184
Local Funds		1,374,612	1,548,703	1,583,141
International Students		877,841	1,242,106	1,336,560
Interest Received		81,749	40,988	144,610
GST		(22,887)	(27,402)	(14,686)
Funds Administered on Behalf of Third Parties		(237,529)	(1)	(534,536)
Payments to Employees		(4,531,757)	(4,601,062)	(4,827,277)
Payments to Suppliers		(2,782,502)	(3,349,363)	(2,487,896)
Cyclical Maintenance Payments in the year		(32,333)	0	(19,213)
Net cash from operating activities		82,260	(212,093)	590,950
Cashflows from investing activities				
Property, Plant & Equipment		(300,483)	(330,498)	(411,972)
Investments		(1,294)	599,989	(517,787)
Net cash to investing activities		(301,777)	269,491	(929,759)
Cashflows from financing activities				
Furniture and Equipment Grant		59,806	-	-
Funds Provided by the MOE		250,000	-	-
Loans Received/ Repayment of Loans		-	-	-
Finance Lease Payments		(63,968)	(62,089)	(44,426)
Net cash from financing activities		245,838	(62,089)	(44,426)
Net increase/(decrease) in cash and cash equivalents		26,321	(4,691)	(383,235)
Cash and cash equivalents at the beginning of the year	11	556,101	556,101	939,336
Cash and cash equivalents at the end of the year	11	582,422	551,410	556,101

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 2021

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 and Training Act 2020. 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 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

Basis of Preparation

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

Financial Reporting Standards Applied

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Cyclical maintenance

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 21.

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 19.

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.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

Other Grants

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

Donations, gifts and bequests

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

Interest Revenue

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

d) 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.

e) Finance Lease Payments

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

f) Cash and Cash Equivalents

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

g) Accounts Receivable

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

h) Inventories

Inventories are consumable items 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.

i) Investments

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

j) Property, Plant and Equipment

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

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

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

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

k) 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.

l) 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.

m) Accounts Payable

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



n) Employee Entitlements

Short-term employee entitlements

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

Long-term employee entitlements

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

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

o) 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.

p) Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose or are being held on behalf of a third party 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.

q) 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.

r) 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 2021 provision is based on in-house calculations and discussions, as explained in the notes to the financial statements.

s) 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.

t) Borrowings

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

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

u) Goods and Services Tax (GST)

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

v) Budget Figures

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

w) Services received in-kind

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



BURNSIDE HIGH SCHOOL
Notes to the Financial Statements
For the Year Ended 31 December 2021

	2021 ACTUAL \$	2021 BUDGET (unaudited) \$	2020 ACTUAL \$
2. GOVERNMENT GRANTS			
Ministry of Education:			
Operational Grants	5,228,632	4,800,333	5,270,063
Additional Property Funding	-	-	-
Teachers' Salaries Grant	13,755,876	12,600,000	13,056,815
Use of Land and Buildings Grant	1,720,210	-	3,304,620
	<u>20,704,718</u>	<u>17,400,333</u>	<u>21,631,498</u>
3. OTHER GRANTS			
Gateway	79,249	79,249	78,001
Community Grants	-	-	10,000
TELA Grant	47,185	54,356	52,183
	<u>126,434</u>	<u>133,605</u>	<u>140,184</u>
4. INTEREST			
Interest - on Bank & Term Investments	<u>65,673</u>	<u>40,988</u>	<u>135,755</u>
5. LOCAL FUNDRAISING			
Local funds raised within the School's community are made up of:			
<i>Income</i>			
Donations and Bequests	254,392	220,000	253,028
Donations - PTA and other	79,410	55,000	57,878
Fundraising and Community Grants	44,250	43,319	41,725
Class Material Activities - purchase of goods and services	418,901	412,891	380,369
Fees for Extra-Curricular Activities	331,021	456,365	278,261
	<u>1,127,974</u>	<u>1,187,576</u>	<u>1,011,261</u>
<i>Expenditure</i>			
Fundraising and Community Grant Costs	1,005	5,021	77
Expenses against Red Cross Grant	-	-	-
Extra Curricular Activities Costs	493,604	640,465	416,398
	<u>494,609</u>	<u>645,486</u>	<u>416,475</u>
Net surplus for year	<u>633,365</u>	<u>542,090</u>	<u>594,786</u>



	2021 ACTUAL \$	2021 BUDGET (unaudited) \$	2020 ACTUAL \$
6. OTHER INCOME			
Trading Income	17,344	17,850	11,956
Trading Expenses	2,211	1,450	1,015
	<u>15,133</u>	<u>16,400</u>	<u>10,941</u>
Hire of Facilities/Equipment Income	46,346	45,700	38,177
Hire of Facilities/Equipment Expenses	-	-	-
	<u>46,346</u>	<u>45,700</u>	<u>38,177</u>
Hire of Facilities-Aurora Centre Income	171,069	216,291	132,880
Hire of Facilities-Aurora Centre Direct Expenses	84,019	111,822	70,908
	<u>87,050</u>	<u>104,469</u>	<u>61,972</u>
Reprographic External Sales Income	6,810	7,850	6,543
	<u>6,810</u>	<u>7,850</u>	<u>6,543</u>
Insurance Income	-	2,000	250,778
Miscellaneous Income	39,576	31,400	36,559
	<u>39,576</u>	<u>33,400</u>	<u>287,337</u>
Total Other Income	281,145	321,091	476,893
Total Other Income - Expenses	86,230	113,272	71,923
	<u>194,915</u>	<u>207,819</u>	<u>404,970</u>



7. INTERNATIONAL STUDENT INCOME	2021 Actual	2021 Budget (Unaudited)	2020 Actual
International Students	FTE	FTE	FTE
<i>Number of students was 91. This equates to 89.15 FTEs since some of the students were only for part year (2020: 137 students equating to 124.63 FTE)</i>	89	87	125
	2021 ACTUAL	2021 BUDGET (Unaudited)	2020 ACTUAL
	\$	\$	\$
<i>Income</i>			
International Student Fees	1,285,058	1,242,106	1,788,392
<i>Expenses</i>			
Advertising	-	-	-
Commissions	117,030	151,267	184,925
Recruitment	970	2,000	3,571
International Student Levy	27,062	33,269	36,983
Curricular and Pastoral Expenses	43,505	49,457	59,416
Salaries - Non Teaching	142,502	170,830	178,852
Salaries - Teaching	368,852	310,978	523,999
	699,921	717,800	987,746
Net Surplus for the year	585,137	524,306	800,646

8. LEARNING RESOURCES

Teacher Laptop Lease Expenses	11,429	14,026	7,138
Information and Communication Technology	43,284	44,978	54,985
Library Resources	20,506	24,598	19,852
Employee Benefits - Salaries	15,584,804	14,491,272	15,120,064
Employee Benefits - Salaries - Special Education	568,985	540,497	524,527
Staff Development	79,311	119,790	78,952
Curricular	955,981	1,049,933	914,903
	17,264,300	16,285,093	16,720,421



	2021 ACTUAL \$	2021 BUDGET (Unaudited) \$	2020 ACTUAL \$
9. ADMINISTRATION			
Audit Fee	11,775	10,420	10,115
Bad Debts	-	100	-
Board of Trustees Expenses	15,534	29,053	37,809
Board of Trustees Fees	11,840	10,500	10,370
Contractors and Consultancy	33,995	18,500	20,967
Other	55,916	44,102	54,985
Communication	17,601	18,499	16,895
Employee Benefits - Salaries	878,163	867,315	877,246
Leave Owing	7,474	-	364
Publicity	56,971	59,000	43,642
Postage	2,183	5,900	2,419
Insurance	100,166	99,954	94,448
Consumables	16,328	17,300	10,186
Staff Expenses	54,961	73,300	52,738
	1,262,907	1,253,944	1,232,184

10. PROPERTY

Caretaking & Cleaning Consumables	55,780	61,500	57,243
Heat, Light & Water	277,510	291,750	257,641
Rates	69,237	69,350	66,369
Grounds	32,240	41,900	33,138
Provision for Cyclical Maintenance	59,348	39,681	22,691
Repairs & Maintenance	216,147	179,725	149,659
Aurora Repair and Remediation	25,648	-	15,690
Use of Land & Buildings	1,720,210	-	3,304,620
Aurora Centre Expenses	26,140	29,550	17,252
Employee Benefits - Salaries	630,099	645,436	615,006
Closing off Property Projects	-	-	-
	3,112,359	1,358,892	4,539,309

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

The Aurora Repair and Remediation Expense highlights the significant Aurora Repair work that was 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 and 2021 accounts highlight costs and legal fees towards final settlement of contractors and project management fees. Final matters were settled during the 2021 year.



	2021 ACTUAL	2021 BUDGET (Unaudited)	2020 ACTUAL
	\$	\$	\$
11. CASH & CASH EQUIVALENTS			
Bank Accounts	380	390	390
Current & Call Accounts	582,042	551,020	555,711
	<u>582,422</u>	<u>551,410</u>	<u>556,101</u>

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

Of the \$582,422 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, \$2,917 is held on behalf of students for overseas travel (Note 18).

Also held by the school in current or short terms investments (see below) are \$346,429 of funds held in trust (Note 22) and \$417,943 funds held for capital works (Note 23)

12. INVESTMENTS - CURRENT

Short term deposits with maturities between three months and one year

<u>6,188,557</u>	<u>5,587,274</u>	<u>6,187,263</u>
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13. INVENTORY

Consists of stock for reprographics

<u>4,696</u>	<u>6,204</u>	<u>6,204</u>
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	2021 ACTUAL	2021 BUDGET (Unaudited)	2020 ACTUAL
	\$	\$	\$
14. ACCOUNTS RECEIVABLE			
Accounts Receivable	33,386	32,981	82,127
Teachers Salary Grant Receivable	1,078,303	969,905	969,905
Banking Staffing underuse			
Accrued Revenue	(3,236)	30,170	30,170
	<u>1,108,453</u>	<u>1,033,056</u>	<u>1,082,202</u>
Receivables from Exchange Transactions	30,151	63,151	112,297
Receivables from Non-Exchange Transactions	1,078,303	969,905	969,905
	<u>1,108,453</u>	<u>1,033,056</u>	<u>1,082,202</u>

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

This does not include donations from parents.



15. ACCOUNTS PAYABLE

Creditors	360,080	(81,408)	190,649
Accrued Expenses	101,989	169,185	169,184
Banking Staffing overuse	-	7,375	7,375
Employee Benefits - salaries	1,078,303	969,905	969,905
GST Payable	2,411	55,429	53,756
	<u>1,542,783</u>	<u>1,120,485</u>	<u>1,390,869</u>
Payables for Exchange Transactions	1,542,783	1,120,485	1,390,869
Payables for Non-Exchange Transactions	-	-	-
	<u>1,542,783</u>	<u>1,120,485</u>	<u>1,390,869</u>

The carrying value of payables approximates their fair value.

16. BORROWINGS

-	-	-
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The school has \$ NIL borrowings at 31 December 2021

17. REVENUE RECEIVED IN ADVANCE

International Student Fees in Advance	656,652	1,063,869	1,063,869
International Student Homestay Fees	-	-	-
Other Revenue in Advance	92,779	191,523	191,523
	<u>749,431</u>	<u>1,255,392</u>	<u>1,255,392</u>

18. FUNDS HELD IN TRUST - STUDENT TRIPS

Consist of:

European Travel Accounts	267	267	267
Japanese Travel Accounts	1,070	1,069	1,069
Melbourne Travel Accounts	1,527	1,526	1,526
Sydney Travel Accounts	53	52	53
New York Travel Account	0	101	101
Argentinian Travel Account	0	-	0
	<u>2,917</u>	<u>3,015</u>	<u>3,016</u>



BURNSIDE HIGH SCHOOL

 Notes to the Financial Statements
 For the Year Ended 31 December 2021

19. PROPERTY, PLANT & EQUIPMENT

	Opening Net Book Value	Additions	Disposals	Impairments	Depreciation	Closing Net Book Value
	\$	\$	\$	\$	\$	\$
2021						
Plant & Machinery	746,819	180,931			(131,890)	795,860
Electronic Equipment & Software	467,249	66,225	-		(205,416)	328,058
Furniture & Fittings	603,907	10,913			(60,540)	554,280
Text Books	50,113	23,214	-		(36,850)	36,477
Sports Equipment	104,189	6,070			(28,833)	81,426
Leased Assets	43,754	153,149	-		(65,950)	130,953
Library Resources	158,385	13,130	(4,585)		(18,462)	148,468
Motor Vehicles	8,896				(8,896)	-
Buildings (School Funded)	2,340,953				(101,106)	2,239,847
Improvements to Crown Owned Buildings	112,071				(50,472)	61,599
	<u>4,636,336</u>	<u>453,632</u>	<u>(4,585)</u>	<u>-</u>	<u>(708,415)</u>	<u>4,376,968</u>

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
2021						
Plant & Machinery	2,677,398	(1,881,538)	795,860	2,496,467	(1,749,648)	746,819
Electronic Equipment & Software	4,650,113	(4,322,055)	328,058	4,588,888	(4,121,639)	467,249
Furniture & Fittings	2,994,333	(2,440,053)	554,280	2,983,420	(2,379,513)	603,907
Text Books	144,096	(107,619)	36,477	168,186	(118,073)	50,113
Sports Equipment	561,076	(479,650)	81,426	555,006	(450,817)	104,189
Leased Assets	194,055	(63,102)	130,953	213,375	(169,621)	43,754
Library Resources	812,270	(663,802)	148,468	822,963	(664,578)	158,385
Motor Vehicles	162,764	(162,764)	-	162,764	(153,868)	8,896
Buildings (School Funded)	4,612,159	(2,372,312)	2,239,847	4,612,159	(2,271,206)	2,340,953
Improvements to Crown Owned Buildings	517,163	(455,564)	61,599	517,163	(405,092)	112,071
	<u>17,325,427</u>	<u>(12,948,459)</u>	<u>4,376,968</u>	<u>17,120,391</u>	<u>(12,484,055)</u>	<u>4,636,336</u>

The net carrying value of equipment held under a finance lease is \$ 130,953 (2020: \$ 43,754)

	Opening Net Book Value	Additions	Disposals	Impairments	Depreciation	Closing Net Book Value
	\$	\$	\$	\$	\$	\$
2020						
Plant & Machinery	842,982	43,649	(1,453)		(138,359)	746,819
Electronic Equipment & Software	553,090	172,677	(6,260)		(252,258)	467,249
Furniture & Fittings	659,614	22,596	-		(78,303)	603,907
Text Books	65,645	26,515	-		(42,047)	50,113
Sports Equipment	17,884	102,814	-		(16,509)	104,189
Leased Assets	88,279	28,350	(1,087)		(71,788)	43,754
Library Resources	167,825	14,759	(3,574)		(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>(12,374)</u>	<u>-</u>	<u>(790,130)</u>	<u>4,636,336</u>



20. FINANCE LEASE

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

	2021 ACTUAL	2021 BUDGET (unaudited)	2020 ACTUAL
	\$	\$	\$
No Later than One Year	71,082	71,082	31,904
Later than One Year and no Later than Five Years	74,731	74,731	18,005
Later than Five Years	-	-	-
Future Finance Charges	(10,326)	(11,596)	(3,603)
	<u>135,487</u>	<u>134,217</u>	<u>46,306</u>
Finance lease liability - Current	63,264	62,836	29,391
Finance lease liability - Term	72,223	71,381	16,915
	<u>135,487</u>	<u>134,217</u>	<u>46,306</u>

21. 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 2021. 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.

	2021 ACTUAL	2021 BUDGET (unaudited)	2020 ACTUAL
	\$	\$	\$
Provision at the Start of the Year	516,193	516,193	512,715
Increase/ (decrease) to the Provision During the Year	59,348	79,362	22,691
Use of the Provision During the Year	(32,333)	(120,014)	(19,213)
Provision at the End of the Year	<u>543,208</u>	<u>475,541</u>	<u>516,193</u>
Cyclical Maintenance - Current	37,500	37,500	117,833
Cyclical Maintenance - Term	505,708	438,041	398,360
	<u>543,208</u>	<u>475,541</u>	<u>516,193</u>

22. FUNDS HELD IN TRUST

Funds Held on Behalf of Third Parties	268,734	506,164	506,164
Funds donated for Specific Purpose	28,538	-	2,700
Funds in Trust other	49,157	53,141	53,141
	<u>346,429</u>	<u>559,305</u>	<u>562,005</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 donations received for use for robotics equipment and a capital purchase in the Technology faculty. Also included are funds donated specifically for students within families in need.



BURNSIDE HIGH SCHOOL**Notes to the Financial Statements**

For the Year Ended 31 December 2021

23. 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.

2021	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
Hard Technology and IT	(167,943)	-	-	-	(167,943)
Swimming Pool Upgrade Project - SIP-CSR 2022 <i>on hold due to freeze post earthquake (MOE regulations)</i>		(250,000)	-	-	(250,000)
	(167,943)	(250,000)	-	-	(417,943)

Represented by:

Funds held on behalf of the Ministry of Education

417,943

Funds due from the Ministry of Education

-

2020	Opening Balances	Receipts from MOE	Payments	Board Contributions	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 2021

24. 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.

	2021 ACTUAL \$	2020 ACTUAL \$
<i>Board of Trustee and Committee Members</i>		
Remuneration	11,840	10,370
<i>Leadership</i>		
Remuneration	2,118,003	2,163,946
Full Time Equivalent members	16.75	18.00
Total Key Management Personnel Remuneration	2,129,843	2,174,316
Total full-time equivalent personnel	16.75	18.00

There are 7 members of the Board excluding the Principal. The Board had held 9 full meetings of the Board in the year. The Board also has Finance (4 members) and Property (7 members) that meet monthly. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

Principal

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

	2021 ACTUAL \$000	2020 ACTUAL \$000
Salary and other payments	250 - 260	240 - 250
Benefits and other emoluments	30 - 35	30 - 35
Termination benefits	-	-

Other employees

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

Total Remuneration \$000	2021 Number	2020 Number
140-150	1	1
130-140	4	-
120-130	1	4
110-120	12	2
100-110	25	22
	43	29

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

25. 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:

	2021 ACTUAL \$	2020 ACTUAL \$
Total	1,550	4,130
Number of people	18	30



26. 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.

27. CONTINGENCIES AND BOARD OWNED PROVISIONS

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

The Board notes a Contingent Liability arising from redevelopment property work undertaken as part of the Christchurch School Rebuild programme. This work is now scheduled to commence in 2022, 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 2021 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. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

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



28. COMMITMENTS

(a) Capital Commitments

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

	\$
(i) Progress payments on Swimming Pool upgrade - set to be completed 2022	91,500
(i) First instalment payments on Hammer Thicknesser - purchase to be completed 2022	1,816

Total Commitments at 31 December 2021	<u><u>93,316</u></u>
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(At 31 December 2020, there were capital commitments totalling \$142,076)

(b) Operating Commitments

As at 31 December 2021, 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 2022. 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 2022.

29. FINANCIAL INSTRUMENTS

	2021 ACTUAL	2021 BUDGET (unaudited)	2020 ACTUAL
Cash and receivables			
Cash and Cash Equivalents	582,422	551,410	556,101
Receivables	30,151	63,151	1,082,202
Investments - Term Deposits	6,188,557	5,587,274	6,187,263
Total Cash and Receivables	<u><u>6,801,129</u></u>	<u><u>6,201,836</u></u>	<u><u>7,825,566</u></u>
Financial liabilities measured at amortised cost			
Payables	1,542,783	1,120,485	1,390,869
Borrowings - Loans	-	-	-
Finance Leases	135,487	134,217	46,306
Total Financial Liabilities Measured at Amortised Cost	<u><u>1,678,270</u></u>	<u><u>1,254,702</u></u>	<u><u>1,437,175</u></u>

30. 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 11), accounts receivable (note 14) and investments (note 12).



31. EVENTS AFTER BALANCE DATE

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

32. COMPARATIVES

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

33. COVID 19 PANDEMIC ON GOING IMPLICATIONS

Impact of Covid-19

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

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

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

Impact on operations

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

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

Reduction in locally raised funds and other income

Under alert levels 4, 3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable. External hire of the Aurora Centre and other facilities has been severely disrupted. Significant additional costs of hosting some events (including livestream costs for example) have also resulted.

Increased Remote learning additional costs

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

Reduction in International students

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



INDEPENDENT AUDITOR'S REPORT

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

The Auditor-General is the auditor of Burnside High School (the School). The Auditor-General has appointed me, Anthony Smith, 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 44 to 64, that comprise the statement of financial position as at 31 December 2021, 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 2021; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector - Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 1 June 2022. This is the date at which our opinion is expressed.

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

Basis for our opinion

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

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

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

Responsibilities of the Board for the financial statements

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

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



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

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

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

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arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the School Directory, List of 2021 Board Members, Kiwisport Statement, Chairperson's Report, Principals Report, Annual Plan and Outcomes 2021, 2021 Variance Report, Property Sub-Committee Report and the Finance Sub-Committee Report but does not include the financial statements, and our auditor's report thereon.

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

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

Independence

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *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.



Anthony Smith
Deloitte Limited
On behalf of the Auditor-General
Christchurch, New Zealand

