



# BURNSIDE HIGH SCHOOL

TE KURA O WAIMAIRI-IRI

Greers Road, Burnside  
PO Box 29677,  
Christchurch 8540, New Zealand  
P +64 3 358 8383 [www.burnside.school.nz](http://www.burnside.school.nz)

# ANNUAL REPORT

## 2022

No 319



'personal excellence and care for others'



be respectful have pride strive to excel

# ***Burnside High School***

**Te Kura o Waimairi-iri**

## **ANNUAL REPORT 2022**

### **CONTENTS**

• School Directory	2
• List of 2022 Board Members	3
<b>Chairperson's and Principal's Report</b>	
• Chairperson's Report	5
• Principal's Report	7
<b>Self-Review</b>	
• Annual Plan and Outcomes 2022	10
• Student Achievement Target: 2022 Variance Report	29
<b>Property and Finance</b>	
• Property Sub-Committee Report	45
• Finance Sub-Committee Report	49
• KiwiSport Statement	51
• Good Employer Statement	52
• Financial Statements:	
• Statement of Responsibility	55
• Statement of Comprehensive Revenue & Expenses	56
• Statement of Changes in Net Assets / Equity	57
• Statement of Financial Position	58
• Cash Flow Statement	59
• Notes to the Financial Statements	60
• Independent Auditor's Report	73

# SCHOOL DIRECTORY

As at 31 December 2022

**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

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# MEMBERS OF THE BOARD

**As at 31 December 2022**

## **Parent Representatives**

Mr Chris Dann – Elected June 2019. Re-elected 13 September 2022 - **(appointed Presiding Member September 2022)**

Chris Wallace - Elected 13 September 2022 to 2025 – Elected Deputy Chair February 2023

Amy Liu - Elected 13 September 2022 to 2025

Kelly McGowan - Elected 13 September 2022 to 2025

Sam Brock-Smith - Elected 13 September 2022 to 2025

Mr Charles Breurkes (former Presiding Member) - Re-elected June 2019 to 13 September 2022

Ms Tracy Scott - Elected June 2019 to 13 September 2022

## **Co-opted Members (former)**

Mr Brent Crammond - formally selected May 2017, Co-opted June 2019 to 13 September 2022, Formally selected February 2021

Elected **Deputy Chair** September 2020 to 13 September 2022

*Note: Invited with speaking rights (Property) 13 September to December 2022 – new board transition*

Mr Wayne Muncaster – Co-opted February 2021 to 13 September 2022

*Note: Invited with speaking rights (Finance and Board) 13 September to December 2022 – new board transition*

## **Staff Representative**

Mr Murray Paull – Elected June 2019, Re-elected 13 September 2022

## **Student Representative**

Thomas Brocherie – Elected 23 September 2022 to 2023

Dev Pandya – Elected October 2021 to September 2022

## **Principal**

Phil Holstein - appointed Term 1 2015 – resigned 23 December 2022

Andrea Griffin – Acting Principal

## **Board Secretary**

Sheryl Crase – from March 2018



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## **REPORTS:**

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

# PRESIDING MEMBER'S REPORT

Tēnā koutou

On behalf of the Waimairi-iri Burnside High School Board, it is my pleasure to report to you on another successful year for the School, despite continued COVID-related challenges and disruption.

The Board's core role is to govern the School. In doing so, our primary objectives prescribed by the Education and Training Act 2020 are to ensure that: every student at the School is able to attain their highest possible standard in educational achievement; the School is a physically and emotionally safe place for all students and staff; the School gives effect to relevant student rights; the School takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the School; the School is inclusive of, and caters for, students with differing needs; and that the School gives effect to Te Tiriti o Waitangi.

As the Principal's report notes, in spite of COVID challenges Burnside High School students achieved well above national averages in each of the three levels of NCEA. Level 3 and scholarship results were particularly pleasing this year. We commend staff and students for their resilience and flexibility to adapt to COVID challenges and change and continue to achieve success.

## **Strategic plan**

In August, the Board signed-off on a brand new 2023 – 2025 Strategic Plan, the culmination of an extensive period of consultation and consideration. The Board engaged widely with the school community, including Māori and Pasifika representatives, whanau, staff and students. It was an important, valuable, constructive and invigorating experience for the Board and we thank Dr Chris Jansen of Grow Waitaha for his mahi in facilitating the consultation, consideration and development process, and of course our school community for their input.

The new Plan (accessible on the BHS website) is organised under 5 keystones: values-based culture of wellbeing and care; identity and belonging; purposeful and engaging learning experiences; community connections; and kaitiakitanga, and sets out our goals and strategic priorities for the next 3 years.

## **Master Plan/property**

2022 was the first year of implementing Stages 1 to 3 of our Master Plan to redevelop (over time) virtually the entire school site into a high quality, future-focussed and sustainable learning environment, with attractive, flexible spaces for students to learn, relax, play and compete. Following decanting and demolition work throughout 2022, we held a blessing and a sod turning ceremony for the school's new science and technology block, Pukehinau on 1 March 2023. In addition, the refurbishment of the school pool was completed and looks fantastic.

A great deal of work was put in throughout 2022 in maintaining our buildings and facilities in addition to the development work noted above, including sadly in response to a number of incidents of wanton vandalism which the Board deplores. I thank the Property team, especially our Facilities Manager Mr Wally Lauder and Business Manager Mr Tom Music for their efforts and commitment. Further information related to property matters appears in the Property Sub-Committee Report section of this document.

## **Finance**

Our international student numbers remained low in 2022 due to pandemic related immigration and travel restrictions which significantly impacted on the School budget. However, I am pleased to report that the

School out-performed our budget targets through a combination of judicious financial oversight by School management (with thanks in particular to the Principal and Tom Music), improving international student numbers and additional Ministry funding.

### **Elections**

Triennial board elections took place in September, resulting in the election of four new parent representatives to the Board: Chris Wallace (Deputy Chair), Kelly McGowan, Sam Brock-Smith and Amy Liu. Murray Paull was re-elected as our staff representative and Thomas Brocherie was elected as our new student representative. The Board also includes the Principal, the Associate Principal (as an ex-officio member) and our fabulous and tireless board secretary, Ms Sheryl Crase.

I thank both incoming board members mentioned above, and previous board members Charles Breurkes, Brent Crammond, Wayne Muncaster and Tracy Scott as well as our previous student representative Dev Pandya, for their generous commitment of time, advice, insights, and expertise throughout 2022. A special mention in particular to Charles Breurkes who served on the Board for 9 years, 6 of them as Chair and each one of them incredibly hard working.

### **Change in Principal**

At the end of the 2022 school year, Mr Phil Holstein, our long-standing Principal, stepped down after 17 years as a Principal, and eight of them as Principal of Waimairi-iri Burnside High School.

Phil has been an exceptional and outstanding leader. On behalf of the whole Waimairi-iri Burnside High School community, the Board acknowledges and thanks Phil for his leadership; for his unwavering commitment and service to the school; and for the significant gains and achievements the school has made under his leadership.

The Board commenced a rigorous nationwide recruitment process following Mr Holstein's resignation, including consultation with staff, students and the school community to identify the qualities each group sought in our new Principal. That feedback was critically important to defining the person specifications to guide the recruitment process and we were fortunate to have a number of high-quality candidates.

On 21 February 2023 we confirmed the appointment of Scott Haines as the new Tumuaki/Principal of Waimairi-iri Burnside High School. Scott's appointment will take effect from the start of term 3 (17 July 2023).

### **Our thanks and congratulations**

A sincere thank you to our incredibly hard working and talented staff, to our highly experienced and dedicated senior leadership team and to our Associate Principal and current Acting Principal, Andrea Griffin. Disruption and challenge was the theme of 2022, yet our people continued to adapt, to deliver and to lead - for our School and our students. Ngā mihi.

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.

Finally, we thank whānau and caregivers for their support.

Ngā manaakitanga

Nāku na

**Chris Dann**  
**Presiding Member (Chair), Burnside High School Board**

# PRINCIPAL'S REPORT

The beginning of 2022 had a new look as we started in the red setting of the Covid-19 Protection framework. This led to a restricted orientation process for our new students and limited (virtual) meetings with whānau and the community. We felt the restrictions as we were unable to have full school sports and swimming activities which usually led the start of the year.

To support our hybrid learning framework our staff professional development plan continued to focus on digital tools to support online teaching and learning approaches. We went into hybrid learning mid-way through March and for parts of May and June. Staff and students were well-supported through our on-line platform Schoology.

We continued to strengthen our culturally Responsive practice for all staff through professional development on Mātauranga Māori, Whānau hui, hīkoi of the local environment, Kīwaha sessions and Pūrākau - exploring Ngāi Tahu creation stories. Alongside this a large number of staff enrolled in education programmes to enhance their te reo.

We entered Year 1 of the new 3-year ERO Te Ara Huarau 'evaluation for improvement' and reporting framework, one of the first schools to be subject to this new collaborative and relational approach. Initial meetings were held with a focus on continued development of existing processes. The compliance elements of the ERO report were signed off successfully and in the new year work will continue towards writing our school profile report.

Our review of the school uniform continued at the start of the year, seeking feedback from the School Council, PTA, staff and the community of parents. The final outcome was presented to the Board in March. The aim was to refresh and modernise our uniform, creating a new range that was affordable, sustainable and that our students would be proud of. It also needed to accommodate our culturally diverse student body and be inclusive and gender neutral. The new uniform would be available to Year 9 students for 2023.

Annual Plan goals were met including further embedding our values, enhancing our culturally responsive environment, review of the Junior curriculum, enhancing the school website and school uniform review. There was a strong commitment to Culturally Responsive Engagement. Adjustments were required while responding to needs such as online learning as we moved through phases of COVID restrictions.

Despite Covid-19 disruption our NCEA results were strong for 2022. In particular our Level 3, University entrance and Scholarship had continued to increase.

The end of 2022 saw the retirement of our well-respected Principal Mr Phil Holstein. His significant contribution to Education in Canterbury was acknowledged in a number of farewells.

**Andrea Griffin**  
**Acting Principal**





**Phil Holstein, Principal Waimairi-iri Burnside High School 2015 -2022**



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## **SELF-REVIEW**



# Annual Plan and Outcomes for 2022

**Progress Indicators:**

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

This document is to be read in conjunction with:

- The BHS Strategic Plan 2022-2024, Student Achievement Target Plan 2022, 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 2022, Waimairi-iri Kāhui Ako Learning Plan and the statement of National Education and Learning Priorities (NELPs), 2020.

## 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 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
<b>1.1</b> To promote the <b>BHS Values</b>  <i>Strategic Plan Goal: 1.1</i>	1.1.1 To establish award criteria, and design and produce special badges for presentation to students who display the BHS Values at the highest level in 2023	BHS Values Team  BHS Values Prefects  Art and Technology Departments	<i>Criteria for values badges; and the badges are ready for presentation in 2023</i>	<b>IP</b>	<b>PA</b>

TARGET	ACTIONS	RESPONSIBILITY	MEASURES/PRODUCTS/OUTCOME	PROGRESS	
				MID-YEAR	FINAL
<b>1.2 To promote the Wellbeing of all staff and students</b>  <b>Strategic Plan Goal: 1.2.1</b>	1.2.1 To continue with and implement a variety of <b>staff wellbeing activities</b> throughout the year such as: a walking group; Book club; Healthy eating support crew; Wednesday yoga; Meditation group; B45 training on Friday mornings	Wellbeing Team (WBT)  Faculties	<i>Events and programmes communicated to staff via Schoology, emails and at staff meetings</i>  <i>Staff feeling good about the relationships with colleagues and students, are functioning well and enjoying their Burnside experience</i>  <i>Various initiatives are undertaken and reviewed via a staff survey (in Term 4)</i>	IP	A
	1.2.2 To plan the implementation (including staffing) of a <b>Year 9 student wellbeing programme</b> for 2023	Wellbeing Team (WBT)	<i>Implementation Plan developed and approved</i>	IP	On hold
<b>1.3 To further enhance our culturally responsive and engaging environment</b>  <b>Refer: Māori and Bi-Cultural Strategy</b>  <b>Strategic Plan Goals: 1.3.3 and 1.3.4</b>	1.3.1 To provide PLD to develop <b>staff capability in Mātauranga Māori</b>  <i>This programme will be incorporated into our schoolwide PD Plan in Term 2</i>	Deputy Principal – Teaching and Learning  Deputy Principal – Engagement	<i>Staff report an increased knowledge and understanding, with confidence in applying Mātauranga Māori to their specialist curriculum area(s)</i>	IP	O
	1.3.2 To provide PLD to further develop <b>Te Reo capability of staff</b>  <i>This programme will be incorporated into our school-wide PD Plan as we work towards our target for all staff to have a basic proficiency in Te Reo by 2025</i>	Professional Learning Facilitators (WST's)  He Māhuri  Te Reo Teachers  Kaitiaki o te Ao Māori  Local Iwi	<i>Online and face-to-face te reo opportunities offered to staff</i>  <i>PLD incorporated in Monday morning PLD sessions</i>  <i>Staff report an improvement in their basic proficiency in Te Reo</i>	IP	O
	1.3.3 All Year 9 and Year 10 students to learn and perform the <b>School haka</b>  <i>Classes to be scheduled with specialist tutors in Terms 1 and 2</i>	Kapa Haka Tutors  Māori Leaders  Kaitiaki o te Ao Māori  ARA Tutors	<i>All Year 9 and 10 students can perform the school haka</i>  <i>Increased number of students involved in the Kapa Haka Group (especially boys)</i>	IP	NA

## 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><b>2.1 Promote Excellence –</b> Progressively embed a culture of reflective practice amongst staff</p> <p>(To support BHS and Waimairi-iri Kāhui Ako Student Achievement Target)</p> <p><b>Strategic Plan Goal: 2.1</b></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>	<b>A</b>	
	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: <ul style="list-style-type: none"> <li>○ <b>Culturally Responsive Practice:</b> <ul style="list-style-type: none"> <li>➤ Building knowledge and understanding of Mātauranga Māori and kanohi ki te kanohi-face to face Te Reo sessions</li> </ul> </li> <li>○ <b>Year 11 NCEA changes:</b> <ul style="list-style-type: none"> <li>➤ Developing an understanding of the new NCEA Achievement Standards and how they could fit into engaging Year 11 programmes (in line with NZ Curriculum Refresh)</li> </ul> </li> <li>○ <b>Consolidation</b> and putting into action previous learning e.g. <b>student agency and engagement</b></li> </ul>	Professional Learning Facilitators Group	<i>The staff PD programme is produced and distributed to staff at start of Term 1 The programme is run on Monday mornings</i>	<b>A</b>	
		HOF's and HOD's	<i>Professional Growth Cycle conversations show progress is being made and staff are applying strategies</i>	<b>Term 4</b>	<b>PA</b>
		All Teaching Staff	<i>Positive feedback from key stakeholders regarding the professional learning programme</i>	<b>Term 4</b>	<b>PA</b>
<p><b>2.2 Encourage Flexibility –</b> Further development of junior curriculum and learning programmes in line with the NZ Curriculum Refresh that are responsive to the needs and interests of students and provide clear pathways for them</p> <p><b>Strategic Plan Goal: 2.2</b></p>	2.2.1 To continue the <b>review of our Junior Curriculum</b>	Deputy Principal – Teaching and Learning Curriculum Leadership Team	<i>Progress Report presented to CLT at start of year and next steps for 2022 approved</i>	<b>A</b>	
		Review Coordinator	<i>Report completed and presented to CLT by the end of Term 2 with an Action Plan and timeline</i>	<b>A</b>	

### 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
<b>3.1</b> To have a good quality <b>school uniform which</b> is identifiable, cost-effective and provides some choice for students and whānau  <b>Strategic Plan Goal: 3.1</b>	3.1.1 Summary of consultation findings completed	Deputy Principal– Wellbeing	<i>A school uniform proposal that has a range of practical options approved by the BOT by the end of Term 1, 2022</i>  <i>Uniform ready for retail from Term 4, 2022. In the first instance available for Year 9 students only and sold from the School Uniform Shop</i>	A	
	3.1.2 Potential Suppliers identified and approached to submit designs (including mock-ups) based on a brief established by BHS	Uniform Review Committee / PTA / Student Trustee		A	
	3.1.3 Progress Report produced for the February BOT meeting	Student Council		A	
	3.1.4 Develop a school uniform proposal for the Board consideration/approval at the March BOT Meeting	Senior Prefects		A	
	3.1.5 Uniform Committee to meet chosen supplier and negotiate timeframe for manufacture and supply – from Term 2			A	

## 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><b>4.1</b> To begin the upgrade the BHS Campus – facilities, learning spaces and grounds – <i>as per the Canterbury Schools Rebuild Programme</i></p> <p><b>Note:</b> Deadlines and dates are reliant on MOE decisions and construction schedules</p> <p><b>Strategic Plan Goal: 4.1</b></p>	<p>4.1.1 To regularly communicate with staff, students and whānau about details and progress of Stage 1 A,B and C of the BHS Master Plan</p>	<p>Property Committee</p> <p>Master Planning Team</p>	<p><i>Regular updates via whānau communications (website, social media, Schoology messages and newsletters) and at staff/whānau/PTA meetings</i></p>	O	O
	<p>4.1.2 To initiate Stage 1 A, B &amp; C of the BHS Master Plan consisting of:</p> <ul style="list-style-type: none"> <li>○ <b>Stage 1A</b> <ul style="list-style-type: none"> <li>➤ Decant staff and students from F Block and F extension to interim spaces in G Block and J Blocks</li> <li>➤ Relocate H1A to new position</li> <li>➤ Demolish F Block F and F extension and service canopies</li> </ul> </li> </ul>	<p>Business Manager</p> <p>Facilities Manager</p> <p>Board of Trustees</p> <p>MOE Property Manager</p> <p>Design Team/Architects</p> <p>Faculty Representatives</p>	<p><i>Work completed as per programme</i></p>	A	A
	<ul style="list-style-type: none"> <li>○ <b>Stage 1B</b> <ul style="list-style-type: none"> <li>➤ New pick up and drop off zone</li> <li>➤ New artificial turf to existing courts</li> </ul> </li> </ul>	<p>Project Managers</p>	<p><i>Work completed as per programme</i></p>	<b>Delayed until beginning of 2023</b>	
	<ul style="list-style-type: none"> <li>○ <b>Stage 1C</b> <ul style="list-style-type: none"> <li>➤ Construct new power supply, fire pump room and service trenches</li> <li>➤ Begin construction of new block – Pukehinau (Science and Technology) from June 2022</li> </ul> </li> </ul>		<p><i>Work completed as per programme</i></p>	<b>Delayed until beginning of 2023</b>	
	<p>4.1.3 To upgrade the school pool utilising funding from the 2020 School Investment Package</p>		<p><i>Pool upgrade completed by end of Term 4</i></p>	Delayed	A
	<p>4.1.4 To complete the designs for Stage 2 and 3 (Student Support and Library Block and General Teaching Block)</p>		<p><i>Stage 2 and 3 designs completed</i></p>	<b>On hold</b>	
					<b>On hold</b>

<p><b>4.2 To enhance the School Website</b></p> <p><i>Strategic Plan Goal: 4.3</i></p>	<p>4.2.1 To further develop our current website with a fresh modern design, structure and content in line with approved BHS mantra</p>	<p>Alan Robertson</p> <p>Bernie Shaw</p> <p>External Consultant</p>	<p><i>That the BHS Website is well-designed, informative and easily accessible (user-friendly) to all interested parties</i></p>	<p><b>IP</b></p>	<p><b>IP</b></p>
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## COMMENTS: MID-YEAR

### 1.1 BHS Values Badges

The BHS Values Team has established the criteria for receiving this award and work is underway to confirm the design of the badges. We have called on the expertise and experience of Jayne Crawford from the Technology Faculty to lead the design process. It is hoped to have the badges ready for Term 4.

In addition:

- The BHS Values poster has been updated with an image of the 2022 Head Prefects.
- This year's Year 12 Divisional Values Prefects have:
  - Conducted an audit of every learning space in the school to check that they all have the complete (and updated) set of Values posters.
  - Planned and ran several valued based activities and the Year 13 Student Support Prefects have led activities with their assigned junior form classes. Sadly, the COVID landscape has restricted their plans and they hope to have a real push on promoting the BHS Values in Term 3.
- The Values team is exploring ways to extend the ways staff can acknowledge students who consistently demonstrate our school values.



## 1.2 Wellbeing of all Staff and Students

- **Staff wellbeing activities:**

- The following **activities** continue to be on offer for staff (communicated to staff via Schoology, emails and at staff hui):
  - Wellbeing room; Walking group; Book club; Healthy eating support crew; Wednesday yoga; B45 training on Friday mornings; Staff shout outs and Staff quizzes (to help getting to know each other better).
  - The staff wellbeing Schoology page continues (with readings and resources).
- Dr Amy Montegu was to speak to the staff on the topic of 'Avoiding/Managing Burn Out' at a staff hui on Tuesday 7 June. Unfortunately, the session was cancelled due to sickness and we hope to reschedule during Term 3.

- **Year 9 student wellbeing programme for 2023**

- The **Tiakina programme** for our Year 9 students has been established. The possibility of the course being incorporated into the curriculum in 2023 is currently being investigated.

## 1.3 Culturally Responsive and Engaging Environment

- **Provision of PLD to further develop te reo capability of staff**

- **Individual staff (teaching and support staff):**

- 80+ staff are engaging in their own professional learning in te reo including using the software programme Education Perfect. In addition, some staff have engaged in Te Ahu Te Reo or Te Wanganga classes in their own time. Links to sign up to these classes have been distributed.
- Kanohi ki te kanohi (face to face sessions) are planned (time permitting) in Term 4 on an opt in basis.

- **All Year 9 and Year 10 students to learn and perform the school haka**

- Katia Ayii-tutu Monikura (former student) has been engaged to help teach the school haka and Moteatea (chant) with Year 9 and 10 te reo learners and with Kōka Tania Gilchrist and Theresa Smith. Katia has also worked alongside our new kapa haka tutors.

It is anticipated that students in te reo classes will then act as tuakana (tutors) to engage all Year 9 learners in developing their capability in learning the school haka and Mōteatea.

- Unfortunately, we were not in a position to run Kapa Haka in the first half of the year; we have now appointed new Kaiako (tutors) and aim to continue to develop a strong and cohesive rōpu of rangatahi. It is unlikely that kapa haka will perform as a rōpu this year, therefore, the focus will be on developing capability in performing the school haka and moteatea (chant), along with learning waiata. Once the rōpu are proficient they can act as tuakana(tutors) for te reo language learners and the wider school.

## 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.
- PD Facilitators for 2022 were appointed at the end of 2021. There were no changes to the members of the team from 2021. They are now a very experienced group in these roles and have the skills to continue their leadership in their specific areas of responsibility and can deliver professional learning effectively.
- Due to the potential for another disrupted year because of COVID-19, the decision was made to adjust the Professional Development (PD) programme for the year to enable the first term to be used for supporting teachers with upskilling in online learning. We have had considerable experience now of using effective online teaching and learning approaches and wanted to take the time to share best practice and extend our expertise in this area.
- Monday morning PD time was allocated to this. We also provided a range of resources for teachers to use and work through to support them in this (all located on the school intranet). The Within School Teachers – Online Learning provided support for teachers throughout the term. We also made use of the Kāhui Ako Leads – Digital who, along with Impact Ed (external provider), provided online learning sessions for both our Within School – Online Learning team and teaching staff; these were provided online and also recorded and made available on the school intranet.
- Teachers worked in faculties during Term 2. The focus was on developing engaging Year 11 teaching and learning programmes building on the professional learning that we have undertaken for the past few years on engagement and student agency.
- Three sessions were provided related to developing understanding of Mātauranga Māori:
  - A Hīkoi – which explored the significance of this area to Māori. We were lucky to have Matt Bateman (Tumuaki – Burnside Primary School) to lead a number of these for our faculties.

- Kīwaha sessions – useful te reo sayings for the classroom.
- Pūrākau – exploring Ngāi Tahu creation stories and considering how these could be incorporated into teaching and learning programmes.

Alongside this, over 40 staff have enrolled to develop their te reo language skills through Education Perfect – an online education programme.

In addition, our across Kāhui Ako teachers lead a number of these sessions as well as our Within School Teachers.

## 2.2 Encourage Flexibility

- **Review of our Junior Curriculum**

Continues from 2021 undertaken by the Curriculum Leadership Team (CLT) led by Andrea Griffin, Suzanne Baldwin and Nathan Sandes (Review Coordinator):

- The **CORE Education Report**, which involved the interviewing of SLT, HOFs, Divisional Head Deans, members of the Curriculum Review Team and focus group sessions with students, was delivered to the Curriculum Leaders Team (CLT) in Term 1. This, alongside relevant information from a range of surveys undertaken over the last few years, has provided direction for discussion about changes to the curriculum.
- Report summary completed and presented to CLT at the end of Term 2 with an Action Plan and timeline.
- The Curriculum Review Team has looked at and developed a range of models of curriculum structure for discussion by the CLT. The first of these models has been discussed in Term 2 and the CLT identified features of this that would be relevant to consider by Burnside High School.
- A timeline for the implementation for any curriculum changes has been developed and presented to the CLT. It is expected that discussion and decision making occurs by the end of Term 4 this year and that planning for any potential changes occurs in 2023 ready for implementation in 2024.

### 3.1 School Uniform Review

Continues with the Uniform Committee, led by Sally-Ann Goodman, Deputy Principal – Wellbeing, and including representatives from the staff, Board of Trustees including the Student Trustee, the PTA and the Student Council. They have been working for the last 18 months, consulting with key stakeholders across our community:

- The aim was to refresh and modernise our uniform, creating a new range that is affordable, sustainable, and that our students feel proud to wear. The committee’s report and recommendations were approved by the Board; and a contract with a new uniform supplier signed off. As a result, we are pleased to announce that a new uniform is confirmed for Year 9 students for the start of 2023. It will also be available to students at Years 10-12 when/if their existing full uniform needs replacement.
- The main features of the new uniform:
  - A capsule uniform, with no specific summer or winter uniform and seasonal options.
  - Accommodates our culturally diverse student body, with the introduction of a lava lava and a headscarf.
  - Gender-neutral.

More details will follow as they are confirmed. When we receive samples of the garments (new uniform), images will be uploaded to the BHS website.

Thank you to **Sally-Ann Goodman** and her team for all their work. We are looking forward to seeing our Year 9 students in the new uniform in 2023.

### 4.1 Upgrade the BHS Campus

- The Burnside community (staff, students and whānau) have been kept informed of progress as appropriate. Regular updates via whānau communications (website, social media, Schoology messages and newsletters) and at staff/whānau/PTA meetings.
- **Stage 1A of the BHS Master Plan – progress:**
  - **Decanting plan** – actioned late term 4 2021 and over the Christmas holiday break involving transition of staff and extensive preparation and refurbishment of decanting spaces in G and J Blocks. This consisted of relocation of the careers team, senior deans,

Year 13 common room, technicians' spaces, staff work rooms and Science resources. Lockers for Year 13 students were salvaged from F Block as was a significant number of fixtures and fittings that can/will be used around the site in the future.

- **H1a Prefab** – successfully relocated H4 prefab (previously H1A) to its new site next to H Block and will be back on the timetable from the start of Term 3.
- **Demolition of F Block and F Extension** – completed with minimal disruption to the school; area cordoned off by contractors (Naylor Love).
- **New pick up and drop off zone** – plans completed and seeking Council consent. Decision made to delay construction until the end of the Stage 1A, due to Health and Safety concerns around possible congestion at the designated Memorial Avenue contractors' entrance
- **New artificial turf to existing courts** – going out to tender early Term 3 with work expected to start in Term 4.
- **Stage 1B – progress:**
  - **Construction of Pukehinau** (Science and Technology) – has been delayed due to planning consent issues, tender confirmation and final sign off of the contract between the MOE and Naylor Love Contractors. This is a slow process and can take up to two months.
  - Planning consent for **Pukehinau** was submitted in the first week of the July holiday break. This process is likely to take a minimum of 30-40+ days due to the scale of this project.
  - At the end of Term 2, the MOE informed us that while Stage 1 is currently being submitted for consent, Naylor Love will continue with the enabling works. They anticipate minimal down time on-site between Naylor Love completing this work and the beginning the works on Pukehinau. Therefore, the most likely scenario is that construction work on Pukehinau will now start in Term 4; and we are not likely to see any heavy machinery on site until October.
  - **Construction of new power supply, fire pump room and service trenches** – to occur towards the end of the construction of Pukehinau.
- **Swimming pool upgrade** (Project manager, School Support Ltd, and Coombes Aquatics, the contractor) – the pool is to have a new lining membrane and filtration system; and will be heated.
  - The techno filter finally arrived over the holidays all the way from Slovenia. This allowed the project to start on 10 January 2022. Initial work consisted of breaking up the concrete surround, removing the old filtration plant and some preparation work for the supply and return pipework.

- Due to the contractor experiencing delays with other projects, the full construction team did not come on site until the middle of Term 1.
- **Programme of work:**
  - The pool filtration and heating plant have been installed and the contractors have completed the water supply and return pipe work and installed the new power supply during the July holidays.
  - Concrete path pool surrounds due to be completed in late July/early August with wall membranes fitted in August and installation of floor membrane planned for early September.

It is still anticipated that the project will be completed ready for the swimming season in Term 4.

- **Completion of designs for Stage 2 and 3 – put on hold.**

- Work on finalising the designs for Stage 2, **Rakipaoa** – Student Support and Library Block and Stage 3 – **Waiutuutu** – General Teaching Block, was expected to start in Term 3 after the plans for Pukehinau were completed and with the Council for planning consent.
- At the end of Term 2, the MOE informed us that they have requested their Quantity Surveyor complete a full project cost estimate based on current market rates and the now completed Pukehinau design. This will provide more certainty around what to expect from the price submission from Naylor Love, to evaluate against and also some guidance, regarding the way forward for future stages, particularly Blocks I and J, regarding refurbishment versus rebuild costs.
- The construction programme for Pukehinau allows us to have enough time to complete the design and submit consent for the next stage within the construction period. We have been assured that we will not have to wait until Pukehinau has been completed before the design work on Stages 2 and 3 starts. This is frustrating, but it is sensible that we know where we are at with pricing before beginning the design of the next stages.

- **Initial discussions have taken place between the Board and the MOE regarding the feasibility of the school:**

- Retaining parts of **G Block as Board owned property**. We see the potential for G1 and G3 to be refurbished and used as a Year 13 Common Room and Canteen space and G5 and G6 as a Fitness Centre.
- Developing the **former Caretaker's House** as a space for a specialist learning programme – to support identified at risk students and/or Uniform Shop.

## 4.2 School Website

- In partnership with 'Digital Journey' (external consultant), work started over the Christmas break on developing our current website and, in particular, to modernise and refresh the site based around our newly approved mantra of '**We are Burnside**' – a bold statement of who we are and what we stand for. The aim is to bring a new style and structure to design of our website, and to review the content and develop new imagery and videos.
  
- The following activities are in the scope/programme:
  - Make the site mobile-friendly and responsive on all mainstream browsers.
  - Apply new Web page content.
  - Apply new imagery and video based to blend with the design of the site.
  - Integrate with Hail to direct content to the new website.
  - Integrate social media channels on the website with icons and links to the channels.
  
- **Alan Robertson** (Deputy Principal) and **Bernie Shaw** (Promotions) lead this work with **Craig Rosengrave** (International Student Director) having responsibility for the 'International section'.
  
- **Progress so far:**
  - The basic website structure has been completed in line with the 'We are Burnside' concept.
  - The homepage with the new imagery associated with the 'We are Burnside' tagline has been uploaded.
  - A 'virtual Open Night Page' has been created and is live\*.
  - Review the BHS logo/brand and apply the modern and deeper colour tones that have been agreed.

- Refine the new Alumni site.

\* We employed the services of a professional photographer to produce a series of videos of the Principals and Head Prefects messages; they have been uploaded on the 'Virtual Open Night' page.

- We are pleased with the developments so far, but budget limitations are restricting us from completing the scope/programme that is planned. A sad reality!

## COMMENTS: END-OF-YEAR

### Introduction

2022 was another extraordinary year, dominated by the uncertainty and impact of the Coronavirus Pandemic. This had a significant influence on student learning; presented new challenges for staff and students alike; and required us also to make adjustments to the Annual Plan. Therefore, everything we planned and achieved should be put in the context of living in a COVID world!

### 1.3 BHS Values Badges

The Badge design has not been finalised yet. However, in Term 4, Year 10 Silver Awards recipients (56 students) were presented with certificates to acknowledge their achievement. They will now receive their badges in Term 1, 2023.

### 1.4 Wellbeing of all Staff and Students

- **Staff wellbeing activities:**
  - The following **activities** continue to be on offer for staff (communicated to staff via Schoology, emails and at staff hui):
    - Wellbeing room; Walking group; Book club; Healthy eating support crew; Wednesday yoga; B45 training on Friday mornings; Staff shout outs and Staff quizzes (to help getting to know each other better).
    - The staff wellbeing Schoology page continues (with readings and resources).
  - Dr Amy Montegu spoke to the staff on the topic of 'Avoiding/Managing Burn Out' at a staff hui in T4



- **Year 9 student wellbeing programme for 2023**

- The *Tiakina programme* for our Year 9 students has been established. The possibility of the course being incorporated into the curriculum/Ako programme in 2023 is currently being investigated.

### 1.3 Culturally Responsive and Engaging Environment

- **Provision of PLD to further develop te reo capability of staff**

- ***Individual staff (teaching and support staff):***

- Over 40 staff have enrolled to develop their te reo language skills through Education Perfect – an online education programme. A number of staff have engaged in online learning in their own time, such Te Ahu Te Reo.

- **All Year 9 and Year 10 students to learn and perform the school haka – update from Darryn Findlay**

- Katia Ayii-tutu Monikura (former student) was engaged to help teach the school haka and Moteatea (chant) with Year 9 and 10 te reo learners and with Kōka Tania Gilchrist and Theresa Smith. Katia has also worked alongside our new kapa haka tutors.

In 2023, it is anticipated that students in te reo classes will then act as tuakana (tutors) to engage all Year 9 learners in developing their capability in learning the school haka and Mōteatea. This should develop a greater connection between our rangatahi here at school.

- Unfortunately, we were not in a position to run Kapa Haka in the first half of the year; however we did appoint new Kaiako (tutors) and aim to continue to develop a strong and cohesive rōpu of rangatahi. The Kapa Haka rōpu did not perform at the end of the year due to lack of numbers and other commitments outside of school from the students. Therefore, the focus will be on developing capability in performing the school haka and moteatea (chant), along with learning waiata in 2023. Once the rōpu are proficient they can act as tuakana(tutors) for te reo language learners and the wider school.

## 2.1 Promote Excellence

- **Terms 3 and 4**

- The Term 3 Professional Learning Plan enabled staff to continue their work in faculties focussing on developing engaging Year 11 teaching and learning programmes building on the professional learning that we have undertaken for the past few years on engagement and student agency. The Kahui Ako Within School Teachers provided support for faculties in the areas of literacy and online learning by running sessions of these during Faculty time.
  - The Term 4 Professional Learning Plan focussed on Mātauranga Māori, this included a range of different sessions. The first two sessions were an overview of Mātauranga Māori – making connections - where are we going? Matt Bateman (Tumuaki, Burnside Primary School) delivered the first session and spoke of the importance of connections. This was followed up with Suzanne Baldwin, Darryn Findlay and Nathan Sandes defining Mātauranga Māori, making connections to where we have come from in terms of professional learning in this space and then where we intend to go and how we will support staff on this journey. The following sessions were focussed on whanaungatanga (what is it? Why is it important? and, how can we do it?) We were supported with this by one of the Across Kahui Ako Leads for Culturally Responsive Practice. The final session for staff focussed on Tikanga and Kawa. Resources were supplied to faculties to enable them to discuss within their own context.
- We applied for and have been successful in gaining Centrally Funded Professional Learning and Development hours from the Ministry of Education to enable us to engage facilitators to support us with our next steps with this professional learning in 2023.

## 2.3 Encourage Flexibility

- **Review of our Junior Curriculum**

- A decision was made to focus on one aspect of the Curriculum Review for implementation in 2024, it was decided that the focus should be on the development of an Ako programme.
- Terms 3 and 4 were spent developing an understanding of why we would want to implement an Ako programme, this involved a range of stakeholders including SLT, CLT and the Curriculum Review Team with the addition of the Divisional Head Deans. As a result of this a decision was made that we would develop a programme for implementation. In addition it was decided that some Within School Teacher (WST) roles for 2023 should be allocated to the development of this programme and to lead the professional learning in 2024 that would be required to upskill teachers to deliver the programme.

- The next steps are to make decisions in 2024 about a phased approach for implementation, how the timetable may need to be adapted to provide time to deliver the programme and appointing the WSTs to lead the development of the programme.

### 3.1 School Uniform Review

- Both the review and the following implementation plan have been completed. The 2023 Year 9 students are wearing the new uniform – which has been received well by both parents and students alike.
- From December, the school took over operation of the shop operations from the PTA, including the stock on hand. Some delays were experienced on delivery of stock ordered from Uniform Group, a hangover of world wide supply chain issues. These would continue into the new year. Sample sizes of each item had arrived as at the opening date. The Uniform Shop opened on 7 December for two weeks of limited appointment times to allow systems to be tested and implemented (including a new point of sale system). Julie Cook managed the retail operation with outstanding assistance from various parent and student volunteers. In 2023, a range of opening times and secondhand sales would be implemented.

### 4.1 Upgrade the BHS Campus

- The Burnside community (staff, students and whānau) have been kept informed of progress as appropriate. Regular updates via whānau communications (website, social media, Schoology messages and newsletters) and at staff/whānau/PTA meetings.
- **Stage 1B of the BHS Master Plan – progress:**
  - **New pick up and drop off zone** – plans completed and seeking Council consent. Decision made to delay construction until the end of the Stage 1A, due to Health and Safety concerns around possible congestion at the designated Memorial Avenue contractors' entrance
  - **New artificial turf to existing courts** – going out to tender early Term 3 with work expected to start in Term 4.
- **Stage 1C – progress:**
  - **Construction of Pukehinau (Science and Technology)** – planning consent issues, tender confirmation and final sign off of the contract between the MOE and Naylor Love Contractors continued during terms 3 & 4.

- The **MOE and the confirmed the contract with Contractors Naylor Love Ltd** on Thursday, 8 December. They are now to be onsite on 23 January 2023. Initial activity will be confined to below ground works and excavation of the building site.

A special 'sod turning ceremony' will be held at the start of the school year to formalise the start of the project.

- **Swimming Pool upgrade** – the pool project was completed in Term 4 with students enjoying their first swim on Monday 28 November. The swimming pool looks amazing, is heated, and we can return to our water safety and activities programme. Landscaping work is being finalised, and I know this complex is going to be a fantastic asset for the school.

## 4.2 School Website

- In partnership with 'Digital Journey' (external consultant), work started over the Christmas break on developing our current website and, in particular, to modernise and refresh the site based around our newly approved mantra of '**We are Burnside**' – a bold statement of who we are and what we stand for. The aim is to bring a new style and structure to design of our website, and to review the content and develop new imagery and videos.
- The following activities are in the scope/programme:
  - Make the site mobile-friendly and responsive on all mainstream browsers. Upgrade technical software to the latest version for smoother operation and ease of maintenance.
  - Apply new Web page content. Term;y meetings to discuss strategy and new content moving forward, \$6 000 per term budgeted for this work.
  - Apply new imagery and video based to blend with the design of the site.
  - Integrate with Hail to direct content to the new website.
  - Integrate social media channels on the website with icons and links to the channels.
- **Alan Robertson** (Deputy Principal) and **Bernie Shaw** (Promotions) lead this work with **Craig Rosengrave** (International Student Director) having responsibility for the 'International section'.

- **Progress so far:**

- The basic website structure has been completed in line with the 'We are Burnside' concept.
- The homepage with the new imagery associated with the 'We are Burnside' tagline has been uploaded.
- Review the BHS logo/brand and apply the modern and deeper colour tones that have been agreed.
- Refine the new Alumni site.

\* We employed the services of a professional photographer to produce a series of videos of the Principals and Head Prefects messages; they have been uploaded on the 'Virtual Open Night' page.

- We are pleased with the developments so far. In the near future, we will be launching the new version of the website.



# Student Achievement Target 2022: Action Plan and Outcomes

*To be read in conjunction with: the BHS Strategic Plan 2022-2024, the Annual Plan 2022, 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's), 2020*

## Strategic Goal (relating to Keystone 2 of the Strategic Plan)

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 with the retention of all Māori students into the senior school a focus.

### Progress Indicators:

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

## Target (Year 1 of a three-year target)

At least 90% of the 2022 Year 9 Māori and Pasifika students will be in a position to achieve NCEA Levels 1 (and Levels 2 and 3 in subsequent years), with courses that allow them to pursue a STEM pathway.

### For 2022: Actions:

- Year 9 teachers develop culturally responsive and positive relationships with their Māori and Pasifika students so that they are engaged in their learning.
- Year 9 Māori and Pasifika students who are at risk of not achieving are identified, offered support, and their progress (including attendance) monitored throughout the year.

### Expected Outcomes:

- Year 9 Māori and Pasifika students attend regularly (have 90% + attendance rate)
- At least 90% of Year 9 Māori and Pasifika students fortnightly grades average a 3 or above
- At least 90% of Year 9 Māori and Pasifika students feel safe and connected to school and are engaged in their learning
- At least 90% of Year 9 Māori and Pasifika students are involved in at least one co-curricular activity

### Measured by:

- Analysis of: Attendance, co-curricular and fortnightly grades data, achievement results, and data from engagement focus groups

### Rationale:

In 2021, NCEA level 1 results showed there is a gap between Māori and Pasifika students and other students' results. Therefore, our plan is to track, monitor and support the 2022 cohort of Year 9 Māori and Pasifika students through to the end of Year 11 in order that they have the foundation for success in NCEA Level 1 in 2024. We would use Student Engagement Surveys, Fortnightly Grades and attendance data to inform our decision making.

Year 9 is a critical year to form the basis for future positive outcomes; and a smooth transition to BHS is a critical success factor for students to feel safe, develop a sense of belonging and connection to their new school. This Action Plan is over and above what is already in place by way of: mihi whakatau, Turangawaewae units in English and Social Studies, Staff PLD in Culturally Responsive Practice, celebrations and acknowledgements such as shout outs, endeavour awards, Fia Fia Night and Poroporoaki Prizegiving.

# Annual Target Action Plan for Māori and Pasifika Students

GOALS	ACTIONS	RESPONSIBILITY	MEASURES/PRODUCTS/EXPECTED OUTCOMES	PROGRESS	
				MID-YEAR	FINAL
1.1 Develop profiles of all Year 9 Māori and Pasifika students and identify at risk group from entrance data and interviews	1.1.1 Contact contributing schools to gather information, analyse entrance data, create 'at risk' group	Mikaere Greenslade and Pastoral Team	<i>All Māori and Pasifika students are identified Teachers are fully aware of the profiles and 'at risk' students in their classes</i>	A	
	1.1.2 Share profiles with teachers so that they are aware of the Māori and Pasifika students in their classes	Deputy Principal – Achievement Year 9 Deans Within School Kāhui Ako CRP and WST Literacy Facilitators		A	
2.1 To develop and implement a transition to BHS plan for the 2022 Year 9 cohort of Māori and Pasifika students	2.1.1. To arrange a Year 8 Transition Day for Cobham Māori and Pasifika students in Term 4, 2021	Deputy Principal-Engagement Nathan Sandes Head Divisional Deans	<i>Positive feedback received from group of Cobham students at the conclusion of the day</i>	A	A
	2.1.2 A Māori and Pasifika whānau BBQ is held to welcome new students and their families to the school	Deputy Principal-Engagement Nathans Sandes Pasifika Coordinator Divisional Deans	<i>Good numbers attended; Positive feedback received from students and their whānau</i>	Postponed until Term 3	A
3.1 Establish the process by which Year 9 Māori and Pasifika students will develop career management competencies: know yourself, explore opportunities, decide and act	3.1.1 With guidance from Careers teachers, the form teachers work with students to begin their career plan on School point	Career Development Teachers Form Teachers	<i>Individual interviews are completed with students having an increased knowledge of themselves and the link between school in its widest sense and their future employability.</i>	Term 4	A
	3.1.2 Career Development teachers work with students to identify learning interests and strengths, employability skills and participation				

GOALS	ACTIONS	RESPONSIBILITY	MEASURES/PRODUCTS/EXPECTED OUTCOMES	PROGRESS	
				MID-YEAR	FINAL
4.1 Student engagement and progress is closely monitored for Year 9 Māori and Pasifika students	4.1.1 Attendance and fortnightly grades are monitored and concerns are identified and followed up	Form Teachers and Pastoral Team Attendance Navigator	<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
	4.1.2 To hold focus groups at end of term 1 to review students transition to and engagement at BHS	Across School Kāhui Ako Teachers (AST) CRP Within School Teachers	<i>Data shows 90% of students have a positive experience in their first term at BHS</i>	A	
	4.1.3 To hold focus groups mid-term 4 to review students first year experience at BHS		<i>Year 9 students are engaged in their learning at BHS as evidenced by information gathered during focus groups</i>	Term 4	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 2022 focus is on building knowledge and understanding of Mātauranga Māori, te reo competency, and student agency	Deputy Principal – Teaching and Learning WST Teachers AKAL Teachers	<i>Refer Annual Plan 2022 for details</i>  <i>Faculty Reviews focus on engagement of Year 9 Māori and Pasifika students</i>	IP	PA
6.1 To develop and provide support programmes and opportunities for the identified students	6.1.1 To provide individualised support for targeted Year 9 Māori and Pasifika students from Learning Centre as required	HOD Learning Support Learning Centre Staff	<i>Identified 'at risk' students are supported with appropriate interventions</i>	IP	O
	6.1.2 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
	6.1.3 To promote the Homework/Whānau Club	Rachel Heta / Kaitiaki o Te Māori	<i>Numbers of Year 9 students are attending on a regular basis</i>	O	O
	6.1.4 To encourage involvement in Kapa haka and Pasifika Culture Group	Kaitiaki o Te Māori Pasifika Coordinator	<i>Year 9 Maori and Pasifika students participate in Cultural groups</i>	O	O
	6.1.5 To provide mentoring for identified Year 9 'at risk' Māori and Pasifika students	WST Kāhui Ako CRP Teachers, Te Ora Hou Support Workers and Pasifika Support Worker	<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



## COMMENTS – Mid-Year

**Background:** This is the first year of our project to monitor and support the transition, engagement, progress, and achievement of the 2022 cohort of Māori and Pasifika students through to the end of NCEA Level 1.

### 1.1 Develop profiles of all Year 9 Māori and Pasifika students and identify at risk group from entrance data and interviews

The Counselling team and Divisional staff analysed entrance data and developed profiles for every student and, in consultation with Learning Support staff, Māori Student Achievement (MSA) team and Pasifika Coordinator, identified the 'at risk' Māori and Pasifika students.

At the same time Nathan Sandes (MSA team) worked with staff from Cobham Intermediate to formalise the list of students that would be included in our mentoring programme from the start of the 2022 year. We are looking to do this with all schools at the end of this year. It is important that we know of and start early with mentoring of our most 'at risk students.

### 2.1 Transition to BHS plan for the 2022 Year 9 cohort of Māori and Pasifika students

A very successful Year 8 Transition Day with Māori and Pasifika students from Cobham Intermediate was held in December last year. Twenty-five Māori and Pasifika students experienced a full day orientation programme which included Science, Technology and a Health and Physical Education session plus a Cultural Arts class with Bob Tellick (Art teacher). Students met the divisional head deans and enjoyed a pizza lunch Master Chef activity. A great opportunity to make connections and put names to faces.

### 4.1 Monitor engagement and progress of Targeted Students – the divisional head deans and form teachers, monitor attendance/lateness data and fortnightly grades for Year 9 students on a regular basis.

- **Fortnightly Grades Summary**

- **Year overall**

- We have **480** students in the current **Year 9 cohort** of which there are **49 Māori students** and **21 Pasifika students**.
- The median fortnightly grade for a Year 9 student is **4.14**. This is an average taken across all subjects for all students.
- Of the 321 students having an overall average of 4 or above, 45 students are scoring 4.5 or higher.
- **469 (97.7%)** of Year 9 students average a 3 or above.

- **Māori students**

- The median fortnightly grade for a Year 9 Māori student is **3.7**. This is an average taken across all subjects for all students.
- Of the 16 students having an overall average of 4 or above, 0 students are scoring 4.5 or higher.
- **90%** of Year 9 Māori students (44) average a 3 or above.

- **Pasifika students**
  - The median fortnightly grade for a Year 9 Pasifika student is **3.9**. This is an average taken across all subjects for all students.
  - Of the 7 students having an overall average of 4 or above, 1 student is scoring 4.5 or higher.
  - **90.5%** of Year 9 Pasifika students (19) average a 3 or above.

- **Attendance Summary**

- **Term 1** – showed Year 9’s median attendance rate of **95%** with 74% of Year 9 students in the 90-100% attendance range and 16% in the 80-90% range.

Median attendance rates for:

- Māori students (49) – **92%** with 55% in the 90-100% attendance range and 14.3% in the 80-90% range.
- Pasifika students (21) – **92%** with 62% of Year 9 Pasifika students in the 90-100% attendance range and 19% in the 80-90% range.

- **Term 2** – showed Year 9’s median attendance rate of **90%** with 50.2% of Year 11 students in 90-100% attendance range and 28.5% in the 80-90% range.

Median attendance rates for:

- Māori students – **80%** with 24.5% in the 90-100% attendance range and 26.5% in the 80-90% range.
- Pasifika students – **77%** with 19% of Year 9 Pasifika students in the 90-100% attendance range and 29% in the 80-90% range.

- **Co-Curricular activities** – are regularly promoted by sports coordinators, Divisional Principal’s/Deans/Prefects at assemblies and through the school notices.

- **Year overall** – data shows that **67%** of Year 9 students ( 323 students) are involved with at least one activity; A significant number of whom are involved in 3 or more activities. 49 students are involved with 6 or more activities with the most being 13!
- **Māori students – 63% (31)** are involved with at least one activity; 13 students are involved with 3 or more.
- **Pasifika students – 62% (13)** are involved with at least one activity; one student is involved with 11 activities.

Our challenge now is to encourage the remaining **37%** of Year 9 Māori and Pasifika students in get involved in the wider life of the school.

- **Focus Groups**

- Delayed until Term 2 due to the disrupted nature of Term 1. Facilitated by our Across School Kāhui Ako teachers (2), three different groups of 15 Year 9 Māori and Pasifika students met (during Term 2), in a group setting over a 50 minute period, to discuss their responses to five set questions.

**Summary:**

- Relationships were the key factor for the students having a positive start here – friends, teachers, peer support, siblings and Te Ora Hou Youth Workers were all mentioned. As were lots of the many sports, cultural and arts opportunities available. A larger range of subjects to choose from was seen as a positive for the students.
- The **challenges** students mentioned were the timetable (and navigating this), the school size (much larger), constant moving around (and taking their bags with them everywhere), and having to grow greater independence (no one to manage them now).

Relationships are harder to form here (with teachers and other students) as many students had been at previous kura for years so really felt their teachers/mentors knew them well and they knew everyone. Those relationships hadn't had enough time at BHS to develop as yet (this was noted by each group). Our early start time is a factor and behavioural strategies are deemed punitive rather than restorative.

- **School work** – a real mix of answers here as to be expected. One common factor was the overload of work in subjects and the expectation that it is all completed by a certain date/time. Many students mentioned feeling overwhelmed, particularly upon starting, and this was a big change from their previous kura (school). There seems to be a disconnect from what they are used to and what is expected at BHS. The amount of homework given in all subjects adds to their stress levels. The more practical subjects such as Health and Physical Education, Drama and Dance were viewed as the most enjoyable. Some students felt they need a greater challenge in some subjects.
- **Home learning** – the majority of students did not enjoy the hybrid learning model for a variety of reasons. It was hard, students missed the instant feedback and support they get from face-to-face contact with their teachers. All students commented they had more work than normal (so it piled up and didn't get done); they sometimes didn't understand the task/instructions and they got distracted or have a large whānau so couldn't get the time needed to do the work. The positives for students included greater flexibility with their days (sleep in and start when they wanted too) and they could reward themselves with video games at the end of the day once finished.
- **Suggestions for improving their transition to BHS included:**

- Having a **slower transition/longer orientation** into the school without the other year levels on site. Students felt that having a few more days (a week) to be able to find everywhere on site (sickbay etc) and to get to know people more would have been beneficial.
- **More check-ins** on them and how they are getting on during Term 1.
- Alternative ways of receiving the **school notices** for sports sign up etc.
- **Later starts** and **fewer work expectations** for the first week while they settle in so they don't feel so overwhelmed. Spend some time in each subject initially like they do with their form classes so they can get to know the processes, including moving between classes whilst being on time.

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

- Due to the potential for another disrupted year due to COVID-19, the decision was made to adjust the Professional Development (PD) programme for the year to enable the first term to be used for supporting teachers with upskilling in online learning. We have had considerable experience now of using effective online teaching and learning approaches and wanted to take the time to share best practice and extend our expertise in this area.
- Monday morning PD time was allocated to this. We also provided a range of resources for teachers to use and work through to support them in this (all located on the school intranet). The Within School Teachers – Online Learning provided support for teachers throughout the term. We also made use of the Kāhui Ako Leads – Digital who, along with Impact Ed (external provider), provided online learning sessions for both our Within School – Online Learning team and teaching staff. These were provided online and also recorded and made available on the school intranet.
- In Term 2, three sessions were provided related to developing understanding of Mātauranga Māori:
  - A Hīkoi – which explored the significance of this area to Māori. We were lucky to have Matt Bateman (Tumuaki – Burnside Primary School) to lead a number of these for our faculties.
  - Kīwaha sessions – useful te reo sayings for the classroom.
  - Pūrākau – exploring Ngāi Tahu creation stories and considering how these could be incorporated into teaching and learning programmes.

- Alongside this, over 40 staff have enrolled to develop their te reo language skills through Education Perfect, an online education programme. In addition, our across Kāhui Ako teachers lead a number of these sessions as well as our Within School Teachers.
- Due to the impact of COVID-19, the scheduled Faculty Review Days have been cancelled for 2022 and replaced by Faculty Day Walk Throughs; Creative Arts and Health and Physical Education Faculties were undertaken in the first half of the year.

## **6.1 Develop and Provide Support Programmes for the identified Year 9 Māori and Pasifika students**

- **Learning Support Department**

- All Year 9 Māori and Pasifika students are assessed through diagnostic testing that identifies strengths and weaknesses in their learning. From this, a plan is developed that assists the Learning Support staff, Divisional Deans and subject teachers to support the students. Due to the disrupted nature of Terms 1 and 2, only 18 students have been tested so far. The remainder will be tested in Term 3.

- **Individual support across all subject areas**

- Class teachers regularly hold lunchtime/after school sessions for tutorials, catch ups and project work.

- **Homework/Whānau Club**

- We are continuing whānau club which meets on a Wednesday lunchtime in the whare. Both Kōka Tania Gilchrist and Rachel Heta run these sessions. The focus is on getting to know the students and developing whakawhānaungatanga.
- However, due to the disrupted nature of Terms 1 and 2, a regular meeting routine has not yet developed. As a result, only small numbers of students have been attending in the first half of the year. We are now looking to develop the whare as a drop in centre.
- Kōka Tania is seeking more involvement from students and has contacted all Māori students via a direct email to both whānau and students, to inform them of the sessions. Each week Nathan Sandes and his team provide kai for the students.

- **Involvement in Pasifika Culture Group**

- Unfortunately, the annual SPACPAC Polyfest did not take place this year. The decision was made early in Term 1 due to COVID-19 restrictions. However, a Combined Schools Music/Drama Pasifika production with Christchurch Girls' High School/ Christchurch Boys' High School and Burnside HS Culture groups is to take place on Friday 30 September (last day of Term 3).
- **Involvement in Kapa Haka**
  - Unfortunately, we were not in a position to run kapa haka in the first half of the year; we have now appointed new Kaiako (tutors) and aim to continue to develop a strong and cohesive rōpu of rangatahi. It is unlikely that kapa haka will perform as a rōpu this year, therefore, the focus will be on developing capability in performing the school haka and moteatea (chant), along with learning waiata.
- **Mentoring of the most 'at risk' Māori and Pasifika students:**
  - **Breakfast Club**
    - Group mentoring sessions for targeted Year 9 Māori (16) and Pasifika (12) students are held on Wednesdays. These students are withdrawn from their period 1 class and meet with Nathan Sandes, Amanda Keith and Bob Tellick (Facilitators for Culturally Responsive Practice). 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 engagement and citizenship.
  - **Te Ora Hou**
    - Natalya Jackson and Mele Ross (Attendance Navigator) attend the Wednesday breakfast sessions and also provide ongoing individual mentoring sessions with identified Māori and Pasifika students. These are informal sessions designed to engage students in all aspects of BHS.
  - **Pasifika Students**
    - We have continued to run fanau sessions with our Pasifika group since the start of the year, with a major focus on getting students together, getting to know them and providing an opportunity to be active. A group of 20-30 Pasifika students, including twelve in Year 9, meet after school every Friday (2.45pm to 4.15pm) in N11 with Greg Galovale (Pasifika Support Worker), Darryn Findlay (Deputy Principal – Engagement), Julie Kleinpaste (Pasifika Coordinator) and Theresa Gimblett (Art teacher). These are voluntary sessions which include a combination of physical activities (wellbeing), homework support, developing study skills, cultural mentoring plus some art work (developing a Mural for the Pasifika room).

## COMMENTS – End-of-Year

### 2.1 Transition to BHS plan for the 2022 Year 9 cohort of Māori and Pasifika students

The Māori and Pasifika whānau BBQ postponed until Term 3 was not held, again due to COVID-19 restrictions; instead a whānau hui was held on Tuesday 27 September (Term 3) as an opportunity for Year 9 students and their whanau to connect with the wider whanau group. This proved to be a very successful evening to connect with 50 students and their whanau attending.

This evening also provided us with an opportunity to kōrero about any questions whānau may have, and provide some ideas for supporting rangatahi during this crucial time, so they can maximise their achievement.

Thank you to Nathan Sandes, Darryn Findlay, Amanda Keith and the Senior Māori Leaders for the organisation of this hui.

### 3.1 Year 9 Career Development programme

During Term 4, all Year 9 students started a Career Development plan via School point, 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 and Career Development teachers (2) then interviewed each Year 9 student (for 10 minutes) to discuss and elaborate on the plan they had initiated.

### 4.1 Monitor engagement and progress of Targeted Students

The Divisional Head Deans and form teachers, monitor attendance/lateness data and fortnightly grades for Year 9 students on a regular basis. From Term 3, our data analyst set up a system whereby a weekly spreadsheet was automatically emailed to Darryn Findlay (Deputy Principal Engagement), and to the Year 9 and 10 Divisional Deans for follow up – this consisted of attendance data, effort grades (average for year and last 2 weeks), co-curricular involvement and pastoral entries.

- **Fortnightly Grades Summary**

- **Year overall**

- We have **488** students in the current **Year 9 cohort** of which there are **49 Māori students** and **21 Pasifika students**.
- The median fortnightly grade for a Year 9 student is **4.2**. This is an average taken across all subjects for all students.
- Of the 341 students having an overall average of 4 or above, 66 students are scoring 4.5 or higher.
- **478 (98%)** of Year 9 students average a 3 or above.

- **Māori students**

- The median fortnightly grade for a Year 9 Māori student is **3.8**. This is an average taken across all subjects for all students.
- Of the 16 students having an overall average of 4 or above, 0 students are scoring 4.5 or higher.
- **90%** of Year 9 Māori students (44) average a 3 or above.

○ **Pasifika students**

- The median fortnightly grade for a Year 9 Pasifika student is **3.8**. This is an average taken across all subjects for all students.
- Of the 6 students having an overall average of 4 or above, 1 student is scoring 4.5 or higher.
- **90.5%** of Year 9 Pasifika students (19) average a 3 or above.

● **Attendance Summary**

- **Year Overall** – showed Year 9’s median attendance rate of **91%** with 58.8% of Year 9 students in 90-100% attendance range and 24.8 in the 80-90% range.
- Median attendance rates for:
  - Māori students – **86%** with 28.6% in the 90-100% attendance range and 34.7% in the 80-90% range.
  - Pasifika students – **84%** with 23.8% of Year 9 Pasifika students in the 90-100% attendance range and 28.6% in the 80-90% range.

○ Breakdown:

- **Term 3** – showed Year 9’s median attendance rate of **90%** with 50.8% of Year 9 students in 90-100% attendance range and 29.7% in the 80-90% range.

Median attendance rates for:

- Māori students – **85%** with 24.5% in the 90-100% attendance range and 34.7% in the 80-90% range.
- Pasifika students – **84.5%** with 33.3% of Year 9 Pasifika students in the 90-100% attendance range and 23.8% in the 80-90% range.

- **Term 4** – showed Year 9’s median attendance rate of **92%** with 57.6% of Year 11 students in 90-100% attendance range and 21.1 % in the 80-90% range.

Median attendance rates for:

- Māori students – **83%** with 34.7% in the 90-100% attendance range and 20.4% in the 80-90% range.



- Pasifika students – **80%** with 28.6% of Year 9 Pasifika students in the 90-100% attendance range and 23.8% in the 80-90% range.
- **Co-Curricular activities** – are regularly promoted by sports coordinators, Divisional Principal’s/Deans/Prefects at assemblies and through the school notices.
  - **Year overall** – data shows that **70%** of Year 9 students ( 341 students) are involved with at least one activity; A significant number of whom are involved in 3 or more activities. 57 students are involved with 6 or more activities with the most being 16 activities!
  - **Māori students – 71.4% (35)** are involved with at least one activity; 15 students are involved with 3 or more.
  - **Pasifika students – 66.7% (15)** are involved with at least one activity; one student is involved with 14 activities.

Our challenge in 2023 is to encourage the approximately 30% of Year 9 Māori and Pasifika students to get involved in the wider life of the school.

- **Focus Groups (Term 4)** – Again facilitated by our Across School Kāhui Ako teachers (2), three different groups of 15 Year 9 Māori and Pasifika students met, in a group setting over a 50 minute period, to discuss their responses to four set questions (as a follow up to term1).
  - **Summary:**
    - **Relationships** were again the key factor for the students having a positive start here – especially with friends and teachers, As were lots of the many sports, cultural and arts opportunities available.
    - **Challenges** – The biggest issues faced this year were finding their way around the school (getting lost), making the right friends (mentioned making friends with the “wrong” people and that having a negative affect on your choices), the huge amount of homework they get that they struggle to engage with; the early starts (they all mentioned they struggle with this) and the challenges of hybrid learning (during the rostering home periods) and how much work they were given that they just didn’t understand.
    - **School work**
      - **Favourite Subjects** – By far, the most highly rated subject by all students has been Physical Education (PE). Many students discussed the relationships with their teacher, the atmosphere in class, the lack of perceived ‘work’ and the ability to be active. A broad range of other subjects were mentioned, drama for the same reasons as PE, the technology and arts subjects for the ability to be creative. Many other subjects were mentioned with reference

to the correlation between the students and the relationships with their teachers; if the students got on well with and liked their teacher, that made a difference to whether they enjoyed the subject.

- **Least favourite subjects** – Mathematics was the most mentioned subject overall. The reasons for this were a lot about the fast pace of the subject and how it gets confusing quickly, not understanding the subject material, and not being able to access help when they needed it. The relationships with the teachers were also frequently mentioned. Ākongā often stated they were just bad at it and always had been, hence their ongoing dislike. Other subjects that commonly were least favoured were Science and English due to the high workload, especially homework. Many students perceived the amount of homework to be unachievable (given extracurricular commitments). They also find these subjects hard. It is important to bear in mind that these students won't necessarily have had these 'subjects' in their prior schools.

- **Positives of BHS so far?**

- The students all discussed the opportunities available here at BHS as their greatest positive this year, particularly all the sports mentioned they could try. Many have attempted something new and sought new opportunities. Making new friends was mentioned often and having to go outside their comfort zone to be able to successfully do that, which they saw as positive. Teachers who had developed good, positive strong relationships with them, who were helpful and kind. And finally, the breakfast club (Nathan/Amanda/Bob) where they were fed and made to feel welcome. They particularly loved the warm hash browns and pancakes!

- **Suggestions for improving their transition to BHS included:**

- The advice from the students was not to be scared, as the experience of starting a new school isn't as daunting as it is built up to be. Many students said that asking others for help is an excellent thing to do because everyone (teachers and students) were so helpful, especially in those early days of working out where locations were. Rangatahi stated the importance of being yourself, making friends (especially in your form class because you are with them a lot). there was mature discussion about being aware of who your new friends were and the influence they can have on you. A lot of students suggested branching out to try different opportunities. Students discussed that they are lucky here to be able to try new things so you may as well have a go.

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

## **6.1 Develop and Provide Support Programmes for the identified Year 9 Māori and Pasifika students**

- **Individual support across all subject areas**

- Class teachers regularly held lunchtime/after school sessions for tutorials, catch ups and project work.
  
- **Homework/Whānau Club**
  - The Whānau club has not worked as well as it could have in 2022. A greater expectation for leaders to be present at whānau club will enable greater connections with students and staff. Darryn Findlay has put together a wider focussed plan for Te O Māori for 2023 that specifically highlights key areas of need to ensure that initiatives such as whānau club are successful, including planning sessions and providing kai, and getting leaders at the sessions.
  
- **Involvement in Pasifika Culture Group**
  - The Combined Schools Music/Drama Pasifika production with Christchurch Girls' High School/ Christchurch Boys' High School and Burnside HS Culture groups took place on Friday 30 September (last day of Term 3). It was a huge success whereby many schools came together to collaborate on a performance. We had 30 students from BHS involved, a huge effort by them and our tutor Greg Galovale. Julie Kleinpaste and Theresa Gimblett were instrumental in making this happen. The hours and effort to develop such a performance and to be held at BHS for the first time ever, a Pasifika production in the Aurora Centre. We made the community proud and we are very proud of our students.
  
- **Involvement in Kapa Haka**
  - Kapa Haka in 2022 was not what we expected. However, we have a group of 10 students who feel strongly about Kapa Haka and are willing to continue as the rōpu grows in 2023. We appointed two new tutors who engage the students, are kind and caring and are committed to making improvements to enable a rōpu to perform at Tūhono in 2023. Wananaga and cultural events along with placing a greater emphasis on gaining more numbers into Kapa Haka is a focus for 2023.
  
- **Mentoring of the most 'at risk' Māori and Pasifika students**
  - **Breakfast Club** – The breakfast club has been successful in getting students engaged to come to school, it has also provided an opportunity for the mentoring team to connect and mentor students, also allowing a better connection with Te Ora Hou workers and the mentoring team. At risk students were identified and their plans and goals were discussed along with their whakapapa

and many whanaungatanga activities to get to know the students were run. These students felt there was another safe place for them to connect with others and staff.

- **Te Ora Hou** – Te Ora Hou has begun to have a more consistent presence at school over 2022, despite the many interruptions through Covid. We now have Natalya Jackson and Phil Koteka as our main Te Ora Hou mentors. They have begun to form good connections with our rangatahi and the next steps in 2023 is to develop stronger links with the deaning group to provide feedback on student and whānau goals and aspirations, along with important and relevant information to allow our students to succeed at BHS.
  
- **Pasifika Students** – We have continued despite interruptions to run valuable fanau sessions each friday. A majority of term 3 was devoted to the Pasifika performance. Pasifika students have been engaged in tutoring sessions run by UC throughout the year such as UCMEXL and some of these tutors have run sessions at school in the fanau sessions. Some of our Pasifika students participated in WERO, an entrepreneurial activity that was both online and face to face throughout the year. The students found this to be rewarding.



**BURNSIDE  
HIGH SCHOOL**

*TE KURA O WAIMAIRI-IRI*

# **PROPERTY AND FINANCE**

# PROPERTY SUB-COMMITTEE

## Personnel

The Property Committee personnel during 2022 were:

Phil Holstein (Principal and Property Sub-Committee Chair), to December 2022

Charles Breurkes (Board representative), to September 2022

Brent Crammond (Board representative), to November 2022 (ex-officio from September 2022)

Chris Wallace (Board representative), from October 2022

Murray Paull (Staff Board Representative),

Wally Lauder (Facilities Manager),

Tom Music (Business Manager),

Andrea Griffin (Associate Principal), Acting Principal & Chair from January 2023

Sheryl Crase (Secretary, School Board)

## 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 2022:

### 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, architect, Project Manager (AECOM) and the main contractor (Naylor Love) continues to lead and coordinate planning and consultation.

The year started with decanting all of the furniture and resources out of F and F extension blocks in preparation for demolition to provide a clear site for the construction of block 1 'Pukehinau'. Demolition was carried out in May, however no construction works began in 2022 due to delays in final design, obtaining building consent and the signoff of the building contract between the Ministry and the main contractor Naylor Love.

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.

H1A was relocated to a new location next to N block.

The grounds irrigation mainline was relocated away from the proposed building site. This work was carried out by the school's maintenance staff.

The construction programme timeline for the construction of Pukehinau will now move to mid to late 2024. The school community is looking forward the handover of Pukehinau.

## **COVID-19**

COVID-19 continued to have an impact on the school community which put extra pressure on the property maintenance staff.

## **SWIMMING POOL PROJECT:**

- The refurbishment and upgrade of the school swimming pool and plant by Coombes Aquatics Ltd began in January and was handed over to the school in November. There were delays to this project due to COVID-19 and weather conditions, however the project was completed within the budget. The school now has a swimming pool facility that is fit for purpose for many years to come and the feedback from staff and students has been very positive.
- This project was funded with a mix of School Investment Package announced in 2020, CSR funding and the Board's own funds.

## **OTHER KEY ACTIVITIES:**

- 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 only cyclical maintenance programme work carried out in 2022 was the interior painting of the J block stairwells. General building maintenance was carried out by the school's maintenance staff and contractors on an as needs basis.
- The school's onsite Caretaker Doug Reynolds retired after 20 years' service. Doug was wished well for his retirement. The school decided to not employ an onsite Caretaker instead choosing an off-site Caretaker and Jason Quinn was appointed to the role in June. The school now has regular out of school hours daily security patrols carried out by a security contractor.
- A new canteen contractor was appointed at the start of 2022 for an initial period of two years. The school is pleased with the level of service provided.



### Goals for 2023:

- 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 begin construction of stage 1, Pukehinau (Science and Technology) January 2023, with completion by the end of term 2, 2024. Construct new power supply, fire pump room, stormwater and sewer drainage, main water supply and service ducts.
- New artificial turf to be laid on existing courts expected to start in February with an expected completion date of mid-May 2023.
- Painting of all the interior doors of N block is the only cyclical maintenance scheduled to be done in 2023. The rest of the interior of N block was considered to be in very good condition and will be rescheduled to a later year, possibly a further 5 years.

Finally, a note of thanks to all members of the Property team and those involved in the Master Planning process. A special farewell and note of thanks was made to Charles Breurkes and Brent Crammond (Parent Board Representatives) for their service to the Board and Property Committee over many years.

This has been a busy year and I would like to acknowledge the efforts of the staff, management and committee members involved.

**Andrea Griffin**  
**Chair, Property Sub-Committee**



# FINANCE SUB-COMMITTEE

## Personnel

Amy Liu - Chair (from September 2022)

Sam Brock-Smith (from September 2022)

Wayne Muncaster – Chair to September 2022 – ex-officio October to December

Charles Breurkes (to September 2022)

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 School Board on all financial matters impacting the school.
- Meet monthly to attend to the above.

## Review of the Year Ended 31 December 2022

- The school ends the year with a deficit of \$66,870 (budgeted deficit \$928,145, 2021 result \$42,324 deficit) after providing for depreciation of \$637,812. A net cash flow increase of \$362,452 was recorded.
- The school has available Working Capital of \$ 4,893,303 (2021: \$ 4,754,857).
- Significant government grant funds were received over and above normal operations to assist this result. Funds for decanting costs associated with the Christchurch Schools rebuild project as well as funds relating to Pay Equity settlements from collective employment agreements and special project funding were included.
- Favourable interest rates and the recruitment of additional international students assisted this result compared to budget. However, the ongoing residual effects of Covid-19 on student recruitment meant the net surplus from international students decreased by \$269,706 (46%) compared to the 2021 results due to a reduction in FTE to 57.32 (2021: 89.15). The Board remained committed to maintaining the capability of the international department, and has invested in the marketing budget in the 2023 year to be in a better position to take advantage of the expected return of overseas students to the country.
- The net surplus from the Aurora Centre (including direct overheads) increased by \$9,449, effectively double the 2021 surplus. This matched budget expectations. The events area remained affected by the Covid-19 and by the increased options in the Christchurch market.
- The effects of the pandemic still remain an effect on curriculum opportunities, so this coupled with prudent spending lead to savings across this area. Results in the Property area reflect similar trends. The increase in spending in administration is almost all accounted by the increase in pay rates due to pay equity settlements. These are funded by the government as mentioned above.

- After assessing the property plan, the Cyclical Maintenance provision increased to \$568,619 (2021: \$543,208) 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. 2022 saw the demolition of F Block leading to the beginning of construction of the new Science and Technology block, Pukehinau. Completion date is currently late May 2024. 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 \$1,041,919 were purchased (2021: \$453,632) including lease additions for teacher laptops in line with current accounting practice. The significant increase to previous years was the new swimming pool membrane and plant equipment project, completed December 2022. A significant portion of this was funding through School Investment Project funding from the Ministry of Education.
- The operation of the Uniform Shop has passed to school management from the PTA. The school is working with supplier Uniform Group to outfit Year 9
- 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.

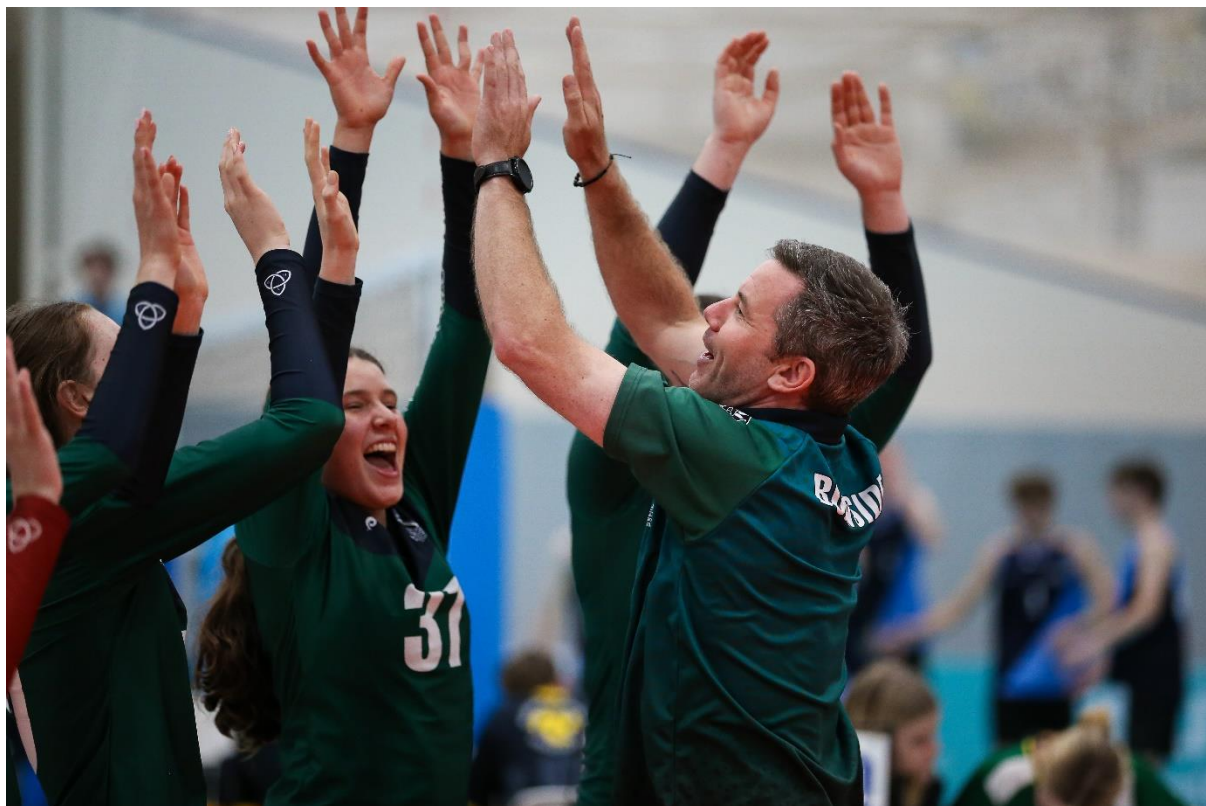
### Goals for the Year Ended 31 December 2023

- A budget deficit of \$850,082 for the 2023 year has been adopted by the School Board. This includes depreciation of \$670,100. The board considered positive results compared to budget in previous years as well as the school’s resources, reserves and the healthy working capital position when agreeing to this deficit budget. Resources have been allocated toward income generating sources, both new and existing, particularly in support of the international recruitment programme in this “recovery” stage post Covid-19. Budgeted spending on Curricular and staffing has been maintained. A particular area of focus for the Board will be to explore the feasibility and design of a potential Waimairi-iri Burnside High School alumni network.
- Capital expenditure of \$319,262 is planned to maintain the school’s resources and facilities at an appropriate standard. These are predominantly investment in assets related to teaching and curriculum areas.
- 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, with the view to formulate a multi-year financial planning cycle to maintain the school’s long-term fiscal health.

**Amy Liu**  
**Chair, Finance Sub-Committee**

# KIWISPORT

KiwiSport is a Government funding initiative to support students' participation in organised sport. In 2022, the school received total KiwiSport funding of \$59,925 (excluding GST). The funding was spent on general sports equipment and as a contribution to Sports Administrator salaries. The number of students participating in organised sport decreased to 35% over the period 2021 to 2022 (2021: 39%).



# GOOD EMPLOYER STATEMENT

The Burnside High School Board has a statutory responsibility, pursuant to the Education and Training Act 2020, to operate an employment policy that complies with the principle of being a "good employer", to make that policy (including the equal opportunities programme) available to its employees, and to ensure its compliance with that policy (including the equal opportunities programme) and report in its annual report on the extent of its compliance.

Relevantly, the Board has adopted, and regularly reviews policies regarding "Appointment of Staff", "Equal Employment Opportunities", "Workplace Harassment and Bullying" and "Health and Safety". All of our policies are available to all staff (and to the public) on our website and otherwise on request.

The Board is committed to being, and acting, as a "good employer" including by:

- ensuring each aspect of the requirements of a good employer outlined under the Act are incorporated into every staff appointment and all employees are treated fairly and properly in all aspects of their employment
- observe, and require all recruitment and appointment processes to observe, the principles of equal employment opportunities in appointment procedures in accordance with applicable law and the School's Equal Employment Opportunities Policy
- identifying and eliminating all aspects of policies, procedures, and other institutional barriers that cause or perpetuate, or tend to cause or perpetuate, inequality and discrimination in respect to the employment of any persons or group of persons
- also recognise and support the aims and aspirations and employment requirements of Māori, ethnic or minority groups, women and persons with disabilities

We provide more detail on our compliance with our relevant policies below.

Reporting on the principles of being a Good Employer	
<p><i>How have you met your obligations to provide good and safe working conditions?</i></p>	<ul style="list-style-type: none"> <li>• We have a health and safety committee with representatives from all faculties which meets regularly and reports to the Board. The Principal reports to the Board on health &amp; safety matters at each regular Board meeting.</li> <li>• Hazards are identified through a register and remedied. A record of on-site accidents and near-misses is kept.</li> <li>• A science laboratory manager is employed to mitigate risks in our laboratories.</li> <li>• The Board Property Committee meets regularly to oversee maintenance and status of, and relevant issues concerning, all buildings and facilities.</li> <li>• An EAP assistance programme is offered.</li> <li>• The School promotes and provides talks, programmes and professional development on wellbeing.</li> <li>• We have stringent safety and police check procedures for staff (and relevant volunteers).</li> <li>• The School observes guidance in each relevant collective agreement.</li> </ul>
<p><i>What is in your equal employment opportunities programme?</i></p> <p><i>How have you been fulfilling this programme?</i></p>	<p>Our equal opportunities programme is documented in our standalone Equal Opportunities Policy which, as noted above, is reviewed regularly against regulatory requirements and prevailing best practice, is available to all staff and underpins our recruitment practices.</p> <p>Our EEO policy includes:</p> <ul style="list-style-type: none"> <li>• A commitment to employ appropriately qualified, skilled, experienced and able persons dependent upon the nature of the work involved and will at all times during the course of their employment treat employees on the basis of merit and not on the basis of irrelevant personal characteristics;</li> <li>• A refusal to tolerate any discrimination; and</li> <li>• A desire to work toward providing positive role models from a range of ethnic groups reflecting the student population, including by encouraging the appointment and advancement of teachers who are representative of these groups.</li> </ul> <p>Burnside High school observes all relevant EEO practices within collective agreements.</p> <p>Keystone 2 of our strategic plan (identity, inclusion and belonging) reflects our commitment to EEO practices. Our strategic goal is to:</p> <p><b>"Commit to the growth, dignity, inclusion and mana of all, guided by the principles of Te Tiriti o Waitangi"</b></p> <p>and our strategic priorities include <b>"Valuing and celebrating the diversity of our school community so that every person feels safe, connected, recognised and that they belong at Burnside High School"</b></p> <p>Our staff professional development programme incorporates aspects of EEO to raise awareness and the Board receives regular employment reports from the Principal.</p>

<p><i>How do you practise impartial selection of suitably qualified persons for appointment?</i></p>	<p>As noted above, our EEO policy requires such impartial, merit-based selection.</p> <p>Burnside High School ensures our advertising for positions is in-line with Collective Agreements. We issue a job description and advertising as per the Collective Agreement. Our job advertisements avoid gendered terms and we use NZSTA guidance for advice regarding employment.</p> <p>Further, appointment panel composition is designed to avoid bias and ensure selection is on merit.</p>
<p><i>How are you recognising,</i></p> <ul style="list-style-type: none"> <li>– <i>The aims and aspirations of Maori,</i></li> <li>– <i>The employment requirements of Maori, and</i></li> <li>– <i>Greater involvement of Maori in the Education service?</i></li> </ul>	<p>Over the course of the year we have provided a series of professional development opportunities to develop the Te Ao Māori understanding of all staff (which is a strategic priority for Waimairi-iri Burnside High School). In addition, Burnside High School is committed to acknowledging Te Tiriti in teaching programmes and offers beginning and advanced courses in te reo for all staff.</p> <p>Burnside High School has regular whānau hui to build greater involvement of Māori in education. The School runs He Māhuri to guide our Māori strategies.</p> <p>As noted above, one of our strategic goals is to <b>"Commit to the growth, dignity, inclusion and mana of all, guided by the principles of Te Tiriti o Waitangi"</b> and, accordingly, our strategic plan has strategies aimed at developing the Te Ao Maori understanding of all staff to enable them to meaningfully incorporate this in their work and to continue focussed support for Māori and Pasifika ākonga and their whānau.</p>
<p><i>How have you enhanced the abilities of individual employees?</i></p>	<p>The School offers professional development every week to support continued learning, including individualised professional development opportunities related to personal growth. The School advertises and offers a multitude of learning opportunities for staff.</p>
<p><i>How are you recognising the employment requirements of women?</i></p>	<p>Our EEO policy ensures employees are treated according to their skills, qualifications, abilities and aptitudes. We adhere to all applicable Collective Agreements in terms of relevant leave entitlement and flexible work policies.</p>
<p><i>How are you recognising the employment requirements of persons with disabilities?</i></p>	<p>Our EEO policy ensures employees are treated according to their skills, qualifications, abilities and aptitudes. We have full disabled access facilities.</p>

# Burnside High School

## Statement of Responsibility

For the Year Ended 31 December 2022

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 2022.

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 2022 fairly reflects the financial position and operations of the school.

The School's 2022 financial statements are authorised for issue by the Board

Christopher Sean Dann

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Full Name of Presiding Member



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Signature of Presiding Member

30 May 2023

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Date:

Andrea Louise Griffin

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Full Name of Principal (Acting)



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Signature of Principal (Acting)

30 May 2023

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Date:



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

For the Year Ended 31 December 2022

	Note	2022 ACTUAL \$	2022 BUDGET (Unaudited) \$	2021 ACTUAL \$
<b>Revenue</b>				
Government Grants	2	21,566,662	18,128,170	20,831,153
Interest		142,122	100,625	65,673
Locally Raised Funds	3	2,402,238	2,341,032	2,694,176
Gain on Sale - Fixed Assets		-	500	-
		<u>24,111,022</u>	<u>20,570,327</u>	<u>23,591,002</u>
<b>Expenses</b>				
Locally Raised Funds	3	1,242,399	1,294,254	1,280,760
Learning Resources	4	18,314,758	17,471,607	17,972,715
Administration	5	1,405,909	1,286,247	1,262,907
Property	6	3,211,165	1,446,364	3,086,711
Aurora Repair and Remediation	6	-	-	25,648
Loss on Disposal of Equipment		3,661	-	4,585
		<u>24,177,892</u>	<u>21,498,472</u>	<u>23,633,326</u>
<b>Net Surplus (Deficit)</b>		<u>(66,870)</u>	<u>(928,145)</u>	<u>(42,324)</u>
Other Comprehensive Revenue & Expenses		-	-	-
<b>Total Comprehensive Revenue &amp; Expense for the Year</b>		<u>(66,870)</u>	<u>(928,145)</u>	<u>(42,324)</u>

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 2022**

	Note	2022 ACTUAL \$	2022 BUDGET (Unaudited) \$	2021 ACTUAL \$
<b>Balance at 1 January</b>		8,553,894	8,553,894	8,536,412
Total Comprehensive Revenue & Expense for the year		(66,870)	(928,145)	(42,324)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant		600,000 -	600,000 -	- 59,806
<b>Equity at 31 December</b>		<u>9,087,024</u>	<u>8,225,749</u>	<u>8,553,894</u>
Accumulated Comprehensive Revenue and Expense Reserves		9,087,024 -	8,225,749 -	8,553,894 -
<b>Equity at 31 December 2022</b>		<u>9,087,024</u>	<u>8,225,749</u>	<u>8,553,894</u>

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 2022

	Note	2022 ACTUAL \$	2022 BUDGET (Unaudited) \$	2021 ACTUAL \$
<b>TOTAL EQUITY</b>		<b>9,087,024</b>	<b>8,225,749</b>	<b>8,553,894</b>
Represented By:				
<b>Current Assets</b>				
Cash and Cash Equivalents	7	944,874	375,112	582,422
Accounts Receivable	10	1,208,692	1,110,759	1,108,453
Prepayments		134,156	184,374	277,700
Inventories	9	334,747	4,696	4,696
Investments	8	5,962,021	5,342,000	6,188,557
		<b>8,584,490</b>	<b>7,016,941</b>	<b>8,161,828</b>
<b>Current Liabilities</b>				
GST Payable		15,012	55,317	2,411
Accounts Payable	11	1,712,083	1,721,928	1,787,076
Revenue Received in Advance	12	1,133,314	749,431	749,431
Provision for Cyclical Maintenance	16	9,167	73,334	37,500
Finance Lease Liability	15	61,821	64,020	63,264
Funds held in Trust	13 & 17	591,847	316,016	349,346
Funds Held for Capital Works Projects	18	167,943	167,943	417,943
		<b>3,691,187</b>	<b>3,147,989</b>	<b>3,406,971</b>
<b>Working Capital Surplus (Deficit)</b>		<b>4,893,303</b>	<b>3,868,952</b>	<b>4,754,857</b>
<b>Non Current Assets</b>				
Property, Plant and Equipment	14	4,776,860	4,883,846	4,376,968
		<b>4,776,860</b>	<b>4,883,846</b>	<b>4,376,968</b>
<b>Non Current Liabilities</b>				
Finance Lease Liability	15	23,687	25,096	72,223
Provision for Cyclical Maintenance	16	559,452	501,953	505,708
		<b>583,139</b>	<b>527,049</b>	<b>577,931</b>
<b>NET ASSETS</b>		<b>9,087,024</b>	<b>8,225,749</b>	<b>8,553,894</b>

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 2022

		2022 ACTUAL	2022 BUDGET (Unaudited)	2021 ACTUAL
	Note	\$	\$	\$
<b>Cashflows from operating activities</b>				
Government Grants		5,620,921	5,094,564	5,228,632
Other Grants		121,336	133,606	126,434
Local Funds		1,561,913	1,566,596	1,374,612
International Students		1,185,219	739,004	877,841
Interest Received		102,016	100,625	81,749
GST		(15,003)	44,106	(22,887)
Funds Administered on Behalf of Third Parties		272,475	97	(237,529)
Payments to Employees		(4,678,053)	(4,633,396)	(4,531,757)
Payments to Suppliers		(3,291,170)	(3,185,985)	(2,782,502)
Cyclical Maintenance Payments in the year		(2,394)	(40,000)	(32,333)
<b>Net cash from operating activities</b>		<b>877,260</b>	<b>(180,783)</b>	<b>82,260</b>
<b>Cashflows from investing activities</b>				
Property, Plant & Equipment		(1,026,814)	(1,157,290)	(300,483)
Investments		226,536	846,557	(1,294)
<b>Net cash to investing activities</b>		<b>(800,278)</b>	<b>(310,733)</b>	<b>(301,777)</b>
<b>Cashflows from financing activities</b>				
Furniture and Equipment Grant		-	-	59,806
Funds Provided by the MOE		350,000	350,000	250,000
Finance Lease Payments		(64,530)	(65,794)	(63,968)
<b>Net cash from financing activities</b>		<b>285,470</b>	<b>284,206</b>	<b>245,838</b>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>362,452</b>	<b>(207,310)</b>	<b>26,321</b>
Cash and cash equivalents at the beginning of the year	7	582,422	582,422	556,101
<b>Cash and cash equivalents at the end of the year</b>	7	<b>944,874</b>	<b>375,112</b>	<b>582,422</b>

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

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



**BURNSIDE HIGH SCHOOL**  
**Notes to the Financial Statements**  
**For the Year Ended 31 December 2022**

**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 2022 to 31 December 2022 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 16.

**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 14.

**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. A lease is classified as a finance lease if it transfers substantially all risks and rewards incidental to ownership of an underlying asset to the lessee. In contrast, an operating lease is a lease that does not transfer substantially all the risks and rewards incidental to ownership of an asset to the lessee. 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. Finance lease liability disclosures are contained in note 15. Future operating lease commitments are disclosed in note 23(b).

**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.

Other Ministry Grants for directly funded programs are recorded as revenue when the School has the rights to the funding in the period they relate to. The grants are not received in cash by the School and are paid directly 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. Grants for the use of land and buildings 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 recognised as an asset and revenue when the right to receive funding or the asset has been established unless there is an obligation to return funds if conditions are not met. If conditions are not met funding is recognised as revenue in advance and recognised as revenue when conditions are satisfied.

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

### **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.

Improvements (funded by the Board) to buildings owned by the Crown or directly by the board 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 - Board Owned	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) Impairment of property, plant, and equipment and intangible assets

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

#### Non cash generating assets

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. If such indication exists, the School estimates the asset's recoverable service amount. 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.

In determining fair value less costs to sell the school engages an independent valuer to assess market value based on the best available information. The valuation is based on either the price of the most recent transaction may provide a basis from which to estimate fair value less costs to sell or, of no active market for an asset, fair value less costs to sell is based on the best information available to reflect the amount that an entity could obtain, at reporting date, from the disposal of the asset in an arm's length transaction between knowledgeable, willing parties, after deducting the costs of disposal.

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. A previously recognised impairment loss is reversed only if there has been a change in the assumptions used to determine the asset's recoverable service amount since the last impairment loss was recognised.

**l) Accounts Payable**

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

**m) Employee Entitlements***Short-term employee entitlements*

Employee 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 12 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. Remeasurements are recognised in surplus or deficit in the period in which they arise.

**n) 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.

**o) 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.

**p) Funds held for Capital works**

The school directly receives funding from the Ministry of Education for capital works projects that are included in the School five year capital works agreement. These funds are held on behalf and for a specified purpose as such 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 a cluster of participating schools as agreed with the Ministry of Education. In instances where funds are outside of the School's control, these amounts are not recorded in the Statement of Revenue and Expense. In instances where the school is determined to be the principal for providing the service related to the Shared Funds, all income and expenditure related to the provision of the service is recorded in the Statement of Revenue and Expense. 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 is a reasonable estimate, based on the school's best estimate of the cost of painting the school and when the school is required to be painted, based on an assessment of the school's condition.

The schools carries out painting maintenance of the whole school over a 7 to 10 year period, the economic outflow of this is dependent on the plan established by the school to meet this obligation and is detailed in the notes and disclosures of these accounts.

**s) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are initially recognised at fair value and subsequently measured at amortised cost, using the effective interest method.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. Financial liabilities are subsequently measured at amortised cost using the effective interest method. Interest expense and any gain or loss on derecognition are recognised in surplus or deficit.

**t) 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.

**u) Budget Figures**

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

**v) 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 2022**

	2022 ACTUAL \$	2022 BUDGET (unaudited) \$	2021 ACTUAL \$
<b>2. GOVERNMENT GRANTS</b>			
Government Grants -Ministry of Education	5,742,257	5,228,170	5,355,067
Teachers' Salaries Grant	13,981,894	12,900,000	13,755,876
Use of Land and Buildings Grant	1,842,511	-	1,720,210
	<u>21,566,662</u>	<u>18,128,170</u>	<u>20,831,153</u>
<b>3. LOCALLY RAISED FUNDS</b>			
Local funds raised within the School's community are made up of:			
<i>Income</i>			
Donations and Bequests	257,768	250,000	254,392
Donations - PTA and other	58,026	55,000	79,409
Trading Income	348,227	312,591	281,145
Fundraising and Community Grants	64,291	43,319	44,250
Class Material Activities - purchase of goods and services	417,688	463,361	418,901
Fees for Extra-Curricular Activities	419,074	477,757	331,021
International Student Fees	837,164	739,004	1,285,058
	<u>2,402,238</u>	<u>2,341,032</u>	<u>2,694,176</u>
<i>Expenditure</i>			
Fundraising and Community Grant Costs	374	5,021	1,005
Extra Curricular Activities Costs	559,913	691,904	493,604
Trading Expenses	161,136	116,651	86,230
International Student - Student Recruitment	132,329	105,637	145,061
International Student - Employee Benefit - Salaries	357,700	344,405	511,355
International Student - Other Expenses	30,947	30,636	43,505
	<u>1,242,399</u>	<u>1,294,254</u>	<u>1,280,760</u>
Net surplus for year	<u>1,159,839</u>	<u>1,046,778</u>	<u>1,413,416</u>

Grants include \$26,644 from Tait Foundation which was specifically earmarked for a new capital technology purchase.

During the year the School hosted 69 International students being 57.32 FTE (2021: 91 students - equivalent FTE of 89.15)

	2022 ACTUAL	2022 BUDGET (unaudited)	2021 ACTUAL
	\$	\$	\$
<b>4. LEARNING RESOURCES</b>			
Teacher Laptop Lease Expenses	9,621	14,026	11,429
Information and Communication Technology	48,293	46,725	43,284
Library Resources	20,852	24,098	20,506
Employee Benefits - Salaries	15,958,857	14,871,545	15,584,804
Employee Benefits - Salaries - Special Education	598,275	614,795	568,985
Staff Development	56,775	116,290	79,311
Curricular	984,275	1,113,792	955,981
Depreciation	637,812	670,336	708,415
	18,314,758	17,471,607	17,972,715

	2022 ACTUAL	2022 BUDGET (Unaudited)	2021 ACTUAL
	\$	\$	\$
<b>5. ADMINISTRATION</b>			
Audit Fee	12,123	11,775	11,775
Bad Debts	456	100	-
Board of Trustees Expenses	48,394	44,053	15,534
Board of Trustees Fees	11,930	11,500	11,840
Contractors and Consultancy	22,102	28,500	33,995
Other	58,915	57,602	55,916
Communication	18,286	18,499	17,601
Employee Benefits - Salaries	974,884	848,764	878,163
Leave Owing	1,323	-	7,474
Publicity	53,662	69,000	56,971
Postage	2,510	5,900	2,183
Insurance	127,015	99,954	100,166
Consumables	16,320	17,300	16,328
Staff Expenses	57,989	73,300	54,961
	1,405,909	1,286,247	1,262,907

<b>6. PROPERTY</b>			
Caretaking & Cleaning Consumables	51,016	58,000	55,780
Heat, Light & Water	327,715	322,600	277,510
Rates	73,738	72,582	69,237
Grounds	32,837	37,700	32,240
Provision for Cyclical Maintenance	27,805	72,078	59,348
Repairs & Maintenance	219,104	180,325	216,147
Aurora Repair and Remediation	-	-	25,648
Use of Land & Buildings	1,842,511	-	1,720,210
Aurora Centre Expenses	18,552	26,850	26,140
Employee Benefits - Salaries	617,887	676,229	630,099
Closing off Property Projects	-	-	-
	3,211,165	1,446,364	3,112,359

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.



	2022 ACTUAL	2022 BUDGET (Unaudited)	2021 ACTUAL
	\$	\$	\$
<b>7. CASH &amp; CASH EQUIVALENTS</b>			
Bank Accounts	1,390	380	380
Current & Call Accounts	943,484	374,732	582,042
	<u>944,874</u>	<u>375,112</u>	<u>582,422</u>

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

Of the \$944,875 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, \$129,910 is held on behalf of students for overseas travel (Note 14).

Also held by the school in current or short terms investments (see below) are \$461,937 of funds held in trust (Note 18) and \$167,943 funds held for capital works (Note 19)

#### 8. INVESTMENTS - CURRENT

Short term deposits with maturities between three months and one year

<u>5,962,021</u>	<u>5,342,000</u>	<u>6,188,557</u>
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#### 9. INVENTORY

Stock on hand: Reprographics

5,296	4,696	4,696
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Stock on hand: Uniform Shop

329,451	-	-
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Total Inventory

<u>334,747</u>	<u>4,696</u>	<u>4,696</u>
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#### 10. ACCOUNTS RECEIVABLE

Accounts Receivable

43,754	35,692	33,386
--------	--------	--------

Teachers Salary Grant Receivable

1,110,738	1,078,303	1,078,303
-----------	-----------	-----------

Accrued Revenue

54,200	(3,236)	(3,236)
--------	---------	---------

<u>1,208,692</u>	<u>1,110,759</u>	<u>1,108,453</u>
------------------	------------------	------------------

Receivables from Exchange Transactions

97,954	32,456	30,150
--------	--------	--------

Receivables from Non-Exchange Transactions

1,110,738	1,078,303	1,078,303
-----------	-----------	-----------

<u>1,208,692</u>	<u>1,110,759</u>	<u>1,108,453</u>
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The carrying value of receivables and provision for bad debt approximates the overall fair value.

This does not include donations from parents.

**11. ACCOUNTS PAYABLE**

Creditors	158,824	294,933	360,080
Accrued Expenses	194,494	101,988	101,989
Employee Benefits - salaries	1,110,738	1,078,303	1,078,303
Employee Benefits - leave accrual	248,027	246,704	246,704
	<u>1,712,083</u>	<u>1,721,928</u>	<u>1,787,076</u>
Payables for Exchange Transactions	1,712,083	1,721,928	1,787,076
Payables for Non-Exchange Transactions	-	-	-
	<u>1,712,083</u>	<u>1,721,928</u>	<u>1,787,076</u>

The carrying value of payables approximates their fair value.

**12. REVENUE RECEIVED IN ADVANCE**

International Student Fees in Advance	1,004,707	656,652	656,652
Other Revenue in Advance	128,607	92,779	92,779
	<u>1,133,314</u>	<u>749,431</u>	<u>749,431</u>

**13. FUNDS HELD IN TRUST - STUDENT TRIPS**

Consist of:

European Travel Accounts	127,278	267	267
Japanese Travel Accounts	1,076	1,069	1,070
Melbourne Travel Accounts	1,396	1,526	1,527
Sydney Travel Accounts	160	52	53
New York Travel Account	0	101	0
Argentinian Travel Account	0	-	0
	<u>129,910</u>	<u>3,015</u>	<u>2,917</u>

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

For the Year Ended 31 December 2022

**14. PROPERTY, PLANT & EQUIPMENT**

	Opening Net Book Value	Additions	Disposals	Impairments	Depreciation	Closing Net Book Value
	\$	\$	\$	\$	\$	\$
<b>2022</b>						
Plant & Machinery	795,860	613,920	-	-	(143,542)	1,266,238
Electronic Equipment & Software	328,058	145,401	-	-	(177,440)	296,019
Furniture & Fittings	554,280	4,000	-	-	(50,518)	507,762
Text Books	36,477	23,272	-	-	(24,060)	35,689
Sports Equipment	81,426	15,531	-	-	(26,760)	70,197
Leased Assets	130,953	14,550	(554)	-	(64,413)	80,536
Library Resources	148,468	12,906	(3,660)	-	(17,668)	140,046
Motor Vehicles	-	-	-	-	-	-
Buildings (School Funded)	2,239,847	212,339	-	-	(101,407)	2,350,779
Improvements to Crown Owned Buildings	61,599	-	-	-	(32,005)	29,594
	<u>4,376,968</u>	<u>1,041,919</u>	<u>(4,214)</u>	<u>-</u>	<u>(637,812)</u>	<u>4,776,860</u>

	2022 Cost or Valuation	2022 Accumulated Depreciation	2022 Net Book Value	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value
	\$	\$	\$	\$	\$	\$
<b>2022</b>						
Plant & Machinery	3,291,318	(2,025,080)	1,266,238	2,677,398	(1,881,538)	795,860
Electronic Equipment & Software	4,795,514	(4,499,495)	296,019	4,650,113	(4,322,055)	328,058
Furniture & Fittings	2,998,333	(2,490,571)	507,762	2,994,333	(2,440,053)	554,280
Text Books	99,540	(63,851)	35,689	144,096	(107,619)	36,477
Sports Equipment	574,362	(504,165)	70,197	561,076	(479,650)	81,426
Leased Assets	194,942	(114,406)	80,536	194,055	(63,102)	130,953
Library Resources	805,148	(665,102)	140,046	812,270	(663,802)	148,468
Motor Vehicles	162,764	(162,764)	-	162,764	(162,764)	-
Buildings (School Funded)	4,824,497	(2,473,718)	2,350,779	4,612,159	(2,372,312)	2,239,847
Improvements to Crown Owned Buildings	517,163	(487,569)	29,594	517,163	(455,564)	61,599
	<u>18,263,581</u>	<u>(13,486,721)</u>	<u>4,776,860</u>	<u>17,325,427</u>	<u>(12,948,459)</u>	<u>4,376,968</u>

The net carrying value of equipment held under a finance lease is \$ 80,536 (2021: \$ 130,953)

**Restrictions**

There are no restrictions over the title of the school's property, plant and equipment, nor are any property, plant and equipment pledged as security for liabilities.



# BURNSIDE HIGH SCHOOL

## Notes to the Financial Statements For the Year Ended 31 December 2022

### 15. FINANCE LEASE

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

	2022 ACTUAL	2022 BUDGET (unaudited)	2021 ACTUAL
	\$	\$	\$
No Later than One Year	65,843	65,843	71,082
Later than One Year and no Later than Five Years	24,533	24,533	74,731
Future Finance Charges	(4,868)	(1,260)	(10,326)
	<u>85,508</u>	<u>89,116</u>	<u>135,487</u>
Finance lease liability - Current	61,821	64,020	63,264
Finance lease liability - Non-Current	23,687	25,096	72,223
	<u>85,508</u>	<u>89,116</u>	<u>135,487</u>

### 16. PROVISION FOR CYCLICAL MAINTENANCE

	\$	\$	\$
Provision at the Start of the Year	543,208	543,208	516,193
Increase/ (decrease) to the Provision During the Year	27,805	72,078	59,348
Use of the Provision During the Year	(2,394)	(39,999)	(32,333)
Provision at the End of the Year	<u>568,619</u>	<u>575,287</u>	<u>543,208</u>
Cyclical Maintenance - Current	9,167	73,334	37,500
Cyclical Maintenance - Non-Current	559,452	501,953	505,708
	<u>568,619</u>	<u>575,287</u>	<u>543,208</u>

### 17. FUNDS HELD IN TRUST

Funds Held on Behalf of Third Parties - Current	414,216	268,734	268,734
Funds donated for Specific Purpose	1,812	-	28,538
Funds in Trust other	45,909	44,267	49,157
	<u>461,937</u>	<u>313,001</u>	<u>346,429</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 specifically for students within families in need.

### 18. FUNDS HELD FOR CAPITAL WORKS PROJECTS

During the year the School received and applied funding from the Ministry of Education for the following capital works projects. The amount of cash held on behalf of the Ministry for capital works project is included under cash and cash equivalents in note 7.

2022	Opening Balances	Receipts from MOE	Payments	Board Contributions	Closing Balances
Hard Technology and IT	(167,943)	-	-	-	(167,943)
Swimming Pool Upgrade Project - SIP-CSR <i>on hold due to freeze post earthquake (MOE regulations)</i>	(250,000)	(350,000)	600,000	-	-
	<u>(417,943)</u>	<u>(350,000)</u>	<u>600,000</u>	<u>-</u>	<u>(167,943)</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	167,943
Funds Receivable from the Ministry of Education	-

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 <i>on hold due to freeze post earthquake (MOE regulations)</i>	-	(250,000)	-	-	(250,000)
	<u>(167,943)</u>	<u>(250,000)</u>	<u>-</u>	<u>-</u>	<u>(417,943)</u>

# BURNSIDE HIGH SCHOOL

## Notes to the Financial Statements For the Year Ended 31 December 2022

### 19. 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.

	2022 ACTUAL \$	2021 ACTUAL \$
<i>Board of Trustee and Committee Members</i>		
Remuneration	11,930	11,840
<i>Leadership</i>		
Remuneration	2,212,557	2,118,003
Full Time Equivalent members	17.50	16.75
<b>Total Key Management Personnel Remuneration</b>	<b>2,224,487</b>	<b>2,129,843</b>
<b>Total full-time equivalent personnel</b>	<b>17.50</b>	<b>16.75</b>

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:

	2022 ACTUAL \$000	2021 ACTUAL \$000
Salary and other payments	240 - 250	250 - 260
Benefits and other emoluments	35 - 40	30 - 35
Termination benefits	-	-

#### Other employees

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

	2022 Number	2021 Number
Total Remuneration \$000		
150-160	1	1
140-150	-	4
130-140	4	1
120-130	1	12
110-120	12	25
100-110	29	47
	<b>47</b>	<b>43</b>

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

### 20. 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:

	2022 ACTUAL \$	2021 ACTUAL \$
Total	5,770	1,550
Number of people	19	18



**21. 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.

**22. CONTINGENCIES AND BOARD OWNED PROVISIONS**

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2022 (Contingent liabilities and assets other than below at 31 December 2021: nil).

**Christchurch School Rebuild Programme**

The Board notes a Contingent Liability arising from redevelopment property work undertaken as part of the Christchurch School Rebuild programme. This building work is scheduled to commence in 2023, with some enablement works and demolition occurring in 2022. The original 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 2022 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 boards, through payroll service provider Education Payroll Limited.

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

To the extent that any obligation cannot reasonably be quantified at 31 December 2022, a contingent liability for the school may exist.

**Additional funding Wash up payment**

The Ministry of Education provided additional funding for both the Support Staff in Schools' Collective Agreement (CA) settlement and the Teacher Aide Pay Equity Settlement. The School has not been notified of the final wash up calculation relating to 31 December 2022. The final calculations impact on the financial statements is unable to be determined at the date of reporting.



# BURNSIDE HIGH SCHOOL

## Notes to the Financial Statements For the Year Ended 31 December 2022

### 23. COMMITMENTS

#### (a) Capital Commitments

As at 31 December 2022 the Board has entered into the following contract agreements for capital purchases.

	\$
(i) instalment payments on Assets not yet installed - set to be completed 2023	25,964

#### Total Commitments at 31 December 2022

25,964

(At 31 December 2021, there were capital commitments totalling \$ 93,316)

#### (b) Operating Commitments

As at 31 December 2022, 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 2023.

### 24. FINANCIAL INSTRUMENTS

	2022 ACTUAL	2022 BUDGET (unaudited)	2021 ACTUAL
<b>Cash and receivables</b>			
Cash and Cash Equivalents	944,874	375,112	582,422
Receivables	1,208,692	1,110,759	1,108,454
Investments - Term Deposits	5,962,021	5,342,000	6,188,557
Total Cash and Receivables	<u>8,115,587</u>	<u>6,827,871</u>	<u>7,879,433</u>
<b>Financial liabilities measured at amortised cost</b>			
Payables	-	-	1,542,783
Borrowings - Loans	-	-	-
Finance Leases	85,508	89,116	135,487
Total Financial Liabilities Measured at Amortised Cost	<u>85,508</u>	<u>89,116</u>	<u>1,678,270</u>

### 25. 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 8.

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 7), accounts receivable (note 10) and investments (note 8).

### 26. EVENTS AFTER BALANCE DATE

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

## INDEPENDENT AUDITOR'S REPORT

### TO THE READERS OF BURNSIDE HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2022

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 56 to 72 that comprise the statement of financial position as at 31 December 2022, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2022; 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 Benefit Entity Standards Reduced Disclosure Regime ('PBE Standards RDR')..

Our audit was completed on 30 May 2023. 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 arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.



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

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

The Board is responsible for the other information. The other information comprises the School Directory, List of 2022 Board Members, Chairperson's report, Principal's report, Annual plan and outcomes 2022, 2022 Variance report, Property sub-committee report, and the finance sub-committee report, Kiwisport statement and Good employer 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.

A handwritten signature in black ink, appearing to read "Anthony Smith", with a long horizontal flourish underneath.

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