



Halswell School
Many hearts make a school

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019

Ministry Number:	3366
Principal:	Stuart Cameron
School Address	1 School Road, Halswell, Christchurch, 8025
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HALSWELL SCHOOL

Annual Report - For the year ended 31 December 2019

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Halswell School

Statement of Responsibility

For the year ended 31 December 2019

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

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

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflect the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Francesca Nicole Brown

Full Name of Board Chairperson



Signature of Board Chairperson

26/5/20

Date:

STUART NICHOLAS CAMERON

Full Name of Principal



Signature of Principal

26/5/20

Date:

Halswell School

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How Position Gained	Held Until
Francesca Brown	Chairperson	Elected	May 2022
Rob Dixon	Parent Rep	Elected	May 2022
Giarne Harrison	Parent Rep	Elected	May 2022
Shaun Perrin	Parent Rep	Elected	May 2022
Natasha Buckby	Parent Rep	Elected	May 2022
Anita Head	Staff Rep	Elected	May 2022
Ged Robinson	Parent Rep	Elected	May 2022
Stuart Cameron	Principal	ex Officio	
Trevor Campbell	Chairperson	Elected	May 2019
Gary Hancock	Parent Rep	Elected	May 2019
Marcus Clyne	Parent Rep	Elected	May 2019
Carena Parish	Parent Rep	Elected	May 2019
Penny Wilson	Parent Rep	Elected	May 2019

Halswell School

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue				
Government Grants	2	5,185,720	5,252,455	4,968,391
Locally Raised Funds	3	345,828	302,256	369,385
Interest Income		15,219	10,000	15,854
International Students	4	418,743	243,250	321,905
		<u>5,965,510</u>	<u>5,807,961</u>	<u>5,675,535</u>
Expenses				
Locally Raised Funds	3	174,705	151,109	216,258
International Students	4	79,498	78,500	109,115
Learning Resources	5	3,296,349	3,339,788	3,159,823
Administration	6	218,662	255,550	248,842
Finance Costs		10,166	-	6,985
Property	7	1,720,657	1,762,093	1,674,133
Depreciation	8	233,348	125,000	222,333
Loss on Disposal of Property, Plant and Equipment		4,749	-	5,915
		<u>5,738,134</u>	<u>5,712,040</u>	<u>5,643,404</u>
Net Surplus / (Deficit)		227,376	95,921	32,131
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>227,376</u>	<u>95,921</u>	<u>32,131</u>

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

Halswell School

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Balance at 1 January	1,250,042	1,250,042	1,215,976
Total comprehensive revenue and expense for the year	227,376	95,921	32,131
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	-	-	1,935
Equity at 31 December	1,477,418	1,345,963	1,250,042
Retained Earnings	1,477,418	1,345,963	1,250,042
Equity at 31 December	1,477,418	1,345,963	1,250,042

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.

Halswell School
Statement of Financial Position
As at 31 December 2019

		2019	2019	2018
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Current Assets				
Cash and Cash Equivalents	9	606,501	680,655	459,734
Accounts Receivable	10	310,969	157,801	157,801
Prepayments		12,632	11,565	11,565
Investments	11	280,000	280,000	280,000
		<u>1,210,102</u>	<u>1,130,021</u>	<u>909,100</u>
Current Liabilities				
GST Payable		16,774	17,955	17,955
Accounts Payable	13	234,234	187,598	187,598
Revenue Received in Advance	14	370,750	282,811	282,811
Provision for Cyclical Maintenance	15	16,800	-	-
Finance Lease Liability - Current Portion	16	30,940	28,373	28,373
Funds held in Trust	17	6,300	1,740	1,740
		<u>675,798</u>	<u>518,477</u>	<u>518,477</u>
Working Capital Surplus/(Deficit)		534,304	611,544	390,623
Non-current Assets				
Property, Plant and Equipment	12	1,002,998	806,448	931,448
		<u>1,002,998</u>	<u>806,448</u>	<u>931,448</u>
Non-current Liabilities				
Finance Lease Liability	16	59,884	72,029	72,029
		<u>59,884</u>	<u>72,029</u>	<u>72,029</u>
Net Assets		<u>1,477,418</u>	<u>1,345,963</u>	<u>1,250,042</u>
Equity		<u>1,477,418</u>	<u>1,345,963</u>	<u>1,250,042</u>

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

Halswell School
Statement of Cash Flows
For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		893,265	961,200	910,308
Locally Raised Funds		226,983	302,256	430,242
International Students		498,682	243,250	349,312
Goods and Services Tax (net)		(1,181)	-	6,711
Payments to Employees		(469,871)	(495,020)	(678,545)
Payments to Suppliers		(701,032)	(643,205)	(664,590)
Interest Received		15,693	10,000	15,866
Net cash from Operating Activities		<u>462,539</u>	<u>378,481</u>	<u>369,304</u>
Cash flows from Investing Activities				
Purchase of PPE (and Intangibles)		(293,918)	(157,560)	(136,798)
Net cash from Investing Activities		<u>(293,918)</u>	<u>(157,560)</u>	<u>(136,798)</u>
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	1,935
Finance Lease Payments		(26,414)	-	(26,342)
Funds Administered on Behalf of Third Parties		4,560	-	-
Funds held for Capital Works Projects		-	-	(34,705)
Net cash from Financing Activities		<u>(21,854)</u>	<u>-</u>	<u>(59,112)</u>
Net increase/(decrease) in cash and cash equivalents		<u>146,767</u>	<u>220,921</u>	<u>173,394</u>
Cash and cash equivalents at the beginning of the year	9	459,734	459,734	286,340
Cash and cash equivalents at the end of the year	9	<u>606,501</u>	<u>680,655</u>	<u>459,734</u>

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 omitted.

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

Halswell School

Notes to the Financial Statements

1. Statement of Accounting Policies

For the year ended 31 December 2019

1.1. Reporting Entity

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

1.2. Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

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

Standard early adopted

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

PBE Accounting Standards Reduced Disclosure Regime

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

Measurement Base

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

Presentation Currency

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

Specific Accounting Policies

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

Critical Accounting Estimates And Assumptions

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

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

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

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 15.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

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

1.3. Revenue Recognition

Government Grants

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

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

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

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

Other Grants

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

Donations, Gifts and Bequests

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

Interest Revenue

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

1.4. Use of Land and Buildings Expense

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

1.5. Operating Lease Payments

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

1.6. Finance Lease Payments

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

1.7. Cash and Cash Equivalents

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

1.8. Accounts Receivable

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

Prior Year Policy

Accounts Receivable represents items that the School has issued invoices for or accrued for, but has not received payment for at year end. Receivables are initially recorded at fair value and subsequently recorded at the amount the School realistically expects to receive. A receivable is considered uncollectable where there is objective evidence the School will not be able to collect all amounts due. The amount that is uncollectable (the provision for uncollectibility) is the difference between the amount due and the present value of the amounts expected to be collected.

1.9. Investments

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

Prior Year Policy

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

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

After initial recognition any investments categorised as available for sale are measured at their fair value without any deduction for transaction costs the school may incur on sale or other disposal.

The School has met the requirements of Schedule 6 para 28 of the Education Act 1989 in relation to the acquisition of investment securities.

1.10. Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements	10-50 years
Furniture and equipment	5-10 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Leased assets held under a Finance Lease	3 years
Library resources	12.5% Diminishing value

1.11. Impairment of property, plant and equipment and intangible assets

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

Non cash generating assets

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

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

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

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

1.12. Accounts Payable

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

1.13. Employment Entitlements

Short-term employee entitlements

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay.

These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

Long-term employee entitlements

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

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

1.14. Revenue Received in Advance

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

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.

1.15. Funds Held in Trust

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Revenue and Expense. The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

1.16. Provision for Cyclical Maintenance

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

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

1.17. Financial Assets and Liabilities

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

Investments that are shares are categorised as "available for sale" for accounting purposes in accordance with financial reporting standards.

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

1.18. Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

1.19. Budget Figures

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

1.20. Services received in-kind

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

2. Government Grants

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational grants	821,395	877,700	835,958
Teachers' salaries grants	2,855,825	2,855,825	2,617,110
Use of Land and Buildings grants	1,435,430	1,435,430	1,437,373
Other MoE Grants	71,985	81,000	75,498
Other government grants	1,085	2,500	2,452
	<u>5,185,720</u>	<u>5,252,455</u>	<u>4,968,391</u>

3. Locally Raised Funds

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
Donations	150,091	138,000	146,525
Fundraising	5,599	3,600	-
Other revenue	6,280	500	24,386
Trading	18,579	21,320	31,813
Activities	134,449	138,836	136,532
Overseas Trip Income	30,830	-	30,129
	<u>345,828</u>	<u>302,256</u>	<u>369,385</u>
Expenses			
Activities	134,671	146,859	114,423
Trading	3,625	4,250	11,830
Fundraising (costs of raising funds)	2,130	-	-
Overseas Trip Expenses	34,279	-	90,005
	<u>174,705</u>	<u>151,109</u>	<u>216,258</u>
<i>Surplus for the year Locally raised funds</i>	<u>171,123</u>	<u>151,147</u>	<u>153,127</u>

In 2019 Students visited Vanuatu for an overseas learning experience to gain knowledge and skills in the Social Studies and Languages learning areas.

4. International Student Revenue and Expenses

	2019 Actual Number	2019 Budget (Unaudited) Number	2018 Actual Number
International Student Roll	30	25	25
	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Revenue			
International student fees	418,743	243,250	321,905
Expenses			
Advertising	1,610	4,500	4,566
Commissions	49,974	37,500	18,575
Recruitment	12,560	20,000	7,514
International student levy	11,505	6,000	7,278
Employee Benefit - Salaries	3,812	10,000	71,079
Other Expenses	37	500	103
	<u>79,498</u>	<u>78,500</u>	<u>109,115</u>
<i>Surplus for the year International Students</i>	<u>339,245</u>	<u>164,750</u>	<u>212,790</u>



5. Learning Resources

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	125,840	159,646	142,638
Equipment repairs	3,516	500	87
Library resources	4,656	7,297	7,363
Employee benefits - salaries	3,124,597	3,132,345	2,986,257
Staff development	37,740	40,000	23,478
	<u>3,296,349</u>	<u>3,339,788</u>	<u>3,159,823</u>

6. Administration

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	3,462	4,582	7,068
Board of Trustees Fees	5,311	9,000	5,373
Board of Trustees Expenses	12,639	14,780	12,978
Communication	7,519	8,450	6,856
Consumables	36,632	38,020	30,922
Operating Lease	11,456	43,500	24,900
Other	4,165	4,550	16,390
Employee Benefits - Salaries	125,170	120,500	132,539
Insurance	5,898	6,638	6,318
Service Providers, Contractors and Consultancy	6,410	5,530	5,498
	<u>218,662</u>	<u>255,550</u>	<u>248,842</u>

7. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	4,494	14,125	11,233
Consultancy and Contract Services	53,277	55,000	5,089
Cyclical Maintenance Provision	16,800	16,800	-
Grounds	26,434	28,450	10,299
Heat, Light and Water	51,627	65,348	58,027
Rates	12,616	10,000	11,231
Repairs and Maintenance	38,554	45,940	33,798
Use of Land and Buildings	1,435,430	1,435,430	1,437,373
Security	1,368	3,000	2,348
Employee Benefits - Salaries	80,057	88,000	104,735
	<u>1,720,657</u>	<u>1,762,093</u>	<u>1,674,133</u>

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

8. Depreciation of Property, Plant and Equipment

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements	34,729	10,000	29,473
Furniture and Equipment	88,695	50,000	80,900
Information and Communication Technology	64,694	50,000	82,393
Leased Assets	39,946	10,000	25,496
Library Resources	5,284	5,000	4,071
	233,348	125,000	222,333

9. Cash and Cash Equivalents

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Bank Current Account	606,501	680,655	49,591
Bank Call Account	-	-	410,143
Net cash and cash equivalents and bank overdraft for Cash Flow Statement	606,501	680,655	459,734

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

Of the \$606,501 Cash and Cash Equivalents, \$8,000 of unspent grant funding is held by the School. This funding is subject to restrictions which specify how the grant is required to be spent in providing specified deliverables of the grant arrangement.

10. Accounts Receivable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	128,138	9,293	9,293
Receivables from the Ministry of Education	9,200	-	-
Interest Receivable	1,439	1,913	1,913
Teacher Salaries Grant Receivable	172,192	146,595	146,595
	310,969	157,801	157,801
Receivables from Exchange Transactions	129,577	11,206	11,206
Receivables from Non-Exchange Transactions	181,392	146,595	146,595
	310,969	157,801	157,801

11. Investments

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset	280,000	280,000	280,000
Short-term Bank Deposits	280,000	280,000	280,000
Total Investments	280,000	280,000	280,000

12. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2019						
Building Improvements	249,886	100,894	-	-	(34,729)	316,051
Furniture and Equipment	456,781	132,393	-	-	(88,695)	500,479
Information and Communication	101,712	35,848	-	-	(64,694)	72,866
Leased Assets	94,575	21,985	-	-	(39,946)	76,614
Library Resources	28,494	18,527	(4,749)	-	(5,284)	36,988
Balance at 31 December 2019	931,448	309,647	(4,749)	-	(233,348)	1,002,998

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2019			
Building Improvements	536,538	(220,487)	316,051
Furniture and Equipment	1,056,646	(556,167)	500,479
Information and Communication	579,156	(506,290)	72,866
Leased Assets	134,378	(57,764)	76,614
Library Resources	65,333	(28,345)	36,988
Balance at 31 December 2019	2,372,051	(1,369,053)	1,002,998

The net carrying value of equipment held under a finance lease is \$76,614 (2018: \$94,575)

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
	\$	\$	\$	\$	\$	\$
2018						
Building Improvements	188,121	91,238	-	-	(29,473)	249,886
Furniture and Equipment	519,192	18,489	-	-	(80,900)	456,781
Information and Communication	170,013	14,092	-	-	(82,393)	101,712
Leased Assets	29,319	90,752	-	-	(25,496)	94,575
Library Resources	25,501	12,979	(5,915)	-	(4,071)	28,494
Balance at 31 December 2018	932,146	227,550	(5,915)	-	(222,333)	931,448

	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$
2018			
Building Improvements	435,643	(185,757)	249,886
Furniture and Equipment	924,254	(467,473)	456,781
Information and Communication	543,308	(441,596)	101,712
Leased Assets	127,708	(33,133)	94,575
Library Resources	54,145	(25,651)	28,494
Balance at 31 December 2018	2,085,058	(1,153,610)	931,448

13. Accounts Payable

	2019 Actual	2019 Budget (Unaudited)	2018 Actual
	\$	\$	\$
Operating creditors	25,134	12,315	12,315
Accruals	3,202	11,981	11,981
Capital accruals for PPE items	9,059	-	-
Employee Entitlements - salaries	180,991	148,394	148,394
Employee Entitlements - leave accrual	15,848	14,908	14,908
	234,234	187,598	187,598
Payables for Exchange Transactions	225,175	187,598	187,598
	234,234	187,598	187,598

The carrying value of payables approximates their fair value.

14. Revenue Received in Advance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Grants in Advance - Ministry of Education	8,000	-	-
International Student Fees	358,048	278,109	278,109
Other	4,702	4,702	4,702
	370,750	282,811	282,811

15. Provision for Cyclical Maintenance

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Increase/ (decrease) to the Provision During the Year	16,800	-	-
Provision at the End of the Year	16,800	-	-
Cyclical Maintenance - Current	16,800	-	-
	16,800	-	-

16. Finance Lease Liability

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

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	39,107	37,788	37,788
Later than One Year and no Later than Five Years	67,819	85,547	85,547
	106,926	123,335	123,335

17. Funds Held in Trust

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Funds Held in Trust on Behalf of Third Parties - Current	6,300	1,740	1,740
	6,300	1,740	1,740

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.

18. Funds Held for Capital Works

During the year the School received and applied funding from the Ministry of Education for the following capital works projects: No projects in 2019.

	2018	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contribution \$	Closing Balances \$
Rebuild	Completed	(2,038)	-	1,423	3,461	-
Totals		(2,038)	-	1,423	3,461	-



19. Related Party Transactions

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

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

20. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Associate Principal and Team Leaders.

	2019 Actual \$	2018 Actual \$
<i>Board Members</i>		
Remuneration	5,311	5,373
Full-time equivalent members	0.11	0.21
<i>Leadership Team</i>		
Remuneration	735,499	697,770
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	740,810	703,143
Total full-time equivalent personnel	7.11	7.21

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

Principal

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

	2019 Actual \$000	2018 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	150-160	110 - 120
Benefits and Other Emoluments	0-10	10 - 20
Termination Benefits	0 - 0	0 - 0

Other Employees

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

Remuneration \$000	2019 FTE Number	2018 FTE Number
100 -110	2.00	-
110 -120	-	1.00
	2.00	1.00

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

21. Compensation and Other Benefits Upon Leaving

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

	2019 Actual		2018 Actual
Total	\$	-	\$ -
Number of People		-	-

22. Contingencies

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

Holidays Act Compliance – schools payroll

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

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

23. Commitments

(a) Capital Commitments

As at 31 December 2019 the Board has not entered into any contract agreements for capital works.

(Capital commitments at 31 December 2018: nil)

(b) Operating Commitments

As at 31 December 2019 the Board has not entered into any operating contracts:

24. Managing Capital

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

25. Financial Instruments

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

Financial assets measured at amortised cost

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash and Cash Equivalents	606,501	680,655	459,734
Receivables	310,969	157,801	157,801
Investments - Term Deposits	280,000	280,000	280,000
Total Financial assets measured at amortised cost	<u>1,197,470</u>	<u>1,118,456</u>	<u>897,535</u>

Financial liabilities measured at amortised cost

Payables	234,234	187,598	187,598
Finance Leases	90,824	100,402	100,402
Total Financial liabilities measured at amortised Cost	<u>325,058</u>	<u>288,000</u>	<u>288,000</u>

26. Events After Balance Date

Impact from COVID-19

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

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

27. Cyclical Maintenance

Halswell School has an obligation to the Ministry of Education to maintain in good order and repair at all time the land, buildings and other facilities on the School site. The School is part of the Christchurch Schools Rebuild Programme which resulted in the School's buildings either being repaired or rebuilt in 2017. A draft Cyclical maintenance plan has been prepared, however this plan has not yet been approved by the ministry or the school. The Board of Trustees has committed to a painting programme for 2020 and requested this be provided for.

28. Adoption of PBE IFRS 9 Financial Instruments

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.





School Name:	Halswell School	School Number:	3366
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Strategic Aim:	<ul style="list-style-type: none"> To meet the needs of all learners To foster: resilience; resourcefulness; reflectiveness and reciprocity.
Annual Aim:	<ul style="list-style-type: none"> Mana Ake is providing support for student wellbeing All staff are familiar with the Halswell School Behaviour Programme and are using it consistently Students and community are aware of Halswell School Behaviour Programme expectations
Target:	<ul style="list-style-type: none"> 3 of the 4 School-wide climate and practices statements are within national averages 3 of the 4 Teaching and Learning statements are within national averages 4 of the 5 Pro-social student culture and strategies are within national averages
Baseline Data:	<p>NZCER Student Wellbeing Survey completed in October 2018 by all Y5-8 students showed a concerning number of areas where we scored considerably lower than national averages. These trends were apparent across all year groups and are as follows:</p> <p>School-wide climate and practices</p> <ul style="list-style-type: none"> Teachers are interested in my culture or family background The buildings and playgrounds are looked after at school Everyone thinks our school values are important (like respect for others) Teachers ask our ideas about how students can get on better with each other <p>Teaching and Learning</p> <ul style="list-style-type: none"> Teachers treat students fairly Teachers often notice when students help each other At school I am taught how to manage my feelings (like if I get angry) At school I am taught what to say or do if other children are being mean or bullying me <p>Pro-social student culture and strategies</p> <ul style="list-style-type: none"> Students treat each other with respect

- Students always stand up for other children if someone is mean to them
- Students include other children who are being left out
- I can say how I feel when I need to
- If I have a problems with another child, I feel I can ask teachers for help

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<p>Mana Ake programme -</p> <ul style="list-style-type: none"> • systems/processes developed for our school • Leading llights website introduced to teachers <p>Pastoral Care</p> <ul style="list-style-type: none"> • Develop clear systems/process for pastoral care referrals (flow chart) and process for identification of needs • Use Linc-ed data (behaviour and attendance) to identify issues • Develop school pastoral care register (Linc-ed?) • Include pastoral care as a standing agenda item in Learning Team and Lead Team agendas (15 mins each meeting) <p>Behaviour Management Plan</p> <ul style="list-style-type: none"> • Revised plan and new tools (flow chart, wheel of choices etc) introduced to all staff on TOD • Behaviour plan visuals (e.g. wheel of choices) displayed around school for student reference (early Term 1) and reinforced by all staff • Template for individual behaviour plan is developed (Term 1) 	<p>Mana Ake and Pastoral Care</p> <p>In total 41 students have benefitted from Mana Ake support during 2019. This number comprises ? individuals and 3 group programmes. The group programmes were:</p> <ul style="list-style-type: none"> • Y4 boys' friendship group • Y3 girls' friendship group • Y4-8 Pause, breathe, smile group <p>In addition a well attended parent session was run in Term 3 on "Supporting your anxious child".</p> <p>A Leading Lights PD session for staff was held at the start of the year. Staff are using the programme to support students and parents with mild needs.</p> <p>A pastoral care register has been developed and is a standing item on weekly Lead Team meeting agendas. A pastoral care flowchart has been developed outlining the process for identification or needs and allocating support</p> <p>Senior management monitor Linc-ed behaviour and attendance data each month and follow up where necessary</p> <p>Behaviour Management Plan</p> <p>IBPs have been developed at all levels of the school and are working well.</p>	<p>NZCER Student Wellbeing@School Survey</p> <p>This survey was readministered to all Y5-8 students in week 2, Term 4. Results are very similar to the 2018 survey with little progress made towards our 2019 Targets. The 2019 survey shows:</p> <ul style="list-style-type: none"> • 0 of the 4 School-wide climate and practices statements are within national averages • 0 of the 4 Teaching and Learning statements are within national averages • 0 of the 5 Pro-social student culture and strategies are within national averages. <p>A full report analysing the survey has been presented to our BOT.</p> <p>Year 5 and Year 7 cohorts have been talked to about their reasons behind their September Wellbeing@School survey responses. These conversations have reinforced the trends identified in the survey results.</p> <p>While our actions this year have supported individual children e.g. Mana Ake, IBPs for behaviour issues, and provided greater clarity for staff around systems and processes, it is clear from the survey results that these initiatives have been insufficient to achieve a shift in our school culture.</p>	<ul style="list-style-type: none"> • Halswell School implements a comprehensive wellbeing programme in 2020 with a major school-wide PD focus on positive education. A provider has been sourced and work is currently underway to plan a year's programme • Halswell School strengthens its anti bullying programme in 2020 • restorative practice PD day for all teachers is booked for the beginning of 2020

- Documentation is updated and uploaded to School Docs (Term 1)
- Community informed of updated plan - parent meeting, on website, in newsletter (Term 1)
- Number of behaviour incidents on Linc-ed regularly monitored

Culturally Inclusive Practice

- Focus on this in Term 1 contextual curriculum overview plan

Student Wellbeing Promoter

- Using ACTIVE to promote student wellbeing across the school

(See unit holders action plan for details)

Revised plan has been added to School Docs and we have switched our policy statement to the generic School Docs version.
 Information has been shared with the community about the Thinking Sheets. Staff are regularly discussing behaviour book entries during team meetings. Linc-Ed entries are regularly being made for behaviour incidences and are reviewed monthly by senior management.

Culturally Inclusive Practice

Our term 1 learning focus big question was 'What is Our Place in the World' with key words: Culture, Identity and Heritage. All learners investigated these aspects across the school. Our cultural narrative was used and many children visited or learned about landmarks relating to our block names and other culturally significant sights. Children also investigated their own cultural identity and 'Their place in the World'.

Planning for next year:

We are embarking on a school wide professional learning programme for all staff in positive education and restorative practice. This will involve engaging with outside experts to facilitate learning for staff. This focus on professional development will be integrated into the Board of Trustee's strategic plan over the next 3-5 years.



School Name:	Halswell School	School Number:	3366
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Strategic Aim:	<ul style="list-style-type: none"> To be recognised as a leading school To meet the needs of all learners
Annual Aim:	<ul style="list-style-type: none"> All teachers have a deep knowledge of current pedagogical approaches to maths teaching based on Ten Principles of Effective Pedagogy in Mathematics Consistent maths language used across the school Programmes across the school provide continuity of learning for students from Y0-8
Target:	<ul style="list-style-type: none"> Maths progressions finalised and uploaded to Linc-ed Halswell School Maths Curriculum statement and Guidelines developed. Clear assessment guidelines developed By the end of 2019, 80% (10/13) of the Year 4 children, who were Year 3s below at the end of 2018, will be at the expectation. By the end of 2019, 80% (5/7) of the Year 5 children, who were Year 4s below at the end of 2018, will be at the expectation. By the end of 2019, 80% (14/17) of the Year 6 children, who were Year 5s below at the end of 2018, will be at the expectation. By the end of 2019, 80% (7/9) of the Year 8 children, who were Year 7s below at the end of 2018, will be at the expectation.

Baseline Data:

The [2018 Maths Review](#) found that:

- The data shows our current maths programme is effectively meeting the needs of most students in terms of achievement.
- From the student growth mindset survey there is evidence that the schoolwide focus on growth mindset has started to have an impact during maths, with children using growth mindset language, wanting more challenging maths tasks and seeing making a mistake as an opportunity to learn.
- Ability grouping does seem to affect some children with regard to how they view themselves as maths learners (46% of children agreed that the group they are in tells them how good they are in maths)

The [2018 Maths Review](#) recommends:

- To move towards a maths programme that incorporates more 'worthwhile mathematical tasks' and encourages maths talk while also incorporating the good things we are already doing.

Schoolwide data at the end of 2018 shows that 88% of students are achieving at or above our school curriculum expectations.

However achievement was lower for the following groups:

Year 3 - 13 Year 3s were below expectations at the end of 2018.

Year 4 - at the end of 2018 7 of our Year 4 students were below expectations in Maths.

Year 5 - at the end of 2018 16 students were below and 1 was well below.

Year 7 - at the end of 2018 we had 9 who were below.

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>
<ul style="list-style-type: none"> Professional learning sessions for all teachers provided by UC. Maths focus team follow up professional learning sessions in Learning Teams. What does it mean for our practice in our team? Learning Teams supported to develop programmes that meet needs of students and fit within whole school guidelines. Maths TAI focus for teachers - either individual or team. Maths progressions reviewed and updated and entered in Linc-ed. Halswell School Maths Curriculum statement and Guidelines developed. Clarify schoolwide maths assessment tools and upskill teachers on use of these. 	<p>Teaching and learning resources This year was the first year of our whole school maths professional development. This has been well received by our staff and students and has deepened their understanding of a problem based approach to maths</p> <p>Key actions were:</p> <ul style="list-style-type: none"> Staff meetings Teachers TAI UC Plus facilitation Maths progressions created Maths Curriculum Statement re-written <p>Student Achievement Many of the children in the targeted groups who did not make our expectations still made progress but did not accelerate enough to meet the expectation.</p> <p><u>Year 4 Target Group</u> - None of the year 4 Target children moved from Below to At.</p> <p><u>Year 5 Target Group</u> - Of the 7 students targeted 4 left and the remaining 3 stayed Below our expectations.</p>	<p>Teaching and learning resources Professional development through UC Plus on problem based maths has enabled us to have a strong maths focus throughout the year.</p> <p>Student Achievement The results for our target groups were not what we had anticipated. All made progress but not all made the accelerated progress needed to move to our school expectations. This was the first year of our PD focus in maths with teachers taking time to upskill themselves to a new way of teaching maths. This may well have had an impact on student achievement. Children below expectations were a focus however specific intervention programmes for these children have not yet been implemented.</p> <p>As we have moved to this approach to teaching we have noticed some inconsistencies in assessment practices that will be addressed in 2020. We will be looking at what we are assessing and why we are assessing it.</p>	<p>Maths professional learning will continue to be a focus for the whole school in 2020. An application has been accepted for funding support from MoE to allow us to continue to be supported in this work by UC Education Plus facilitators. The application focuses on the following areas:</p> <ul style="list-style-type: none"> Continuing to build teacher capability and strengthen understanding of the maths curriculum, big mathematical ideas and pre-determining possible student misconceptions. Accelerating progress of children not achieving at curriculum expectations. Building teachers' evaluation and assessment capabilities. <p>One of our professional development foci for 2020 is to look at intervention programmes to accelerate our lower achievers. Teachers will also have these groups as targets for their TAIs.</p> <p>We will be conducting a comprehensive review into how we</p>

Year 6 Target Group - Of the 17 students targeted 2 left the school part way through the year, 4 of the remaining 5 advanced to At leaving 11 still Below.

Year 8 Target Group - Of the 9 students targeted 1 left the school part way through the year, 3 of the remaining 8 were At by the end of the year leaving 5 still Below our expectations.

select our target groups and what children are included in them.

Planning for next year:

We have been fortunate to be granted 110 hours of professional development funding through the MoE. We have a comprehensive plan with our UC Education Plus facilitator, and will be investigating programmes and strategies for accelerating progress. We will also continue to embed new practice and develop assessment and reporting practices that better align with our beliefs and understandings. We will continue to target our students who have not met our school expectations and these children will be the focus of our learning team TAIs. As stated above We will be conducting a comprehensive review on how we identify children for target groups in order to improve our practices around accelerating student achievement.



Kiwisport is a Government funding initiative to support students' participation in organised sport. During 2019, the school received total Kiwisport funding of \$9868.00(excluding GST).The funding was spent on :-

● Swimming sports - school (Pool hire - Jellie Park)	502.61
● Swimming sports - school (Transport - Jellie Park)	434.78
● Swimming sports - school (Pool Hire - Halswell)	228.26
● Swimming sports - zones (Transport)	200.00
● Subscription to Primary Sport Canterbury	1047.83
● Annual commitment to Selwyn Sports Trust	4000.00
● Lincoln Zone Sports Assn Levy	391.30
● Sports equipment for students e.g.netballs, rugby balls, soccer balls, badminton racquets, shuttlecocks etc	197.84 222.00 1100.58
● Athletics sports (Equipment Hire)	404.35
● Athletics sports (Transport)	891.30
● Koru Games (Transport)	470.00
	<hr/>
	\$10,090.85

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF HALSWELL SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019

The Auditor-General is the auditor of Halswell School (the School). The Auditor-General has appointed me, Kenneth Sandri, using the staff and resources of Crowe, to carry out the audit of the financial statements of the School on his behalf.

Opinion

We have audited the financial statements of the School on pages 3 to 19, that comprise the Statement of Financial Position as at 31 December 2019, the Statement of Comprehensive Revenue and Expense, Statement of Changes in Net Assets/Equity and Cash Flow Statement for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
 - its financial position as at 31 December 2019; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards Reduced Disclosure Regime.

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

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

Emphasis of Matter – COVID-19

Without modifying our opinion, we draw attention to the disclosures in note 26 on page 19 which outline the possible effects of the Alert Level 4 lockdown as a result of the COVID-19 pandemic.

Basis of opinion

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

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

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

Responsibilities of the Board of Trustees for the financial statements

The Board of Trustees is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.

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

The Board of Trustees' responsibilities arise from the Education Act 1989.

Responsibilities of the auditor for the audit of the financial statements

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

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

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

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

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

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

report. However, future events or conditions may cause the School to cease to continue as a going concern.

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

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board of Trustees is responsible for the other information. The other information at the date of our report are Board of Trustees schedule, Analysis Variance and Kiwisport 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 (Revised): *Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



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