

FRASER HIGH SCHOOL

ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2020

School Directory

Ministry Number: 135

Principal: Mrs Virginia Crawford

School Address: 72 Ellicott Road, Hamilton 3200

School Postal Address: PO Box 15121, Hamilton 3243

School Phone: 64-7-847 9044

School Email: Office@Fraser.School.nz

Members of the Board of Trustees

Name	Position	How Position Gained	Term Expires
Bonner, Tracy	Parent Rep / Chair	Elected	9-Jun-22
Faletau, Luseane	Parent Rep / Deputy Chair	Elected	9-Jun-22
Ngaruhe, Milton	Parent Rep	Elected	9-Jun-22
Jamieson, Katrina	Parent Rep	Elected	9-Jun-22
Perkinson, Glen	Parent Rep	Elected	9-Jun-22
Kahuroa, Renata	Parent Rep	Co-opted	9-Jun-22
Kara, Jackie	Staff Rep	Elected	9-Jun-22
Crawford, Virginia	Principal	Principal	Permanent
Cummins, Oisin	Student Rep	Elected	9-Sep-21

Employee

Ngawati Smiler	Business Manager / Accountant	Permanent
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FRASER HIGH SCHOOL

Annual Report - For the year ended 31 December 2020

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FRASER HIGH SCHOOL

Statement of Responsibility

For the year ended 31 December 2020

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

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

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

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

Tracy Bonner

Full Name of Board Chairperson

T Bonner

Signature of Board Chairperson

Virginia Crawford

Full Name of Principal

Crawford

Signature of Principal

14/6/21

Date:

14/06/2021

Date:

FRASER HIGH SCHOOL

Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2020

		2020	2020	2019
	Notes	Actual \$	Budget (Unaudited) \$	Actual \$
Revenue				
Government Grants	2	16,441,673	14,412,308	14,697,495
Locally Raised Funds	3	725,949	677,500	859,319
Interest Earned		474	5,000	913
		<u>17,168,096</u>	<u>15,094,808</u>	<u>15,557,727</u>
Expenses				
Locally Raised Funds	3	516,922	559,500	677,660
Learning Resources	4	11,222,832	9,992,030	10,394,381
Administration	5	1,037,994	955,650	1,000,491
Property	6	3,752,229	3,050,780	3,542,180
Depreciation	7	409,757	347,276	323,544
Loss on Disposal of Property, Plant and Equipment		-	47,000	7,196
Amortisation of Intangible Assets		-	-	3,839
Finance Cost		-	-	-
		<u>16,939,733</u>	<u>14,952,236</u>	<u>15,949,291</u>
Net Surplus for the year		228,363	142,572	(391,564)
Other Comprehensive Revenue and Expenses		-	-	-
Total Comprehensive Revenue and Expense for the Year		<u>228,363</u>	<u>142,572</u>	<u>(391,564)</u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes.

FRASER HIGH SCHOOL

Statement of Changes in Net Assets/Equity

For the year ended 31 December 2020

	Actual 2020 \$	Budget (Unaudited) 2020 \$	Actual 2019 \$
Balance at 1 January	1,283,897	1,691,673	1,675,461
Total comprehensive revenue and expense for the year	228,363	142,572	(391,564)
Capital Contributions from the Ministry of Education Contribution - Furniture and Equipment Grant	63,026	-	-
Equity at 31 December	1,575,286	1,834,245	1,283,897
Retained Earnings	1,575,286	1,834,245	1,283,897
Reserves	-	-	-
Equity at 31 December	1,575,286	1,834,245	1,283,897

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes.

FRASER HIGH SCHOOL
Statement of Financial Position

As at 31 December 2020

	Notes	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Current Assets				
Cash and Cash Equivalents	8	250,706	313,470	205,816
Accounts Receivable	9	801,515	669,000	638,818
GST Receivable		25,598	26,036	-
Prepayments		5,300	12,000	16,072
Inventories	10	72,837	81,900	93,071
Funds Owed for Capital Works Projects	17	29,454		
		<u>1,185,410</u>	<u>1,102,406</u>	<u>953,777</u>
Current Liabilities				
GST Payable		-	-	35,147
Accounts Payable	12	1,027,566	676,000	785,446
Borrowings - Due in one year	13	-	-	28,768
Revenue Received in Advance	14	155,349	10,000	67,879
Provision for Cyclical Maintenance	15	57,566	54,130	65,718
Finance Lease Liability - Current Portion	16	89,228	58,936	20,791
Funds held for Capital Works Projects	17		-	75,486
Funds held on behalf of Community of Learning Cluster	18	201,130	-	141,758
		<u>1,530,839</u>	<u>799,066</u>	<u>1,220,994</u>
Working Capital Surplus/(Deficit)		(345,428)	303,340	(267,217)
Non-current Assets				
Property, Plant and Equipment	11	2,224,283	1,830,905	1,722,340
Intangible Assets		-	-	-
		<u>2,224,283</u>	<u>1,830,905</u>	<u>1,722,340</u>
Non-current Liabilities				
Provision for Cyclical Maintenance	15	113,249	150,000	153,148
Finance Lease Liability	16	190,320	150,000	18,078
		<u>303,569</u>	<u>300,000</u>	<u>171,226</u>
Net Assets		<u><u>1,575,286</u></u>	<u><u>1,834,245</u></u>	<u><u>1,283,897</u></u>
Equity		<u><u>1,575,286</u></u>	<u><u>1,834,245</u></u>	<u><u>1,283,897</u></u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes.

FRASER HIGH SCHOOL
Statement of Cash Flows
For the year ended 31 December 2020

		2020	2020	2019
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
Cash flows from Operating Activities				
Government Grants		4,747,271	4,170,640	3,854,401
Locally Raised Funds		784,937	677,500	900,567
International Students		-	-	-
Goods and Services Tax (net)		(60,746)	(52,036)	23,184
Payments to Employees		(2,992,275)	(2,386,400)	(2,730,100)
Payments to Suppliers		(1,614,726)	(1,860,980)	(1,947,680)
Cyclical Maintenance Payments in the year		(74,687)	(69,048)	-
Interest Paid		-	-	(3,839)
Interest Received		474	5,000	913
Net cash from / (to) the Operating Activities		790,248	484,676	97,445
Cash flows from Investing Activities				
Proceeds from Sale of PPE (and Intangibles)		-	(37,526)	-
Purchase of PPE (and Intangibles)		(597,742)	(601,967)	(355,401)
Net cash from / (to) the Investing Activities		(597,742)	(639,493)	(355,400)
Cash flows from Financing Activities				
Furniture and Equipment Grant		-	-	-
Finance Lease Payments		(73,279)	288,647	1,643
Painting contract payments		-	-	-
Loans Received/ Repayment of Loans		(28,768)	(28,770)	(28,539)
Funds Administered on Behalf of Third Parties		59,371	-	12,249
Funds Held for Capital Works Projects		(104,940)	-	(167,836)
Net cash from Financing Activities		(147,616)	259,877	(182,482)
Net increase/(decrease) in cash and cash equivalents		44,890	105,060	(440,437)
Cash and cash equivalents at the beginning of the year	8	205,816	208,410	646,253
Cash and cash equivalents at the end of the year	8	250,706	313,470	205,816

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.

FRASER HIGH SCHOOL

Notes to the Financial Statements

For the year ended 31 December 2020

1. Statement of Accounting Policies

a) Reporting Entity

Fraser High 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 of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

b) Basis of Preparation

Reporting Period

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

Basis of Preparation

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

Financial Reporting Standards Applied

The Education 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 15.

Useful lives of property, plant and equipment

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

Critical Judgements in applying accounting policies

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

Classification of leases

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

Recognition of grants

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to 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.

c) 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.

d) Use of Land and Buildings Expense

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

e) Operating Lease Payments

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

f) Finance Lease Payments

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

g) Cash and Cash Equivalents

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

h) Accounts Receivable

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

i) Inventories

Inventories are consumable items held for sale and comprise of stationery 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.

j) Investments

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

k) Property, Plant and Equipment

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

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

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

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

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

Finance Leases

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

Depreciation

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

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–50 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	Term of Lease
Library resources	12.5% Diminishing value

l) Intangible Assets

Software costs

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

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

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

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

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

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.

n) Accounts Payable

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

o) Employee Entitlements

Short-term employee entitlements

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

These include salaries and wages accrued up to balance date, 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.

p) 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 students, should the School be unable to provide the services to which they relate.

q) Funds Held in Trust

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

r) Shared Funds

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

s) Provision for Cyclical Maintenance

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

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

t) Financial Instruments

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

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

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

u) Borrowings

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

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

v) Goods and Services Tax (GST)

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

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

Commitments and contingencies are disclosed exclusive of GST.

w) Budget Figures

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

x) Services received in-kind

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

2. Government Grants

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operational grants	3,595,220	3,270,140	3,037,704
Teachers' salaries grants	8,778,580	7,900,000	8,118,737
Use of Land and Buildings grants	2,906,458	2,341,668	2,724,357
Other MoE Grants	797,065	410,500	344,146
Other government grants	364,350	490,000	472,551
	<u>16,441,673</u>	<u>14,412,308</u>	<u>14,697,495</u>

The School has opted into the donations scheme for this year. The amount received was \$203,550

3. Locally Raised Funds

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Revenue			
Donations	28,545	-	26,085
Activities	525,206	574,500	560,583
Trading	85,873	134,000	122,633
Overseas Travel	-	-	60,220
Other Revenue	86,325	9,000	89,798
	<u>725,949</u>	<u>677,500</u>	<u>859,319</u>
Expenses			
Activities	447,518	496,500	529,780
Trading	69,404	58,000	81,794
Overseas Travel	-	-	66,561
Other Expenses	-	5,000	(475)
	<u>516,922</u>	<u>559,500</u>	<u>677,660</u>
Surplus/ (Deficit) for the year Locally raised funds	<u>209,027</u>	<u>118,000</u>	<u>181,660</u>

During the year ended 31 December 2020 the school undertook no overseas trips.
(2019: Overseas trips Income \$60,219 and expenditure \$66,561)

4. Learning Resources

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Curricular	245,680	347,850	206,956
Information and communication technology	25,993	24,000	10,487
Extra-curricular activities	168,699	269,280	175,335
Library resources	3,756	6,000	4,943
Employee benefits - salaries	10,713,037	9,287,900	9,953,602
Staff development	65,667	57,000	43,058
	<u>11,222,832</u>	<u>9,992,030</u>	<u>10,394,381</u>

5. Administration

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Audit Fee	10,103	10,000	10,059
Board of Trustees Fees	4,400	7,000	7,145
Board of Trustees Expenses	33,271	9,800	30,139
Communication	26,290	38,000	41,634
Consumables	30,492	51,500	103,784
Operating Lease	-	-	-
Legal Fees	2,677	6,000	6,000
Other	165,839	124,850	100,143
Employee Benefits - Salaries	756,471	698,500	692,931
Insurance	8,451	10,000	8,656
	<u>1,037,994</u>	<u>955,650</u>	<u>1,000,491</u>

6. Property

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Caretaking and Cleaning Consumables	40,947	30,000	33,236
Consultancy and Contract Services	-	7,500	-
Cyclical Maintenance Expense	26,636	54,312	6,152
Grounds	45,004	50,500	62,293
Heat, Light and Water	156,321	150,000	149,940
Rates	16,719	9,000	11,943
Repairs and Maintenance	153,763	107,800	195,276
Use of Land and Buildings	2,906,458	2,341,668	2,724,357
Employee Benefits - Salaries	406,380	300,000	358,983
	<u>3,752,229</u>	<u>3,050,780</u>	<u>3,542,180</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.

7. Depreciation

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Buildings	22,551	22,500	22,553
Building Improvements	11,702	12,000	9,717
Furniture and Equipment	99,503	99,040	96,127
Information and Communication Technology	174,294	116,000	149,678
Motor Vehicles	19,685	17,000	19,685
Textbooks	7,200	17,300	3,172
Leased Assets	69,247	58,936	17,301
Library Resources	5,574	4,500	5,312
	<u>409,757</u>	<u>347,276</u>	<u>323,544</u>

8. Cash and Cash Equivalents

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Cash on Hand	700	700	700
Bank Current Account	239,017	307,770	194,242
Bank Call Account	10,989	5,000	10,874
Short-term Bank Deposits	-	-	-
Bank Overdraft	-	-	-
Cash and cash equivalents for Cash Flow Statement	<u>250,706</u>	<u>313,470</u>	<u>205,816</u>

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

Of the \$244,311 Cash and Cash Equivalents, nil is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

Of the \$244,311 Cash and Cash Equivalents, \$201,130 is held by the School on behalf of the CoLs cluster. See note 18 for details of how the funding received for the cluster has been spent in the year.

9. Accounts Receivable

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Receivables	54,180	9,000	25,698
Bank Staffing Underuse	17,151	-	-
Teacher Salaries Grant Receivable	730,184	660,000	613,119
	<u>801,515</u>	<u>669,000</u>	<u>638,818</u>
Receivables from Exchange Transactions	54,180	9,000	25,698
Receivables from Non-Exchange Transactions	747,335	660,000	613,119
	<u>801,515</u>	<u>669,000</u>	<u>638,818</u>

10. Inventories

	2020	2020	2019
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Stationery	10,290	11,900	22,674
School Uniforms	62,547	70,000	70,397
Canteen	-	-	-
	<u>72,837</u>	<u>81,900</u>	<u>93,071</u>

11. Property, Plant and Equipment

2020	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	55,797	-	-	-	(7,532)	48,265
Buildings	473,080	-	-	-	(15,019)	458,061
Building Improvements	78,801	19,578	-	-	(11,702)	86,676
Furniture and Equipment	566,666	130,832	-	-	(99,503)	597,995
Information and Communication	375,511	415,690	-	-	(174,294)	616,906
Motor Vehicles	110,397	-	-	-	(19,685)	90,712
Textbooks	7,620	27,449	-	-	(7,200)	27,870
Leased Assets	37,226	313,958	-	-	(69,247)	281,938
Library Resources	17,241	4,193	-	-	(5,574)	15,860
Balance at 31 December 2020	1,722,340	911,700	-	-	(409,757)	2,224,283

The net carrying value of TELA equipment held under a finance lease is \$281,937 (2019: \$37,226)

2020	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	150,676	(102,411)	48,265
Buildings	750,953	(292,892)	458,061
Building Improvements	394,426	(307,750)	86,676
Furniture and Equipment	3,357,354	(2,759,359)	597,995
Information and Communication	1,714,929	(1,098,023)	616,907
Motor Vehicles	221,834	(131,122)	90,712
Textbooks	481,953	(454,083)	27,870
Leased Assets	683,465	(401,527)	281,938
Library Resources	243,775	(227,915)	15,860
Balance at 31 December 2020	7,999,365	(5,775,082)	2,224,283

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Land	63,331	-	-	-	(7,534)	55,797
Buildings	488,099	-	-	-	(15,019)	473,080
Building Improvements	88,518	-	-	-	(9,717)	78,801
Furniture and Equipment	563,801	98,992	-	-	(96,127)	566,666
Information and Communication Technology	299,207	225,982	-	-	(149,678)	375,511
Motor Vehicles	130,081	-	-	-	(19,685)	110,397
Textbooks	5,847	4,945	-	-	(3,172)	7,620
Leased Assets	-	54,528	-	-	(17,301)	37,226
Library Resources	21,846	707	-	-	(5,312)	17,241
Balance at 31 December 2019	1,660,730	385,154	-	-	(323,544)	1,722,340

The net carrying value of Lease equipment held under a finance lease is \$37,226 (2018: \$0)

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Land	150,676	(94,879)	55,797
Buildings	750,953	(277,873)	473,080
Building Improvements	374,849	(296,048)	78,801
Furniture and Equipment	3,226,523	(2,659,857)	566,666
Information and Communication Technology	1,299,239	(923,728)	375,511
Motor Vehicles	221,834	(111,437)	110,397
Textbooks	454,504	(446,884)	7,620
Leased Assets	386,808	(349,582)	37,226
Library Resources	239,582	(222,341)	17,241
Balance at 31 December 2019	7,104,968	(5,382,628)	1,722,340

12. Accounts Payable

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Operating creditors	79,288	5,000	4,027
Accruals	11,622	11,000	11,622
Banking staffing overuse	-	-	55,239
Employee Entitlements - salaries	881,056	660,000	624,006
Employee Entitlements - leave accrual	55,600	-	90,552
	<u>1,027,566</u>	<u>676,000</u>	<u>785,446</u>
Payables for Exchange Transactions	1,027,566	676,000	785,446
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)			
Payables for Non-exchange Transactions - Other			
	<u>1,027,566</u>	<u>676,000</u>	<u>785,446</u>

The carrying value of payables approximates their fair value.

13. Borrowings

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Due in One Year	-	-	28,768
Due Beyond One Year	-	-	-
	<u>-</u>	<u>-</u>	<u>28,768</u>

The school has no borrowings at 31 December 2020. (31 December 2019 \$28,768). This loan was from the Little Feet / Campus Creche. The loan was unsecured, interest is 0.0% per annum and the loan is payable with interest in equal instalments of \$28,768

14. Revenue Received in Advance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Other - Grants in Advance	120,000		
Other - Students	35,349	10,000	67,879
	<u>155,349</u>	<u>10,000</u>	<u>67,879</u>

15. Provision for Cyclical Maintenance

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Provision at the Start of the Year	218,866	218,866	212,714
Increase/ (decrease) to the Provision During the Year	26,635	(14,736)	6,152
Use of the Provision During the Year	(74,686)	-	
Provision at the End of the Year	<u>170,815</u>	<u>204,130</u>	<u>218,866</u>
Cyclical Maintenance - Current	57,566	54,130	65,718
Cyclical Maintenance - Term	113,249	150,000	153,148
	<u>170,815</u>	<u>204,130</u>	<u>218,866</u>

16. Finance Lease Liability

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

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
No Later than One Year	89,228	-	20,791
Later than One Year and no Later than Five Years	190,320	-	18,078
Later than Five Years	-	-	-
	<u>279,548</u>	<u>-</u>	<u>38,869</u>

17. Funds Held for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2020	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
H Block Asbestos	<i>in progress</i>	75,486	12,947	(117,887)		(29,454)
Totals		<u>75,486</u>	<u>12,947</u>	<u>(117,887)</u>	-	<u>(29,454)</u>

Represented by:

Funds Held on Behalf of the Ministry of Education	(29,454)
Funds Due from the Ministry of Education	-
	<u>(29,454)</u>

	2019	Opening Balances \$	Receipts from MoE \$	Payments \$	BOT Contributions	Closing Balances \$
School Boiler	<i>completed</i>		17,877	(17,877)		-
H Block Asbestos	<i>in progress</i>		77,479	(1,993)		75,486
B & H Block Project	<i>completed</i>	243,321	919,592	(1,162,914)	-	-
Totals		<u>243,321</u>	<u>1,014,949</u>	<u>(1,182,784)</u>	-	<u>75,486</u>

18. Funds Held on Behalf of Community of Learning Cluster

Fraser High School is the lead school and holds funds on behalf of the Community of Learning, a group of schools funded by the Ministry.

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Funds Held at Beginning of the Year	141,758	-	129,509
Funds Received from Cluster Members	64,503	-	(2,804)
Funds Received from MoE	-	-	-
Funds Spent on Behalf of the Cluster	(5,131)	-	15,054
Funds Held at Year End	201,130	-	141,758

These assets and liabilities form part of the school's assets and liabilities and are presented on the school's statement of financial position.

19. Funds Held for Teen Parent Unit

The school's Teen Parent Unit is a separate business unit of the school in accordance with the agreement with the Ministry of Education. The revenue and expenditure is included in the school's Statement of Revenue and Expense. During the year the funds were spent on curriculum, employee benefit expenses, administration and property management expenses.

20. 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.

Key Personnel

One of the teachers at Fraser High School is related to the Principal

The total wages paid to that teacher during the year was in the range \$100,000 - \$105,000 (2019 \$95,000 - \$99,000)

The Principal's daughter was hired as the attendance officer on a part-time fixed term contract till the end of 2020

All employment matters regarding the above were dealt with by an independent Deputy Principal

21. Remuneration

Key management personnel compensation

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Business Manager

	2020 Actual \$	2019 Actual \$
<i>Board Members</i>		
Remuneration	4,400	7,145
Full-time equivalent members	0.44	0.58
<i>Leadership Team</i>		
Remuneration	927,829	880,525
Full-time equivalent members	7.00	7.00
Total key management personnel remuneration	932,229	887,670
Total full-time equivalent personnel	7.44	7.58

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

Principal

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

	2020 Actual \$000	2019 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	220-230	200 - 220
Benefits and Other Emoluments	6 - 7	6 - 7
Termination Benefits	-	-

Other Employees

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

Remuneration \$000	2020 FTE Number	2019 FTE Number
100-110	15.00	9.00
110-120	5.00	
130-140	1.00	1.00
	21.00	10.00

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

22. 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:

	2020 Actual	2019 Actual
Total	\$2,500	\$0
Number of People	1	0

23. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2020 (Contingent liabilities and assets at 31 December 2019: 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 2020, a contingent liability for the school may exist.

24. Commitments

(a) Capital Commitments

As at 31 December 2020 the Board has entered into the following agreement; \$366,700 turf replacement project to be completed in 2021, which has been partially funded by community grants with the remainder being funded by the Ministry of Education. A community grant of \$120,000 has been received for the project to date.

(b) Operating Commitments

As at 31 December 2020 the Board had no operating commitments

25. 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.

26. 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: Loans and receivables)

	2020 Actual \$	2020 Budget (Unaudited) \$	2019 Actual \$
Cash and Cash Equivalents	250,706	313,470	205,816
Receivables	801,515	669,000	638,818
Investments - Term Deposits	-	-	-
Total Loans and Receivables	1,052,221	982,470	844,634

Financial assets measured at amortised cost (2019: Loans and receivables)

Payables	1,027,567	676,000	785,446
Borrowings - Loans	-	-	28,768
Finance Leases	279,548	-	38,869
Total Financial Liabilities Measured at Amortised Cost	1,307,115	676,000	853,083

27. Events After Balance Date

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

28. Comparatives

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

2020 Analysis of Variance

Core Strategic Area: Community

COL Strategic Intent: Powerful Partnerships

To recognise and strengthen powerful connections and transitions with parents, whaanau, community and other organisations, because learning is reciprocal.

- Develop community confidence and trust in Fraser to
- Involve and if required create opportunities for community partners to contribute to decision making and implementation of decisions, to
- Work together to support student learning and achievement and
- To share resources

For 2020 this goal has four components:

- **Improve and design school curriculums and structures** by: revising and reframing the School timetable, local curriculum programmes, Senior and Junior Schools, so that it is clear that all learners are at the heart of everything we do at Fraser
- Develop a **rich working partnership with Ngaati Maahnaga, Waikato Tainui Iwi**, engaging in their educational strategy Whakatapuranga 2050 as a Kawenata school; engaging and supporting iwi hui; embed their voice in School decisions and act upon that voice and expectations, share appropriate data of affiliated Waikato Tainui iwi learners, and partnership governance and management levels.
- **Foster reciprocal learner-centred relationships with students and whaanau using Advisory groups**, and improving communication – using a contracted PR consultant
- **Consult School communities with a proposal to build a Polynesian Cultural Centre** – begin consultation with the School communities, including iwi, Pasifika, School, Whaanau, Parents/Caregivers

Components	Indicators of Success	Follow Up
<ul style="list-style-type: none"> Develop a rich working partnership with Ngaati Maahanga, Waikato Tainui Iwi, engaging in their educational strategy Whakatupuranga 2050 as a Kawenata school; engaging and supporting iwi hui; embed their voice in School decisions and act upon that voice and expectations, share appropriate data of affiliated Waikato Tainui iwi learners, and partnership governance and management levels. 	<p>Te Kaapuia TLIF goals are met.</p> <ul style="list-style-type: none"> Refer to Inquiry meeting minutes and reports, which are accessed from Sue Harker (Across School Leader and Professional Learning team member) <p>Principal and Education representative from Ngaati Maahanga meet regularly, along with ASLs, aiming to create a shared understanding about:</p> <ul style="list-style-type: none"> what an education partnership looks like <p>Iwi will deliver their narratives and manage the use of their resources in a School environment.</p> <ul style="list-style-type: none"> professional learning hours and funding access, <p>MOE funding to access and use iwi resources will go directly to iwi providers.</p> <ul style="list-style-type: none"> how to facilitate the delivery of iwi narratives and histories as integral to the School's local curriculum. <p>Principal meets regularly with Waikato Tainui Education team representatives. In partnership with Tainui to design and deliver a bespoke iwi endorsed PL principalship programme for 2021 - strengthen relationship with Tainui and capacity building PL for the principal.</p> <p>Consultation process to build a Polynesian Cultural Centre: iwi, Pasifika communities, parents, students, whanau, parents and caregivers, staff</p>	<p>Follow up: a strategic plan to identify and transfer effective elements of the programme to the mainstream School, to improve learning and achievement for all Maaori and polynesian students.</p> <p>Follow up: Develop education partnership plan with Ngaati Maahanga Whenua, evident in the School's Charter and curriculum design</p> <p>Plan to deliver Te Reo Maaori programme for all Year 9s in 2022 - a 'compulsory' option.</p> <p>Follow up: Deliver the PL in March, Te Ara a Taikehu</p> <p>Follow up: The next stage is to consult with the wider community.</p>

	<ul style="list-style-type: none"> • Ngaati Maahanga has been informed of the proposal and have yet to get back to the principal and the School kaumatua. • Pasifika communities have submitted detailed plans of what they envision for the build and its purpose. 	<p>Please note that after the consultation, design and approval stages, the building project cannot start until the School marae upgrades are completed: whakairo, kaaouta, whareiti.</p>
<p>Improve and design school curriculums and structures by: revising and reframing the School timetable, local curriculum programmes, Senior and Junior Schools, so that it is clear that all learners are at the heart of everything we do at Fraser</p>	<p>The timetable was reviewed and consultation completed with staff, students, parents and caregivers, in readiness for 2021:</p> <ul style="list-style-type: none"> • A trial period of the new timetable. • 90 minute periods • 9:40am start, same finish • Learning is intensive • Morning time to maintain online learning platform, tutorials, extra-curricular • Effective pedagogy modelled in meetings (LOCs, staff etc.) and staff professional learning <p>The Junior School Leadership team disrupted because of another new member in the team and COVID. Implemented the recommendations from the ERO and Junior School reviews. Evident in:</p> <ul style="list-style-type: none"> • New lead (management and administrative) roles for each hub • JSLT expanded to 4 • Learning programmes include strong local and Te Reo Maaori influence and content • Common learning assessment tasks • Common literacy and numeracy assessments • English, Mathematics and Science is taught by specialised teachers • Working with the Deputy Principals and Professional Learning teams to inquire into 	<p>Follow up: Review trial timetable 2021 end of term 1</p> <p>Follow up: develop and consolidate local curriculum - build teacher capacity to deliver iwi narratives as integral to the junior School curriculum, with confidence.</p>

the assessment data and evidence, to inform leadership practise.

An Advisory model is put on hold due to a Timetable trial

School wide curriculum review and School wide internal evaluation of achievement

- Interrogating the data with LOCs - paring back the Standards, focussing on 'just in time' learning, literacy and numeracy requirements, and vocational pathways and alignment
- Re-designing learning programmes in response to the 'new' NCEA Standards.
- In LOC and LOL meetings, interrogating the data and evidence to inform decisions and actions.

Refer to NZQA NCEA Principal Report and Charter for 2021 Targets

Follow up: An Advisory model is planned for 2022

Follow up:

Vocational Pathways programme is expanded:

- Junior School vocational programme - workplace tasters
- Career Navigator for Years 12-13
- Year 11s in Hei Taniwha and Aiga Tasi targeted for vocational counselling
- Vocational workshops throughout the year at School
- Parent Information evenings
- Improve the delivery and quality of information to students via assemblies, social media and School notices
- Prepare vocational information to be shared at Group time
- Share Iwi vocational opportunities frequently
- Organise a Vocational Day

Areas of focus:

- Year 12 Level 2 - achieving NCEA Levels 1 and 2
- Year 11 - building learning capacity and foundation for NCEA Level 2
- Literacy and numeracy requirements are met

	Produce School Variety Show	Produce School Variety Show for the community – showcase and celebrate students' talents and achievements - and students achieved credits.
<ul style="list-style-type: none"> ● Foster reciprocal learner-centred relationships with students and whaanau using Advisory groups, and improving communication – using a contracted PR consultant 	Complete planning for an Advisory model	<p>Follow up: Planning is complete. Implementation may take place in 2022</p>
<ul style="list-style-type: none"> ● Consult School communities with a proposal to build a Polynesian Cultural Centre – begin consultation with the School communities, including iwi, Pasifika, School, Whaanau, Parents/Caregivers 	<p>Consultation:</p> <ul style="list-style-type: none"> ● Ngaati Maahanga - MCP and CRV - pending marae upgrade ● Pasifika community - submitted their ideas and preferences to the Board ● Yet to consult with staff, students, and the community 	<p>Follow up: The marae upgrade will be completed firstly, and then the School will begin the process to build a Cultural Centre, as part of the 10 Year Property Plan.</p>

Core Strategic Area: Resourcing

COL Strategic Intent: Efficacy

To build teacher/leader capabilities through collaboration, Teaching as Inquiry, and effective teaching and learning. To access, share and use resources efficiently and effectively, to realise the school's strategic goals, to improve learning and achievement.

This includes targeting:

- Capital resources
- Operational budget
- Personnel resources
- Time

For 2020 this goal has two components, to allocate targeted financial resources:

- Support the design and development of a responsive **local curriculum**, responsive to learners and innovative learning programmes: beginning with the Junior School, Hei Taniwha, Aiga Tasi, Te Kaapuia and Indigenous Studies.
- Enable access to **professional learning** that supports the Charter's Strategic Plan and performance management, with a specific focus on: He Waka Eke Noa Strategic Goals, Teaching and Learning as Inquiry, Maaori Education, Aiga Tasi Education, Iwi Partnership and Collaboration - Ngaati Maahanga and Waikato Tainui, Junior School, LEAD, Student Leadership, Advisory programme, Culturally Responsive Curriculum Design, Local Curriculum Design Junior School

Components	Indicators of Success	Follow Up
<p>Support the design and development of a responsive local curriculum, responsive to learners and innovative learning programmes: beginning with the Junior School, Hei Taniwha, Aiga Tasi, Te Kaapuia and Indigenous Studies.</p>	<p>Te Kaapuia TLJF outcomes achieved. Refer to report, accessed from professional learning team, Sue Harker. Refer to Community Core Strategic Area</p> <p>Indigenous Studies continues to build a foundation as a culturally responsive learning programme, a pathway from Te Kaapuia, integral to local curriculum and delivering Maaori narratives at senior level.</p> <ul style="list-style-type: none"> • Hei Taniwha and Aiga Tasi - are exceptional programmes of sustainable critical cultural responsive pastoral and learning programmes. Retention of students is high. <p>Design a Senior School Curriculum that is informed by internal evaluation and review Refer to Community Core Strategic Area</p> <p>All LOCs and LOLs are able to implement an evaluation and review of the learning programmes in their department and faculty - to inform and improve the curriculums to enable improvements in students' learning and achievement.</p> <ul style="list-style-type: none"> • School-wide Internal Evaluation completed and informs learning programme design <p>Refer to Community Core Strategic Area</p> <p>Revised School timetable began its trial Refer to Community Core Strategic Area</p>	<p>Follow up: Internal Evaluation and Review – ongoing</p> <p>Follow up:</p> <ul style="list-style-type: none"> • All learning programmes, assessments and resources online, to be accessed by the Fraser communities. • All Course Outlines and assessments are accessed online open source. <p>Follow up: School timetable trial</p>

Core Strategic Area: Learning

COL Strategic Intent: Culturally Sustaining Practice and Learner Agency

To design a flexible and responsive curriculum for all learners, their learning and to enable their achievement, by growing learner agency through identity, partnership, voice and ownership.

To value diversity; and validate culture, language and identity.

Focus on:

- Achieving improved outcomes for all learners
- Developing culturally responsive practice
- Implementing Learning and Teaching as Inquiry at all levels of the school

For 2020 this goal has four components:

- Build and implement **effective pedagogy using an Inquiry model**: learning as inquiry and teaching as inquiry.
- **School-wide Internal Evaluation and Review** for learning, assessment and use of data; in supporting and strengthening pedagogy – systems have a sound pedagogical foundation, and a specific strengthening of the rigour of performance management.

Refer to New Zealand Curriculum p. 35 ‘**Teaching as Inquiry**’

- **Use iwi voice to inform local curriculum design**
- **To explore, implement and refine deep, meaningful opportunities** for students. E.g. student directed/initiated, project based learning, inquiry learning, authentic learning, conceptual curriculum design, key competencies.

Components	Indicators of Success	Follow Up
<p>Build and implement effective pedagogy using an Inquiry model: learning as inquiry and teaching as inquiry</p>	<p>Use an inquiry model to review and redesign the school's timetable - ongoing and in a trial period.</p> <p>Teaching and learning as Inquiry is embedded as best practice by staff, to improve teaching practise, and students' achievement</p>	<p>Follow up: The trial to be reviewed at the end of term 1 2021</p> <p>Follow up: review - is the present Inquiry model supporting us to achieve our goals?</p> <ul style="list-style-type: none"> • be effective pedagogical leaders, • inform teaching and learning practise, • improve student outcomes
<p>Use iwi voice to inform local curriculum design</p>	<p>Refer to Core Strategic Areas: Community and Resourcing</p>	<p>Follow up: building capability within the School to understand and deliver curriculum with Kaipapa Maaori, Emancipation and Social Justice lens</p> <ul style="list-style-type: none"> • Create a unit of learning at senior level that is integral to te ao Maaori and Te Tiriti o Waitangi kaupapa • Facilitate professional learning using Te Kootahitanga effective pedagogy, to be genuinely reflective practitioners and learners, exploring the values and beliefs that influence our teaching and delivery

<p>School-wide Internal Evaluation and Review for learning, assessment and use of data; in supporting and strengthening pedagogy – systems have a sound pedagogical foundation, and a specific strengthening of the rigour of performance management</p>	<p>ERO and Junior School Review Recommendations implemented.</p> <ul style="list-style-type: none"> • Common assessments • Achievement tracking • Junior School Strategic goals informed by achievement and learning evidence and data • Universal Learning Outcomes in the Junior School <p>Charter Achievement Targets refer to Charter and NZQA Principal's Report</p> <p>Performance Management documentation and process is robust to support teachers to improve their practise, and students' learning and achievement - implemented</p>	<p>Follow up:</p> <ul style="list-style-type: none"> • Continue to improve the system for tracking student achievement to inform timely actions and responses to student learning needs. • Improve student access to literacy and numeracy credits <p>Follow up: Achievement targets revised</p> <p>Follow up: Implement the Professional Growth Cycle</p>
<p>To explore, implement and refine deep, meaningful opportunities for students. E.g. student directed/initiated, project based learning, inquiry learning, authentic learning, conceptual curriculum design, key competencies</p>	<p>Charter and Faculty Achievement Targets met</p> <p>Implement and engage in Waikato Tainui Education Strategy</p> <ul style="list-style-type: none"> • Ensure that Waikato Tainui and Ngaati Maahanga are represented and their aspirations are actioned in the School at all levels – governance, management, curriculum <p>Note, as much as within Iwi capacity and capability</p> <ul style="list-style-type: none"> • Infrastructure in place to communicate directly between iwi and School <p>Two School contacts - School kaumatua and principal</p>	<p>Follow up:</p> <ul style="list-style-type: none"> • Continue developing partnership with Ngaati Maahanga - local curriculum and NZ and Maori histories • Continue developing partnership with Waikato Tainui in the space of principal leadership

	<p>Staff Induction package to implement in 2021</p> <p>Leadership teams: PL, ASL, PCT, LOCs - address induction</p> <p>Professional Learning Plan: June August November; with leaders – Whenua, Pepeha, Transformative Change</p> <p>TAG and STK working with PL team to construct shared understanding and a PL schedule to reflect PL foci</p>	<p>Follow up: completed</p> <p>Follow up: Executive team to schedule PL foci throughout the year</p> <ul style="list-style-type: none"> • Inquiry review • Te Reo Maaori • 90 minute effective pedagogy • LEAD/Wellbeing

Core Strategic Area: Learning Pathways

COL Strategic Intent: Powerful Partnerships, Learner Agency, Culturally Sustaining Practice

To value diversity; and validate culture, language and identity.

Fraser *'recognises and provides for the diverse abilities and aspirations of (our students) in ways that enable them'* to be effective learners and contributors to their communities.

Refer to New Zealand Curriculum p.41 'Learning Pathways'

Focus on:

- Achieving improved outcomes for all learners
- Developing culturally responsive practice
- Curriculum and Assessment Evaluation and Review

For 2020 this goal has two components:

- Evaluate curriculum effectiveness in accelerating progress for learners at risk.
- Actively acknowledge and act upon the implications of the Tiriti o Waitangi, e.g. foster tikanga Maaori, te reo Maaori, mana whenua Ngaati Maahanga, Tainuitanga

Components	Indicators of Success	Follow Up
<p>Evaluate curriculum effectiveness in accelerating progress for learners at risk</p>	<p>Complete an Advisory model to facilitate the evaluation of learners' experience at Fraser - put on hold because of COVID-19 and Timetable changes</p> <p>Support Staff contact every school leaver and inquire into their next steps – use that data to inform decisions about new programmes and learning - put on hold because of COVID-19 and Timetable changes</p> <p>Note the School receives leaver data from Universities only.</p> <p>Deans, Exec, LOCs, LOLs and the BOT to use the LEAD data to inform decisions to improve attendance, engagement and reduce truancy and discipline events</p>	<p>Follow up: Advisory 2022</p> <p>Follow up: Leavers' data 2022</p> <p>Follow up: Use data with LOCs and LOLs - year levels attendance/truancy</p> <ul style="list-style-type: none"> • How much learning are these students missing? In specific units of work? How to address the learning missed? Impact upon the provision of learning the following year(s)? • Identify the common and frequent classroom incidents that occur and how does the department and faculty address that - support for teacher and student, strategies, design of programmes <p>Deans</p> <ul style="list-style-type: none"> • What time, days, terms often feature an escalation of truancy and discipline incidents? What strategies and procedures can be used most effectively during these times? How to use LEAD to support

<p>Actively acknowledge and act upon the implications of the Tiriti o Waitangi, e.g. foster tikanga, te reo Maaori, mana whenua, Tainuitanga</p>		<p>strategies? What teachers factor most frequently as requiring PL and support? What students factor most frequently, and require intervention support?</p> <p>Executive</p> <ul style="list-style-type: none"> • What can the School replace Stand Downs and Suspensions with? Are there answers in how the Youth Court uses alternative culturally responsive approaches? <p>Board of Trustees</p> <ul style="list-style-type: none"> • What further support (PL, alternative programmes and counsellors, vocational opportunities etc.) can the Board approve resourcing for? • Revise the BOT Disciplinary Committee approach?
<p>Actively acknowledge and act upon the implications of the Tiriti o Waitangi, e.g. foster tikanga, te reo Maaori, mana whenua, Tainuitanga</p>	<p>Engaging with Waikato Tainui as a Kawenata school and Ngaati Maahanga - ongoing</p> <p>Implemented the Indigenous Studies as a pathway for Te Kaapuia, Hei Taniwha and Aiga Tasi learners</p>	<p>Follow up:</p> <ul style="list-style-type: none"> • Pilot programme with Ngaati Maahanga • Pilot PL iwi endorsed leadership programme with Waikato Tainui <p>Follow up: Grow the subject Indigenous Studies, as a component of local curriculum, Maaori narratives, emancipation and social justice narratives.</p>



01/06/2021

Kiwi sport

Unfortunately 2020 was not a great year for sport – or anything, due to the Covid 19 Pandemic. We saw a decrease in participation overall, and limited ability for our sports teams to participate in Sport, due to the school taking a firm stance on making our students health a priority.

The start of the year was positive – with a huge intake of Year 9 students participating in and signing up for sport in Term One – probably the largest number of students in a long time. However once the pandemic hit this contributed to a massive drop off in not just Year 9s participating in sport, but many other students also due to risk and concern from families.

Inter school Sporting events were cancelled, and we chose to put a priority on our more competitive athletes and sports teams being able to enter events, to keep our participation numbers small and focus on keeping those students safe and active, rather than a focus on participation and students participating in sports teams for social networking.

Mass gatherings were generally a non event so we did not hold inter-house competitions or large school events as we normally would which included our sports awards.

Some positives were that we were still able to provide sporting opportunities and we found that the shorter seasons actually meant that we had a huge uptake of sport in Term 4 – of kids wanting to participate in summer sports.

A handwritten signature in black ink, appearing to read 'Jenn Te Whare'.

Jenn Te Whare
Sport Manager
Fraser High School



Chartered Accountants
& Business Advisers

Fraser High School
Independent Auditor's Report
For the Year ended 31 December 2020

INDEPENDENT AUDITOR'S REPORT

TO THE READERS OF FRASER HIGH SCHOOL'S FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2020

The Auditor-General is the auditor of Fraser High School (the School). The Auditor-General has appointed me, Bernard Lamusse, using the staff and resources of PKF Hamilton Audit Ltd, 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 2 to 23, that comprise the statement of financial position as at 31 December 2020, 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 2020; and
 - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 14 June 2021. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board 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 of Trustees for the financial statements

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

In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as

applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 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 Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

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

Our responsibilities arises from the Public Audit Act 2001.

Other information

The Board is responsible for the other information. The other information comprises the information included on pages 24 to 39, but does not include the financial statements, and our auditor's report thereon.

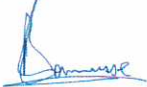
Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

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.



Bernard Lamusse
Director
PKF Hamilton Audit Ltd
On behalf of the Auditor-General
Hamilton, New Zealand