

# FRASER HIGH SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

**Ministry Number:** 135

**Principal:** 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](mailto:Office@Fraser.School.nz)

#### Members of the Board

Name	Position	How Position Gained	Term Expired/ Expires
Bonner, Tracy	Presiding Member	Elected	23-Sep-22
Crawford, Virginia	Principal ex Officio	Principal	Permanent
Faletau, Luseane	Parent Representative	Elected	23-Sep-22
Ngaruhe, Milton	Parent Representative	Elected	23-Sep-22
Jamieson, Katrina	Parent Representative	Elected	23-Sep-22
Perkinson, Glen	Parent Representative	Elected	23-Sep-22
Kahuroa, Renata	Parent Representative	Co-opted	23-Sep-22
Cummins, Oisin	Student Representative	Elected	23-Sep-22
Kara, Jackie	Staff Representative	Elected	23-Sep-22

#### Accountant / Service Provider:

**Ngawati Smiler** Business Manager Employee Permanent

# FRASER HIGH SCHOOL

Annual Report - For the year ended 31 December 2021

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# FRASER HIGH SCHOOL

## Statement of Responsibility

For the year ended 31 December 2021

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

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

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

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

Tracy Bonner

\_\_\_\_\_  
Full Name of Presiding Member



\_\_\_\_\_  
Signature of Presiding Member

31st May 2022

\_\_\_\_\_  
Date:

Virginia Crawford

\_\_\_\_\_  
Full Name of Principal



\_\_\_\_\_  
Signature of Principal

31st May 2022

\_\_\_\_\_  
Date:

# FRASER HIGH SCHOOL

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>				
Government Grants	2	16,797,484	15,022,308	16,726,714
Locally Raised Funds	3	451,396	672,500	440,908
Interest Income		573	5,000	474
		<u>17,249,453</u>	<u>15,699,808</u>	<u>17,168,096</u>
<b>Expenses</b>				
Locally Raised Funds	3	574,040	564,500	516,922
Learning Resources	4	11,543,733	10,628,130	11,222,832
Administration	5	2,153,479	897,650	1,037,994
Property	6	2,932,143	3,094,780	3,752,228
Depreciation	10	460,474	322,576	409,757
		<u>17,663,869</u>	<u>15,507,636</u>	<u>16,939,733</u>
<b>Net Surplus / (Deficit) for the year</b>		(414,416)	192,172	228,363
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u>(414,416)</u>	<u>192,172</u>	<u>228,363</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.



# FRASER HIGH SCHOOL

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		1,575,286	1,283,897	1,283,897
Total comprehensive revenue and expense for the year		(414,416)	192,172	228,363
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	63,026
<b>Equity at 31 December</b>		1,160,870	1,476,069	1,575,286
Retained Earnings		1,160,870	1,476,069	1,575,286
Reserves		-	-	-
<b>Equity at 31 December</b>		1,160,870	1,476,069	1,575,286

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.

# FRASER HIGH SCHOOL

## Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	420,937	255,800	250,706
Accounts Receivable	8	924,562	669,000	801,515
GST Receivable		-	-	25,598
Prepayments		-	12,000	5,300
Inventories	9	89,808	91,300	72,837
Funds owed for Capital Works Projects	17	-	-	29,454
		1,435,307	1,028,100	1,185,410
<b>Current Liabilities</b>				
GST Payable		26,796	2,396	-
Accounts Payable	11	1,242,942	676,000	1,027,566
Revenue Received in Advance	12	253,485	10,000	155,349
Provision for Cyclical Maintenance	13	68,374	54,130	57,566
Finance Lease Liability	14	73,659	58,936	89,228
Funds held for Capital Works Projects	15	207,549	-	-
Funds held on behalf of Community of Learning	16	207,659	170,000	201,130
		2,080,463	971,462	1,530,839
<b>Working Capital Surplus/(Deficit)</b>		(645,156)	56,638	(345,428)
<b>Non-current Assets</b>				
Property, Plant and Equipment	10	2,024,248	1,825,500	2,224,283
Intangible Assets		-	-	-
		2,024,248	1,825,500	2,224,283
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	13	67,095	212,714	113,249
Finance Lease Liability	14	151,127	193,355	190,320
		218,222	406,069	303,569
<b>Net Assets</b>		1,160,870	1,476,069	1,575,286
<b>Equity</b>		1,160,870	1,476,069	1,575,286

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

# FRASER HIGH SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2021

	Note	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Cash flows from Operating Activities</b>				
Government Grants		4,599,311	5,464,537	4,747,271
Locally Raised Funds		455,032	673,500	784,937
Goods and Services Tax (net)		58,450	2,396	(60,746)
Payments to Employees		(3,145,393)	(2,376,400)	(2,992,275)
Payments to Suppliers		(1,659,525)	(1,792,448)	(1,614,726)
Cyclical Maintenance Payments in the year		(66,547)	-	(74,687)
Interest Received		573	5,000	474
Net cash from/(to) Operating Activities		241,901	1,976,585	790,248
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of Property Plant & Equipment (and Intangibles)		-	96,437	-
Purchase of Property Plant & Equipment (and Intangibles)		(260,440)	(1,907,233)	(597,742)
Net cash from/(to) Investing Activities		(260,440)	(1,810,796)	(597,742)
<b>Cash flows from Financing Activities</b>				
Finance Lease Payments		(54,762)	(79,989)	(73,279)
Loans Received/ Repayment of Loans		-	-	(28,768)
Funds Held for Capital Works Projects		237,002		(104,940)
Funds Administered on Behalf of Third Parties		6,530	170,000	59,371
Net cash from/(to) Financing Activities		188,770	90,011	(147,616)
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>170,231</b>	<b>255,800</b>	<b>44,890</b>
Cash and cash equivalents at the beginning of the year	7	250,706	-	205,816
<b>Cash and cash equivalents at the end of the year</b>	7	<b>420,937</b>	<b>255,800</b>	<b>250,706</b>

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

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



# FRASER HIGH SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2021

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

FRASER HIGH SCHOOL (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

###### *Basis of Preparation*

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

###### *Financial Reporting Standards Applied*

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

###### *PBE Accounting Standards Reduced Disclosure Regime*

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

###### *Measurement Base*

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

###### *Presentation Currency*

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

###### *Specific Accounting Policies*

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

###### *Critical Accounting Estimates And Assumptions*

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

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

###### *Cyclical maintenance*

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 13.

###### *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 10.

### **Critical Judgements in applying accounting policies**

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

#### **Classification of leases**

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

#### **Recognition of grants**

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

### **c) Revenue Recognition**

#### **Government Grants**

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

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

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

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

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

#### **Other Grants**

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

#### **Donations, Gifts and Bequests**

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

#### **Interest Revenue**

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

### **d) Operating Lease Payments**

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

### **e) Finance Lease Payments**

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

### **f) Cash and Cash Equivalents**

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

### **g) Accounts Receivable**

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



#### **h) Inventories**

Inventories are consumable items held for sale and comprised 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.

#### **i) Investments**

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

#### **j) Property, Plant and Equipment**

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

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

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

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	10–75 years
Board Owned Buildings	10–75 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

#### **k) 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.

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

#### **l) Impairment of property, plant, and equipment and intangible assets**

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.

#### **m) Accounts Payable**

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

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

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

##### *Long-term employee entitlements*

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

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

#### **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from 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.

#### **p) 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 the School's 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.

#### **q) Provision for Cyclical Maintenance**

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

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.



**r) Financial Instruments**

The School's financial assets comprise cash and cash equivalents and accounts receivable. All of these financial assets, are categorised as 'financial assets measured at amortised cost' 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.

**s) Borrowings**

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

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

**t) Goods and Services Tax (GST)**

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

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

**u) Budget Figures**

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

**v) Services received in-kind**

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



## 2. Government Grants

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Operational Grants	3,450,354	3,270,140	3,595,220
Teachers' Salaries Grants	8,936,205	8,500,000	8,778,580
Use of Land and Buildings Grants	2,075,294	2,341,668	2,906,458
Other MoE Grants	1,665,730	420,500	797,065
Other Government Grants	669,901	490,000	649,391
	<u>16,797,484</u>	<u>15,022,308</u>	<u>16,726,714</u>

The school has opted in to the donations scheme for this year. Total amount received was \$210,150

## 3. Locally Raised Funds

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Revenue</b>			
Donations & Bequests	8,420	-	28,545
Curriculum related Activities	238,858	574,500	240,165
Trading	81,290	129,000	85,873
Fundraising & Community Grants	-	(40,000)	-
Other Revenue	122,828	9,000	86,325
	<u>451,396</u>	<u>672,500</u>	<u>440,908</u>
<b>Expenses</b>			
Extra Curricular Activities Costs	501,117	501,500	447,518
Trading	72,923	58,000	69,404
Other Locally Raised Funds Expenditure	-	5,000	-
	<u>574,040</u>	<u>564,500</u>	<u>516,922</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>(122,644)</u>	<u>108,000</u>	<u>(76,014)</u>

#### 4. Learning Resources

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Curricular	455,215	613,230	414,379
Information and Communication Technology	25,558	24,000	25,993
Library Resources	4,206	6,000	3,756
Employee Benefits - Salaries	10,971,720	9,927,900	10,713,037
Staff Development	87,034	57,000	65,667
	<u>11,543,733</u>	<u>10,628,130</u>	<u>11,222,832</u>

#### 5. Administration

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Audit Fee	14,064	10,000	10,103
Board Fees	5,642	7,000	4,400
Board Expenses	40,553	39,800	33,271
Communication	8,256	38,000	26,290
Consumables	6,443	51,500	30,492
Legal Fees	-	6,000	2,677
Other	131,637	126,850	165,839
Employee Benefits - Salaries	730,515	608,500	756,471
Insurance	7,367	10,000	8,451
Healthy School Lunches	1,209,002	-	-
	<u>2,153,479</u>	<u>897,650</u>	<u>1,037,994</u>

#### 6. Property

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Caretaking and Cleaning Consumables	43,429	30,000	40,947
Cyclical Maintenance Provision	31,201	54,312	26,636
Grounds	49,612	48,000	45,004
Heat, Light and Water	162,481	157,000	156,321
Rates	18,365	16,000	16,719
Repairs and Maintenance	148,833	107,800	153,763
Use of Land and Buildings	2,075,294	2,341,668	2,906,458
Employee Benefits - Salaries	402,928	340,000	406,380
	<u>2,932,143</u>	<u>3,094,780</u>	<u>3,752,228</u>

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

## 7. Cash and Cash Equivalents

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Bank Accounts	420,937	255,800	250,706
Cash and cash equivalents for Statement of Cash Flows	420,937	255,800	250,706

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

Of the \$420,937 Cash and Cash Equivalents, \$207,549 is held by the School on behalf of the Ministry of Education. These funds have been provided by the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

Of the \$420,937 Cash and Cash Equivalents, \$207,660 is held by the School on behalf of the Community of learning cluster. See note 16 for details of how the funding received for the cluster has been spent in the year.

Of the \$420,937 Cash and Cash Equivalents, the School holds \$210,000 in respect of grants received for the Astro Turf Project. These grants are all for a specific purpose and are expected to be used in 2022 on the Astro Turf Project.

## 8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	162,856	9,000	54,180
Banking Staffing Underuse	-	-	17,151
Teacher Salaries Grant Receivable	761,706	660,000	730,184
	924,562	669,000	801,515
Receivables from Exchange Transactions	162,856	9,000	54,180
Receivables from Non-Exchange Transactions	761,706	660,000	747,335
	924,562	669,000	801,515

## 9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	12,099	11,900	10,290
School Uniforms	77,709	70,000	62,547
Canteen	-	9,400	-
	89,808	91,300	72,837

## 10. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Land Improvements	150,676	-	-	-	(6,924)	143,752
Buildings	355,650	-	-	-	(15,019)	340,631
Building Improvements	86,677	-	-	-	(12,192)	74,485
Furniture and Equipment	597,995	67,529	-	-	(98,676)	566,848
Information and Communication Technology	616,906	170,056	-	-	(198,529)	588,433
Motor Vehicles	90,712	-	-	-	(19,685)	71,027
Textbooks	27,870	4,423	-	-	(8,094)	24,199
Leased Assets	281,938	16,283	-	-	(96,135)	202,086
Library Resources	15,860	2,147	-	-	(5,220)	12,787
<b>Balance at 31 December 2021</b>	<b>2,224,284</b>	<b>260,438</b>	<b>-</b>	<b>-</b>	<b>(460,474)</b>	<b>2,024,248</b>

The net carrying value of equipment held under a finance lease is \$202,086 (2020: \$281,938)

	2021	2021	2021	2020	2020	2020
	Cost or Valuation	Accumulated Depreciation	Net Book Value	Cost or Valuation	Accumulated Depreciation	Net Book Value
	\$	\$	\$	\$	\$	\$
Land Improvements	150,676	(6,924)	143,752	150,676	-	150,676
Buildings	750,953	(410,322)	340,631	750,953	(395,303)	355,650
Building Improvements	394,427	(319,942)	74,485	394,427	(307,750)	86,677
Furniture and Equipment	3,424,883	(2,858,035)	566,848	3,357,354	(2,759,359)	597,995
Info and Communication Technology	1,884,984	(1,296,552)	588,432	1,714,929	(1,098,023)	616,906
Motor Vehicles	221,834	(150,807)	71,027	221,834	(131,122)	90,712
Textbooks	486,376	(462,177)	24,199	481,953	(454,083)	27,870
Leased Assets	699,748	(497,662)	202,086	683,465	(401,527)	281,938
Library Resources	245,922	(233,134)	12,788	243,775	(227,915)	15,860
<b>Balance at 31 December 2020</b>	<b>8,259,803</b>	<b>(6,235,555)</b>	<b>2,024,248</b>	<b>7,999,366</b>	<b>(5,775,082)</b>	<b>2,224,284</b>



## 11. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	235,156	5,000	79,438
Accruals	10,867	11,000	11,472
Banking Staffing Overuse	38,762	-	-
Employee Entitlements - Salaries	909,299	660,000	881,056
Employee Entitlements - Leave Accrual	48,858	-	55,600
	<u>1,242,942</u>	<u>676,000</u>	<u>1,027,566</u>
Payables for Exchange Transactions	1,242,942	676,000	1,027,566
	<u>1,242,942</u>	<u>676,000</u>	<u>1,027,566</u>

The carrying value of payables approximates their fair value.

## 12. Revenue Received in Advance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Grants in Advance - External Organisations	210,000	-	-
Other revenue in Advance	43,485	10,000	155,349
	<u>253,485</u>	<u>10,000</u>	<u>155,349</u>

## 13. Provision for Cyclical Maintenance

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Provision at the Start of the Year	170,815	212,714	218,866
Increase/ (decrease) to the Provision During the Year	31,201	54,130	26,635
Use of the Provision During the Year	(66,547)	-	(74,686)
Provision at the End of the Year	<u>135,469</u>	<u>266,844</u>	<u>170,815</u>
Cyclical Maintenance - Current	68,374	54,130	57,566
Cyclical Maintenance - Term	67,095	212,714	113,249
	<u>135,469</u>	<u>266,844</u>	<u>170,815</u>

In 2019 the Board signed an agreement with Programmed Property Services (the contractor) for an agreed programme of work covering an four year period. The programme provides for an exterior repaint of the Ministry owned buildings in 2020 - 2023, with regular maintenance in subsequent years. The liability is the best estimate of the actual amount of work performed by the contractor for which the contractor has not been paid at balance sheet date. The liability has not been adjusted for inflation and the effect of the time value of money.

#### 14. Finance Lease Liability

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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	73,659	58,936	89,228
Later than One Year and no Later than Five Years	151,127	193,355	190,320
	<u>224,786</u>	<u>252,291</u>	<u>279,548</u>
<b>Represented by</b>			
Finance lease liability - Current	73,659	58,936	89,228
Finance lease liability - Term	151,127	193,355	190,320
	<u>224,786</u>	<u>252,291</u>	<u>279,548</u>

#### 15. 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.

	Current Status 2021	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions \$	Closing Balances \$
H Block	<i>Completed</i>	(29,454)			29,454	-
Dust Extraction	<i>In progress</i>	-	39,202	(1,983)		37,220
Wharenui - Whakairo	<i>In progress</i>	-	111,304	(4,960)		106,344
5YA Projects	<i>In progress</i>	-	10,000	(46,090)	-	(36,090)
Astro Turf	<i>In progress</i>	-	265,500	(158,595)	-	106,905
CCTV	<i>In progress</i>	-	52,699	(59,529)	-	(6,830)
Totals		<u>(29,454)</u>	<u>478,706</u>	<u>(271,156)</u>	<u>29,454</u>	<u>207,549</u>

#### Represented by:

Funds Held on Behalf of the Ministry of Education	250,469
Funds Due from the Ministry of Education	(42,920)
	<u>207,549</u>

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



## 16. Funds Held on Behalf of Community of Learning

FRASER HIGH SCHOOL is the lead school and holds funds on behalf of the cluster, a group of schools funded by the Ministry.

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Funds Held at Beginning of the Year	201,130	210,000	141,758
Funds Received from Cluster Members	8,921	75,000	64,503
Total funds received	8,921	75,000	64,503
Funds Spent on Behalf of the Cluster	2,392	115,000	5,131
Net funds used during the year	6,529	(40,000)	59,372
Funds Held at Year End	207,659	170,000	201,130

## 17. 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 employee benefit expenses, administration and property management expenses.

## 18. 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.

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 \$105,000 - \$110,000 (2020 \$100,000 - \$105,000)

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

## 19. Remuneration

### Key management personnel compensation

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

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	5,642	4,400
<i>Leadership Team</i>		
Remuneration	953,344	927,829
Full-time equivalent members	7	7
Total key management personnel remuneration	958,986	932,229

There are 8 members of the Board excluding the Principal. The Board had held 11 full meetings of the Board in the year. The Board also has Finance (3 members) and Property (3 members) that meet monthly respectively. As well as these regular meetings, including preparation time, the Chair and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal

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

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	200-210	220-230
Benefits and Other Emoluments	6 - 7	-
Termination Benefits	-	-

### Other Employees

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

Remuneration \$000	2021 FTE Number	2020 FTE Number
100-110	17	15
110-120	8	5
120-130	2	-
130-140	-	1
150-160	1	-
	28.00	21.00

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





## 20. Compensation and Other Benefits Upon Leaving

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

	<b>2021 Actual</b>	<b>2020 Actual</b>
Total	\$47,836	\$2,500
Number of People	7	1

## 21. Contingencies

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

Holidays Act Compliance – schools payroll

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

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

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

## 22. Commitments

### (a) Capital Commitments

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

- (a) \$475,000 contract for Astro Turf Replacement to be completed in **2022**, which will be funded by the Ministry of Education \$265,500 and External Grants \$210,000. \$158,595 has been spent on the project to date; and
- (b) \$105,000 contract for the design, creation and installation of new whakairo for the wharenuī - completed in **2022**, which will be funded by the Ministry of Education
- (c) \$39,202 contracted for the installation of Ducting System in Technology Block - completed in **2022**, which will be funded by the Ministry of Education

(Capital commitments at 31 December 2020: \$366,700)

### (b) Operating Commitments

In 2019, the School entered into a four-year painting contract with Programmed Maintenance Services for the sum of \$279,723. As at 31 December 2021, the School has remaining \$141,171 committed to the remaining two years of the contract which expires in 2023.

(Operating commitment as at 31 December 2020: \$205,036)

### 23. 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

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	420,937	255,800	250,706
Receivables	924,562	669,000	801,515
Total Financial assets measured at amortised cost	<u>1,345,499</u>	<u>924,800</u>	<u>1,052,221</u>

#### Financial liabilities measured at amortised cost

Payables	1,242,942	676,000	1,027,566
Finance Leases	224,786	252,291	279,548
Total Financial Liabilities Measured at Amortised Cost	<u>1,467,728</u>	<u>928,291</u>	<u>1,307,114</u>

### 24. Events After Balance Date

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

### 25. Comparatives

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

## 26. COVID 19 Pandemic on going implications

### Impact of Covid-19

During 2021 the country moved between alert levels.

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

### Impact on operations

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

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

### Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

### Increased Remote learning additional costs

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

## 27. Going Concern

The School operated at net losses of \$414,416 and had working capital deficits of \$645,156 (2020: 345,428 deficit) at the financial year ended 31 December 2021. The deterioration in the School's financial results and position continues to erode all available funds required for the School to continue operating in the near future.

The Board has obtained confirmation of continued financial support from the Ministry of Education and is working closely with NZSTA to reduce the overstaffing position at the school. Should the School be unable to meet its debt obligations as they fall due, the Board has the option to receive additional support and if required intervention from the Ministry of Education.

On this basis, the Board is satisfied that the use of the going concern assumption in the preparation of the 2021 financial statements was appropriate.

## 2021 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 2021 this goal has two components:

- **Improve and design school curriculums and structures** by revising and reframing the School timetable to include:
  - Preparation time to maintain and develop online presence,
  - Facilitate extra-curricular activities, and tutorials,
  - Hold teams hui
  - Develop Wellbeing programme,
  - Develop Academic Mentoring programme, and
- Develop a **rich working partnership with Ngaati Maahanga, Waikato Tainui Iwi** by:
  - Articulate in the School curriculum the educational strategy Whakatupuranga 2050 and Living Curriculum;
  - Attend and support iwi hui;
  - Actualise mana whenua voice in School decisions and act upon that voice and expectations,
  - Share appropriate data of affiliated Waikato Tainui Ngaati Maahanga iwi learners, and
  - Develop genuine partnership at governance and management levels.



Why	Indicators of Success	Achieved/ Ongoing/ Not Achieved
<ul style="list-style-type: none"> <li>● <b>Involve and if required create opportunities for community partners to contribute to decision making and implementation of decisions</b></li> </ul>	<p>Consultation is completed and the voices support an effective Timetable that contributes to:</p> <ul style="list-style-type: none"> <li>● Effective pedagogy</li> <li>● Wellbeing</li> <li>● Curriculum demands</li> <li>● Professional learning</li> <li>● PPTA STCA</li> <li>● Planning</li> <li>● Extra curricular</li> </ul> <p>Deliver Te Reo Maaori as a compulsory option for Year 9s - as part of the School's local curriculum</p> <p>The Junior and Senior School curriculum is co-designed with Ngaati Maahanga.</p>	<p>Achieved</p> <p>Ongoing - look at for 2023 - staffing is a barrier</p> <p>Ongoing - still supporting Ngaati Maahanga capacity to engage in this area.</p>
<ul style="list-style-type: none"> <li>● Develop a rich working partnership with <b>Ngaati Maahanga, Waikato Tainui Iwi</b>, by: <ul style="list-style-type: none"> <li>→ Articulate in the School curriculum the educational strategy Whakatupuranga 2050 and Living Curriculum;</li> <li>→ Attend and support iwi hui;</li> <li>→ Actualise mana whenua voice in School decisions and act upon that voice and expectations,</li> <li>→ Share appropriate data of affiliated Waikato Tainui Ngaati Maahanga iwi learners, and</li> <li>→ Develop genuine partnership at governance and management levels.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● A local school curriculum that reflects Fraser and mana whenua maatauranga and vision.</li> <li>● Mana whenua determine their role with the School, i.e. considering iwi capacity</li> </ul>	<p>Ongoing - still supporting Ngaati Maahanga capacity to engage in this area.</p> <p>Achieved - Ngaati Maahanga have determined their role and plan - COVID restrictions is a barrier - beginning with professional learning and induction with principals, as a Kaahui Ako collective.</p>

<ul style="list-style-type: none"> <li>● <b>Improve and design school curriculums and structures</b> by revising and reframing the School timetable to include: <ul style="list-style-type: none"> <li>→ Preparation time to maintain and develop online presence,</li> <li>→ Facilitate extra-curricular activities, and tutorials,</li> <li>→ Hold teams hui</li> <li>→ Develop Wellbeing programme,</li> </ul> </li> </ul>	<p>Consultation is completed and the voices support an effective Timetable that enables:</p> <ul style="list-style-type: none"> <li>● Effective pedagogy</li> <li>● Wellbeing</li> <li>● Curriculum demands</li> <li>● Professional learning</li> <li>● PPTA STCA</li> <li>● Planning</li> <li>● Extra curricular</li> </ul> <p>All teachers maintain an online learning platform in preparation for COVID Alert Levels and to develop blended learning</p> <p>School-wide LEAD and Wellbeing programme that teaches and strengthens Wellbeing for staff, students and families.</p> <p>A local school curriculum that reflects Fraser and mana whenua maatauranga and vision.</p>	<p>Achieved</p> <p><b>Ongoing - as teachers continuously improve their capabilities in digital technology, blended learning, and learning design.</b></p> <p><b>Ongoing - change in personnel</b></p> <p><b>Ongoing - as teachers continuously improve their capabilities in digital technology, blended learning, learning design, and cultural capabilities.</b></p>
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## 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 2021 this goal has four components, to allocate targeted financial resources:

- Enable access to **professional learning** with a specific focus on: Teaching and Learning as Inquiry, Te Reo and Tikanga Maaori, Aiga Tasi, Iwi Partnership and Collaboration - Ngaati Maahanga and Waikato Tainui, 90 Minute Pedagogy, Blended Learning
- **Property** - Design and construction of marae whakairo, modernise kaauta, and ablutions; refurbish M Block, consultation with Ngaati Maahanga re: Pasifika cultural centre
- **Timetable** consultation with stakeholders - effectiveness of 90 minute periods, and change in times
- **School Production** - showcase of student learning and achievement in the Arts

Why	Indicators of Success	Achieved/ Ongoing/ Not Achieved
<p>Enable access to <b>professional learning</b> with a specific focus on:</p> <ul style="list-style-type: none"> <li>● Teaching and Learning as Inquiry,</li> <li>● Te Reo and Tikanga Maaori,</li> <li>● Aiga Tasi,</li> <li>● Iwi Partnership and Collaboration - Ngaati Maahanga and Waikato Tainui,</li> <li>● Effective Pedagogy</li> </ul> <p>→ 90 Minute Pedagogy, → Blended Learning</p>	<p>All teaching staff engage in a rigorous inquiry process to improve their practices and learning outcomes for students.</p> <ul style="list-style-type: none"> <li>● All staff use data to inform their decisions about their teaching practise and the provision of learning experiences</li> </ul> <p>All staff engage in improving the quality and use of te reo Maaori at School, as an organic way of being.</p> <ul style="list-style-type: none"> <li>● Use te reo in the staffroom, in their classes</li> </ul> <p>All staff understand and engage respectfully in tikanga Maaori at School, as an organic way of being.</p> <ul style="list-style-type: none"> <li>● Learn and perform the School haka and waiata</li> <li>● Participate in School poowhiri confidently</li> </ul> <p>All teaching staff engage in PL about the Action Plan Pacific Education 2020-2030</p> <ul style="list-style-type: none"> <li>● Each Faculty has a plan to implement the MOE Action Plan</li> <li>● Aiga Tasi LOC to implement Fraser's Action Plan Pacific Education</li> </ul> <p>Grow teachers confidence in pedagogy and blended learning</p> <ul style="list-style-type: none"> <li>● Student learning and assessment evidence of improvement</li> <li>● Online learning platform is maintained, accessible and used as an integral part of teaching and learning in the classroom.</li> <li>● All courses are accessed online by students and parents.</li> </ul>	<p><b>Ongoing</b> - as teachers continuously improve their capabilities and pedagogical practice</p> <p><b>Ongoing</b> - as teachers continuously improve their cultural capabilities</p> <p><b>Ongoing</b> - as teachers continuously improve their cultural capabilities</p> <p><b>Not Achieved</b> - COVID impact</p> <p>Achieved</p> <p><b>Ongoing</b> - as teachers continuously improve their</p>



	<ul style="list-style-type: none"> <li>All staff improve their digital technologies skills and competencies.</li> </ul>	<b>capabilities and pedagogical practice</b>
<p><b>Property</b> - Design and construction of marae whakairo, refurbish M Block, consultation with Ngaati Maahanga re: Cultural centre</p>	<p>Complete all property projects and plans.</p>	<p>Achieved</p>
<p><b>Timetable</b> consultation with stakeholders - effectiveness of 90 minute periods, and change in times</p>	<p>Consultation is completed and the voices support an effective Timetable that supports:</p> <ul style="list-style-type: none"> <li>Effective pedagogy</li> <li>Wellbeing</li> <li>Curriculum demands</li> <li>Professional learning</li> <li>PPTA STCA</li> <li>Planning</li> <li>Extra curricular</li> </ul>	<p>Achieved</p>
<p><b>School Production</b> - showcase of student learning and achievement in the Arts</p>	<p>School Production is produced successfully - sell out.</p> <ul style="list-style-type: none"> <li>Students achieve credits</li> </ul>	<p>Achieved</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 2021 this goal has two components:

- **Learning Support Co-ordinator** constructs a Learning Needs Register, and co-ordinates Literacy and Numeracy provision.
- **School-wide Internal Evaluation and Review** for learning, assessment and use of data; in supporting and strengthening pedagogy – systems have a sound pedagogical foundation.

Why	Indicators of Success	Achieved/ Ongoing/ Not Achieved
<p><b>Learning Support Co-ordinator (LSC)</b> constructs a Learning Needs Register, and co-ordinates Literacy and Numeracy provision School-wide</p>	<p>School Learning Needs Register managed</p> <p>A Schoolwide Literacy and Numeracy Learning Plan completed in collaboration with LOCS and executive team</p> <p>Students' Literacy and numeracy needs are identified</p> <ul style="list-style-type: none"> <li>• LOCs and LOLs plan to address targeted student literacy and numeracy needs</li> </ul>	<p><b>Ongoing - Learning Support Co-ordinators' roles fully appointed</b></p> <p>Achieved and ongoing as reviewed</p> <p>Achieved and ongoing as reviewed</p>
<p><b>School-wide Internal Evaluation and Review for learning, assessment and use of data; in supporting and strengthening pedagogy – systems have a sound pedagogical foundation.</b></p>	<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Attendance to improve to Regular Attendance 90% - 100%</li> <li>• Every senior student has a vocational pathway(s) aligned to their learning programme</li> <li>• Celebrate 100% attendance</li> </ul> <p><b>Learning Behaviour</b></p> <ul style="list-style-type: none"> <li>• Learning relationships in class reduce minor and major incidents</li> <li>• All students and families have access to appropriate learning behaviour support services</li> <li>• Targeted restorative practises are used to support learning relationships</li> <li>• The Wellbeing programme supports students learning behaviour</li> <li>• The LEAD programme supports students learning behaviour; the quality of School culture, recognises student behaviour that actualises LEAD values</li> </ul>	<p><b>Ongoing - impacts of COVID</b></p> <p><b>Ongoing - impacts of COVID, and personnel</b></p>

	<p><b>NCEA</b></p> <ul style="list-style-type: none"> <li>• Refer to Achievement targets in Charter</li> <li>• Learning programmes are flexible, responsive to students, lead to a vocational pathway(s), are appropriately accessible to all students</li> <li>• Juniors have access to NCEA credits when appropriately ready</li> </ul> <p><b>Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>• Refer to Achievement targets in Charter</li> </ul>	<p><b>Refer to NZQA Principal's Report</b></p>
		<p><b>Refer to NZQA Principal's Report</b></p>

## 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 2021 this goal has two components:

- 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
- **Vocational pathways are profiled** in the School to support and strengthen learning pathways, achieve NCEA, provide further work and learning options for learners.

Why	Indicators of Success	Achieved/ Ongoing/ Not Achieved
<p><b>Actively acknowledge and act upon the implications of the Tiriti o Waitangi, e.g. foster tikanga, te reo Maaori, mana whenua, Tainuitanga</b></p> <p><b>Refer to Community Core Strategic Area</b></p> <ul style="list-style-type: none"> <li>• Develop a rich working partnership with Ngaati Maahanga, Waikato Tainui Iwi, by:</li> <li>→ Articulate in the School curriculum the educational strategy Whakatupuranga 2050 and Living Curriculum;</li> <li>→ Attend and support iwi hui;</li> <li>→ Actualise mana whenua voice in School decisions and act upon that voice and expectations,</li> <li>→ Share appropriate data of affiliated Waikato Tainui Ngaati Maahanga iwi learners, and</li> <li>→ Develop genuine partnership at governance and management levels.</li> </ul>	<ul style="list-style-type: none"> <li>• A local school curriculum that reflects Fraser and mana whenua maatauranga and vision.</li> <li>• Mana Whenua determine how they wish to work with the School, including the School Charter for 2020-2023</li> <li>• The school will make equitable provisions in the curriculum for the learning needs of Maaori learners - identifying systems, policies and actions that are inequitable and racist.</li> </ul>	<p>Ongoing - as teachers continuously improve their capabilities in digital technology, blended learning, learning design, and cultural capabilities..</p> <p>Ongoing - Ngaati Maahanga building its capacity and capabilities to engage at this level.</p> <p>Ongoing - began the process with the school timetable, review of policies, Charter</p>
<p><b>Vocational pathways are profiled</b> to support and strengthen learning pathways, achieve NCEA, provide further work and learning options for learners.</p>	<p><b>Vocational Pathways:</b></p> <ul style="list-style-type: none"> <li>• Interviewed all Year 11s and record their vocational pathway aspirations on KAMAR</li> <li>• Organise business presentations to students</li> <li>• In combination with Parent/Teacher Evenings and NCEA Informations Evenings - set up a Vocational Pathways Information 'stall'</li> <li>• During House and Year Level Assemblies - share Vocational information</li> </ul>	<p>Ongoing - COVID impacts</p>

	<ul style="list-style-type: none"> <li>● Give Group teachers digital material about vocational pathways, to share with students</li> <li>● Continue to notify Maaori students of Iwi initiatives and vocational opportunities</li> <li>● Develop the Vocational Pathways Facebook page to maintain updated vocational information and opportunities.</li> <li>● Organize Fraser's Vocational Pathways/ Careers Day</li> <li>● WHA working with Allan Turner to place students studying hard technology in work placements and employment.</li> <li>● Identifying 30 students to achieve their Learner's License, in conjunction with Joe Graham (Bluelight)</li> <li>● Implement Career Navigator, targeting: <ul style="list-style-type: none"> <li>→ Aiga Tasi students</li> <li>→ Hei Taniwha students</li> <li>→ Senior Council students</li> <li>→ PAF students</li> </ul> </li> <li>● Gateway opportunities for all other students</li> <li>● Puna Waiora - 20 places for Maaori students</li> <li>● Plan and implement in collaboration with the Junior School Leadership Team, a vocational pathways programme for Years 9-10</li> <li>● Faculty Spotlight: Each learning area puts a spotlight on 5 different careers each year. Could be posters, short movies - something we can share with students and their whaanau.</li> </ul> <p>Senior students identify at least one vocational pathway they're interested in pursuing.</p> <p>Junior students are able to select options that offer flexibility to support their vocational interests.</p> <p>Parents/Caregivers have quality vocational information to support their child</p> <p>Senior students have at least one business relationship that may be useful to them when they enter the workforce.</p>	
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## Summary of NZQA Data

Please note that in 2021, NZQA implemented additional qualifications support for students studying NCEA, due to the impacts of COVID-19.

The school also implemented additional qualifications support:

- Tracking progress of students studying NCEA from multiple sources i.e. subject teacher, group teacher, Deans, Deputy Principals
- Weekly tracking of student progress
- Tutorials
- More face-to-face time with teachers whenever COVID restrictions allowed
- More assessment opportunities

### Achievement in NCEA and UE

- Apart from Year 12s studying NCEA Level 2, all other Year groups' data increased ranging from 4-9%
- Year 12s studying NCEA Level 2 - 1% decrease

Note - our students' achievement rates remain below the national average, and the national Decile 4 average. Alongside attendance rates in the senior school that averaged 65% and lower.

- The national average decreased compared to previous years, of 2-3%
- Decile 4 national average decreased compared to previous years, of 2%

### Achievement in NCEA and UE Binary Gender

- Overall, Years 11-13 studying in their respective NCEA Level indicated increases ranging from 6-14%
- Year 13 Male achieving UE showed a decrease of 1%
- Year 12 Female achieving NCEA L2 showed a decrease of 3%

Note - our students' achievement rates remain below the national average, and the national Decile 4 average. Alongside attendance rates in the senior school that averaged 65% and lower.



- The national average decreased compared to previous years, of 2-3%
- Decile 4 national average decreased compared to previous years, of 2-3% in most areas, except for Female Year 13, a 1% increase.

### Achievement in NCEA and UE Ethnicity

- Overall all major ethnic groups presented an increase in achievement.
- Note:
  - Asian Year 13 UE decrease by 5%
  - European Year 12 decrease by 1%
  - Maori Year 12 decrease by 3%

The national average showed a decrease overall.

### NCEA Certificate Endorsement

- Achieved with Excellence - An increase of 1-5% in Years 11 and 12 - A decrease of 5% Year 13
- Achieved with Merit - An increase ranging from 3-8% across Years 11-13

Still remain below the national and Decile 4 average.

### Follow up:

- Learning programme design - focus on acceleration
- Elements of the school's systems that are a barrier to learning i.e. streaming, banding, racism etc.
- Elements of the school's systems that are a barrier to effective pedagogical practices.
- Elements of the school's systems that are a deterrent to re-engaging students in learning.
- Professional learning to improve teacher pedagogical practice.
- Timely tracking of learners' progress and interventions throughout the year

## Level 1 Literacy and Numeracy

- Literacy minor shifts either way
- Numeracy minor shifts either way

Fraser continues to present below the national average and Decile 4 schools.

## Follow up:

The appointment of a Learning Support Coordinator whose focus is Literacy and Numeracy in the Junior school, is a tool to support the improvement in attainment in this area.



04/05/2022

**Kiwi sport Report 2021 – Fraser High School**

Sport at Fraser High School in 2021 saw some ups and downs. Due to covid, we have continued to see a decline in certain sports as is the case around the country at the moment, with so many restrictions and people being weary of crowds.

Some of the things that we did to combat this are:

- Sports Competitions in school, i.e. Basketball, Volleyball and Netball games offered in school time and for our students only. This meant we could minimize the amount of students participating and mixing with other schools.
- More social sports opportunities for students to play sport for fun, with no competition.

We also took on some projects including the upgrade of the school hockey turf – which has been a couple of years in the making, which was started at the end of 2021 and recently completed at the end of April.

We have also recently applied for funding to grow our Waka Ama Programme also, and we are hoping to purchase our own Boats and equipment to allow our students to have more access to this.

Ngaa Mihi

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

Jenn Te Whare  
**Sport Manager**  
**Fraser High School**

**INDEPENDENT AUDITOR'S REPORT****TO THE READERS OF FRASER HIGH SCHOOL'S FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

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 21, that comprise the statement of financial position as at 31 December 2021, 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 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Sector – Public Benefit Entity Standards, Reduced Disclosure Regime.

Our audit was completed on 31 May 2022. This is the date at which our opinion is expressed.

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

**Emphasis of matter – financial difficulties**

In forming our unmodified opinion, we draw your attention to note 27 which refers to the School's working capital deficit of 645,156.

These financial statements are prepared on a going concern basis. The going concern assumption is dependent on the continuing support from the Ministry of Education. The Ministry of Education has confirmed it will continue to provide the School with resources so it may meet its obligations as they fall due.

**Basis for our opinion**

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

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

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



**Responsibilities of the Board for the financial statements**

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

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

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

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

**Responsibilities of the auditor for the audit of the financial statements**

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

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

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

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

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional skepticism 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 22 to 37, but does not include the financial statements, and our auditor's report thereon.

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

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

#### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1 *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

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



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